

Tab 1	SB 124 by Rodriguez ; Identical to H 00129 Florida Virtual School
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Tab 2	SB 320 by Simon ; Administrative Efficiency in Public Schools
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The Florida Senate
COMMITTEE MEETING EXPANDED AGENDA

EDUCATION PRE-K - 12
Senator Simon, Chair
Senator Calatayud, Vice Chair

MEETING DATE: Tuesday, December 9, 2025

TIME: 3:30—5:30 p.m.

PLACE: Pat Thomas Committee Room, 412 Knott Building

MEMBERS: Senator Simon, Chair; Senator Calatayud, Vice Chair; Senators Berman, Burgess, Davis, Gaetz, Osgood, and Yarborough

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
1	SB 124 Rodriguez (Identical H 129)	Florida Virtual School; Deleting provisions relating to the Florida Virtual School giving priority to certain students; providing that the board of trustees may use supplemental funding sources to develop a state-of-the-art technology-based education delivery system; authorizing the Florida Virtual School to accrue supplemental revenue from direct-support organizations; revising which entities review and approve expenditures, etc. ED 12/09/2025 Favorable AED FP	Favorable Yeas 6 Nays 0
2	SB 320 Simon	Administrative Efficiency in Public Schools; Exempting district school boards from requirements for adopting certain rules; deleting a requirement for a district school board to employ an internal auditor in certain circumstances; revising requirements relating to district school board attendance policies for Voluntary Prekindergarten Education Programs; prohibiting a school from being required to use a certain parameter as the sole determining factor to recruit instructional personnel; specifying requirements for advanced degrees that may be used to set salary schedules for instructional personnel and school administrators hired after a specified date; revising eligibility requirements for individuals to participate in the Teacher Apprenticeship Program, etc. ED 12/09/2025 Favorable FP	Favorable Yeas 6 Nays 0
TAB	OFFICE and APPOINTMENT (HOME CITY)	FOR TERM ENDING	COMMITTEE ACTION
Senate Confirmation Hearing: A public hearing will be held for consideration of the below-named executive appointment to the office indicated.			
Board of Directors, Florida High School Athletic Association			
3	Cervera, Adam ()	08/21/2026	Recommend Confirm Yeas 6 Nays 0

COMMITTEE MEETING EXPANDED AGENDA

Education Pre-K - 12

Tuesday, December 9, 2025, 3:30—5:30 p.m.

TAB	OFFICE and APPOINTMENT (HOME CITY)	FOR TERM ENDING	COMMITTEE ACTION
Commission for Independent Education			
4	Litvack, Steven B. (Delray Beach)	06/30/2027	Recommend Confirm Yeas 6 Nays 0

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
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Other Related Meeting Documents

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Committee on Education Pre-K -12

BILL: SB 124

INTRODUCER: Senator Rodriguez

SUBJECT: Florida Virtual School

DATE: December 8, 2025

REVISED: _____

ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1. Palazes	Bouck	ED	Fav
2. _____	_____	AED	_____
3. _____	_____	FP	_____

I. Summary:

SB 124 makes both technical and substantive changes related to the Florida Virtual School (FLVS). These changes impact its governance, funding, reporting, and assessment requirements.

This bill does not have a fiscal impact on state revenues and expenditures.

The bill takes effect July 1, 2026.

II. Present Situation:

Florida Virtual School

Founded in 1997,¹ the Florida Virtual School (FLVS) was established for the development and delivery of online and distance learning education. The mission of FLVS is to provide all students in Florida with technology-based educational opportunities to gain knowledge and the necessary skills to succeed. The FLVS is required to prioritize students:

- Who need expanded access to courses to meet their educational goals.
- Who are seeking accelerated access to graduate at least one semester early.
- Who are children of an active-duty member of the United States Armed Forces who is not stationed in this state whose home of record or state of legal residence is Florida.

To ensure students are informed of opportunities offered by FLVS, the Commissioner of Education is required to provide the FLVS Board of Trustees with access to records of public school students.²

¹ Florida Virtual School, *About Us*, <https://www.flvs.net/about-us>, (last visited Dec. 1, 2025).

² Section 1002.37(1), F.S.

In the 2024-2025 school year, 9,035 students were enrolled in FLVS full-time in kindergarten through grade 12 and taught by 2,517 teachers.³ Additionally, school districts may contract with FLVS to offer an approved FLVS school district franchise for part-time or full-time students.

FLVS Governance

The FLVS is governed by a Board of Trustees (board) comprised of seven members appointed by the Governor to four-year staggered terms. Board members are public officers who bear fiduciary responsibility for the FLVS. The board is required to meet at least four times a year, upon the call of the chair, or at the request of the majority of the board.

The board oversees the development of the FLVS's technology-based education system, ensuring its programs are cost-effective, educationally sound, marketable, and self-sustaining through the Florida Education Finance Program. The board is also tasked with seeking avenues to generate revenue to support its future programs, and any funds that are generated from patents, copyrights, trademarks, or licenses are considered internal funds. Additionally, the board may receive supplemental revenue from support organizations such as alumni associations, foundations, parent-teacher associations, and booster clubs. These organizations must recommend the expenditures of the money they collect for the FLVS, subject to review by the executive director, who has the authority to reject any spending that violates Florida law or sound educational management.

The FLVS board, like other district school boards, is responsible for administering and maintaining a personnel program for all FLVS employees. All employees of the FLVS, except for temporary, seasonal, and student employees may be state employees eligible to participate in the Florida Retirement System and receive benefits. The classification and pay plan, including terminal leave and other benefits, and any amendments thereto, are subject to review and approval by the Department of Management Services and the Executive Office of the Governor prior to adoption.⁴

FLVS Required Annual Report

The board is required to annually submit to the Governor, the Legislature, the Commissioner of Education, and the State Board of Education the results from its financial audit and the following:

- The operations and accomplishments of the FLVS within the state and those occurring outside the state as FLVS Global.
- The marketing and operational plan for the FLVS and FLVS Global, including recommendations regarding methods for improving the delivery of education through the Internet and other distance learning technology.
- The assets and liabilities of the FLVS and FLVS Global at the end of the fiscal year.
- Recommendations regarding the unit cost of providing services to students through the FLVS and FLVS Global.

³ Florida Department of Education, *Know Your Schools Portal – Population and Enrollment, Overview*, <https://edudata.fldoe.org/ReportCards/Schools.html?school=0000&district=71>, (last visited Dec. 8, 2025).

⁴ Section 1002.37(2), F.S.

- Recommendations regarding an accountability mechanism to assess the effectiveness of the services provided by the FLVS and FLVS Global.⁵

Assessment Requirements for FLVS Students

Public school students receiving full-time instruction in kindergarten through grade 12 by the FLVS must take all required statewide assessments and participate in the coordinated screening and progress monitoring system. Additionally, industry certification examinations, national assessments, and statewide assessments offered by the school district are required to be made available to all FLVS students. If the FLVS and the school district have not agreed upon an alternative testing site, the FLVS student must take the assessments at the school to which the student would be assigned according to district school board attendance areas. A school district is required to provide the student with access to the school's testing facilities and the date and time of the administration of progress monitoring and each examination or assessment.⁶

Recommendations Regarding the Governance, Operation and Organization of the Florida Virtual School

In 2019, the Department of Education contracted with Ernst & Young to evaluate the FLVS and concluded that certain components of the statutory framework for FLVS no longer fully reflected FLVS's actual operations or the scope of students it serves.

The report noted that the mission statement in law does not capture FLVS's role in serving a wide range of constituencies, including students in career and technical education, alternative and juvenile justice settings, adult high school completion programs, English language learners, gifted education, and other students with unique learning needs, and recommended updating the mission in statute so that it expressly embraces "service to all students in Florida."⁷ The report also found that FLVS's governance structure should be more streamlined by clarifying and formalizing the executive director/CEO role in statute, delegating greater operational authority to the CEO, and recalibrating the board's responsibilities so that FLVS executive leadership is empowered to manage day-to-day operations while the board concentrates on high-level governance.⁸

In addition, the report highlighted the importance of FLVS Global and other out-of-state services as revenue streams that should be reinvested into curriculum and course development for Florida students and recommended treating the FLVS foundation like a state-agency direct-support

⁵ Section 1002.37(7), F.S.

⁶ Section 1002.37(10), F.S.

⁷ Florida Department of Education, *Recommendations Regarding the Governance, Operation and Organization of the Florida Virtual School*, (Oct. 2019), available at https://www.google.com/url?client=internal-element-cse&cx=001098588266447694026:-7bfbq6htw0&q=https://www.fldoe.org/core/fileparse.php/18826/urlt/FLVSReport.pdf&sa=U&ved=2ahUKEwiP_baoxaSRAxUZJ0QIHUlaAboQFnoECAQQAg&usg=AOvVaw1LdV7ODd68cpk9MhaduKIU, at 16.

⁸ *Id.* at 11, 19-20.

organization⁹ to ensure the foundation operates under clear organizational, operational, and audit requirements in law.¹⁰

III. Effect of Proposed Changes:

This bill amends s. 1002.37, F.S., to align the Florida Virtual School (FLVS) statute with several recommendations from the Department of Education's evaluation of the FLVS and to make related technical and conforming changes. Specifically, the bill:

- For Florida Virtual School (FLVS) governance:
 - Removes FLVS requirements to give priority to students who need expanded access to courses, students seeking accelerated access in order to earn a high school diploma a semester early, and students who are children of an active-duty member of the United States Armed Forces. This to reflect the capacity of the FLVS to serve all students without the need for prioritization.
 - Authorizes the FLVS president and chief executive officer to request a meeting of the FLVS Board of Trustees (Board), rather than only the board chair or membership, and authorizes the board to enter into a contract with other public and private entities and government agencies rather than limiting the board to franchise agreements with school districts.
 - Aligns the definition of instructional and administrative personnel at FLVS with current law for K-12 public school personnel, and removes the provision allowing the board to reject such personnel from employment for cause.
 - Clarifies that FLVS employees, except for temporary, seasonal, and student employees, are state employees for the purpose of being eligible to participate in the Florida Retirement System.
- For FLVS funding:
 - Includes students receiving full-time instruction in kindergarten through grade 5 in calculations of FLVS full-time equivalent students.
 - Authorizes the FLVS to approve and accrue supplemental revenue from a direct support organization.
 - Requires that expenditures from all supplemental funds be contingent upon review and approval of the FLVS president and chief executive officer.
- For the FLVS annual report, requires the FLVS to only report on the operations and accomplishments of the FLVS and deletes the reporting requirements related to:
 - The marketing and operational plan for the FLVS and FLVS Global.
 - The assets and liabilities of the FLVS and FLVS Global at the end of the fiscal year.
 - Recommendations regarding the unit cost of providing services to students through FLVS and FLVS Global.

⁹ Direct-support organizations (DSOs) are statutorily created private entities that are generally required to be non-profit corporations, and are authorized to carry out specific tasks in support of public entities or public causes. The functions and purpose of a DSO are prescribed by its enacting statute and, for most, by a written contract with the agency the DSO was created to support. Section 20.058, F.S., establishes a comprehensive set of transparency and reporting requirements for DSOs.

¹⁰ Florida Department of Education, *Recommendations Regarding the Governance, Operation and Organization of the Florida Virtual School*, (Oct. 2019), available at https://www.google.com/url?client=internal-element-cse&cx=001098588266447694026:-7bfbq6htw0&q=https://www.fldoe.org/core/fileparse.php/18826/urlt/FLVSReport.pdf&sa=U&ved=2ahUKEwiP_baoxaSRAxUZJ0QIHUlaAboQFnoECAQQAg&usg=AOvVaw1LdV7ODd68cpk9MhaduKIU, at 12 and 18.

- Recommendations regarding an accountability mechanism to assess the effectiveness of the services provided by the FLVS and FLVS Global.
- For assessment requirements, the bill requires a school district to provide a test administrator when a student from the FLVS is participating in required statewide assessments, the coordinated screening and progress monitoring system, industry certification examinations, and national assessments at the assigned school.

The bill takes effect on July 1, 2026.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

This bill does not have a fiscal impact on state revenues or expenditures.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends section 1002.37 of the Florida Statutes.

IX. Additional Information:**A. Committee Substitute – Statement of Changes:**

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

None.

B. Amendments:

None.

This Senate Bill Analysis does not reflect the intent or official position of the bill's introducer or the Florida Senate.

By Senator Rodriguez

40-00230A-26

2026124__

1 A bill to be entitled
 2 An act relating to the Florida Virtual School;
 3 amending s. 1002.37, F.S.; deleting provisions
 4 relating to the Florida Virtual School giving priority
 5 to certain students; revising who may call a board of
 6 trustees meeting; providing that the board of trustees
 7 may use supplemental funding sources to develop a
 8 state-of-the-art technology-based education delivery
 9 system; authorizing the Florida Virtual School to
 10 accrue supplemental revenue from direct-support
 11 organizations; revising which entities review and
 12 approve expenditures; revising which personnel are
 13 subject to policies of the board of trustees; deleting
 14 a requirement for the board of trustees to establish
 15 priorities for the admission of students; deleting a
 16 requirement for the board of trustees to establish
 17 performance and accountability measures; revising
 18 requirements for an annual report the board of
 19 trustees must submit to specified entities; revising
 20 which students are subject to specified requirements;
 21 making technical changes; providing an effective date.
 22
 23 Be It Enacted by the Legislature of the State of Florida:
 24
 25 Section 1. Paragraphs (b) and (c) of subsection (1),
 26 subsections (2), (4), and (7), paragraph (b) of subsection (9),
 27 and paragraph (d) of subsection (10) of section 1002.37, Florida
 28 Statutes, are amended to read:
 29 1002.37 The Florida Virtual School.—

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CODING: Words ~~stricken~~ are deletions; words underlined are additions.

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30 (1)
 31 (b) The mission of the Florida Virtual School is to provide
 32 students with technology-based educational opportunities to gain
 33 the knowledge and skills necessary to succeed. The school shall
 34 serve all students ~~any student~~ in the state who meet ~~meets~~ the
 35 profile for success in this educational delivery context ~~and~~
 36 ~~shall give priority to:~~
 37 1. ~~Students who need expanded access to courses in order to~~
 38 ~~meet their educational goals, such as home education students~~
 39 ~~and students in inner-city and rural high schools who do not~~
 40 ~~have access to higher-level courses.~~
 41 2. ~~Students seeking accelerated access in order to obtain a~~
 42 ~~high school diploma at least one semester early.~~
 43 3. ~~Students who are children of an active duty member of~~
 44 ~~the United States Armed Forces who is not stationed in this~~
 45 ~~state whose home of record or state of legal residence is~~
 46 ~~Florida.~~
 47 (c) To ensure parents and students are informed of the
 48 opportunities offered by the Florida Virtual School, the
 49 commissioner shall provide the board of trustees of the Florida
 50 Virtual School access to the records of public school students
 51 in a format prescribed by the board of trustees.
 52
 53 The board of trustees of the Florida Virtual School shall
 54 identify appropriate performance measures and standards based on
 55 student achievement that reflect the school's statutory mission
 56 and priorities, and shall implement an accountability system for
 57 the school that includes assessment of its effectiveness and
 58 efficiency in providing quality services that encourage high

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student achievement, seamless articulation, and maximum access.

(2) The Florida Virtual School shall be governed by a board of trustees ~~consisting comprised~~ of seven members appointed by the Governor to 4-year staggered terms. The board of trustees shall be a public agency entitled to sovereign immunity pursuant to s. 768.28, and board members shall be public officers who shall bear fiduciary responsibility for the Florida Virtual School. The board of trustees shall have the following powers and duties:

(a)1. The board of trustees shall meet at least 4 times each year, upon the call of the board chair, ~~or~~ at the request of a majority of the board membership, or at the request of the president and chief executive officer of the Florida Virtual School.

2. The fiscal year for the Florida Virtual School shall be the state fiscal year as provided in s. 216.011(1)(q).

(b) The board of trustees shall be responsible for the Florida Virtual School's development of a state-of-the-art technology-based education delivery system that is cost-effective, educationally sound, marketable, and capable of sustaining a self-sufficient delivery system through the Florida Education Finance Program and other supplemental funding sources.

(c) The board of trustees shall aggressively seek avenues to generate revenue to support its future endeavors, and shall enter into agreements with distance learning providers. The board of trustees may acquire, enjoy, use, and dispose of patents, copyrights, and trademarks and any licenses and other rights or interests thereunder or therein. Ownership of all such

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patents, copyrights, trademarks, licenses, and rights or interests thereunder or therein shall vest in the state, with the board of trustees having full right of use and full right to retain the revenues derived therefrom. Any funds realized from patents, copyrights, trademarks, or licenses shall be considered internal funds ~~as provided in s. 1011.07~~. Such funds shall be used to support the school's mission and its marketing, ~~and~~ research, and development activities in order to improve courseware and services to its students.

(d) The board of trustees shall be responsible for the administration and control of all local school funds derived from all activities or sources and shall prescribe the principles and procedures to be followed in administering these funds.

(e) The Florida Virtual School may accrue supplemental revenue from direct-support organizations and supplemental support organizations, which include, but are not limited to, alumni associations, foundations, parent-teacher associations, and booster associations. The governing body of each direct-support and supplemental support organization shall recommend the expenditure of moneys collected by the organization for the benefit of the school. Such expenditures shall be contingent upon the review and approval of the president and chief executive officer of the Florida Virtual School or authorized designees ~~executive director. The executive director may override any proposed expenditure of the organization that would violate Florida law or breach sound educational management.~~

(f) In accordance with law and rules of the State Board of Education, the board of trustees shall administer and maintain

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personnel programs for all employees of the board of trustees and the Florida Virtual School. The board of trustees may adopt ~~rules, policies, and procedures~~ related to the appointment, employment, and removal of personnel.

1. The board of trustees shall determine the compensation, including salaries and fringe benefits, and other conditions of employment for such personnel.

2. The board of trustees may establish and maintain a personnel loan or exchange program by which persons employed by the board of trustees for the Florida Virtual School as ~~academic~~ administrative and instructional staff may be loaned to, or exchanged with persons employed in like capacities by, public agencies either within or without this state, or by private industry. With respect to public agency employees, the program authorized by this subparagraph shall be consistent with the requirements of part II of chapter 112. The salary and benefits of board of trustees personnel participating in the loan or exchange program shall be continued during the period of time they participate in a loan or exchange program, and such personnel shall be deemed to have no break in creditable or continuous service or employment during such time. The salary and benefits of persons participating in the personnel loan or exchange program who are employed by public agencies or private industry shall be paid by the originating employers of those participants, and such personnel shall be deemed to have no break in creditable or continuous service or employment during such time.

3. The employment of all Florida Virtual School ~~academic~~ administrative and instructional personnel or administrative

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personnel, as those terms are defined in s. 1012.01(2) and (3), ~~respectively shall be subject to rejection for cause by the~~ board of trustees, and shall be subject to policies of the board of trustees relative to certification, tenure, leaves of absence, sabbaticals, remuneration, and such other conditions of employment as the board of trustees deems necessary and proper, not inconsistent with law.

4. Each person employed by the board of trustees in an ~~academic~~ administrative or instructional capacity with the Florida Virtual School shall be entitled to a contract as provided by policies ~~rules~~ of the board of trustees.

5. All employees except temporary, seasonal, and student employees must ~~may~~ be state employees for the purpose of being eligible to participate in the Florida Retirement System and receive benefits. The classification and pay plan, including terminal leave and other benefits, and any amendments thereto, shall be subject to review and approval by the Department of Management Services and the Executive Office of the Governor prior to adoption.

(g) ~~The board of trustees shall establish priorities for admission of students in accordance with paragraph (1)(b).~~

~~(h)~~ The board of trustees shall establish and distribute to all school districts and high schools in the state procedures for enrollment of students in courses offered by the Florida Virtual School.

(h)(i) The board of trustees shall establish criteria defining the elements of an approved franchise. The board of trustees may enter into contracts and franchise agreements with Florida district school boards and other public and private

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175 ~~entities and governmental agencies and may establish the terms~~
 176 ~~and conditions governing such contracts or agreements. The board~~
 177 ~~of trustees shall establish the performance and accountability~~
 178 ~~measures and report the performance of each school district~~
 179 ~~franchise to the Commissioner of Education.~~

180 (i) ~~(j)~~ The board of trustees shall submit to the State
 181 Board of Education both forecasted and actual enrollments and
 182 credit completions for the Florida Virtual School, according to
 183 procedures established by the State Board of Education. At a
 184 minimum, such procedures must include the number of public,
 185 private, and home education students served by program and by
 186 county of residence.

187 (j) ~~(k)~~ The board of trustees shall provide for the content
 188 and custody of student and employee personnel records. Student
 189 records shall be subject to the provisions of s. 1002.22.
 190 Employee records shall be subject to the provisions of s.
 191 1012.31.

192 (k) ~~(l)~~ The financial records and accounts of the Florida
 193 Virtual School shall be maintained under the direction of the
 194 board of trustees and under rules adopted by the State Board of
 195 Education for the uniform system of financial records and
 196 accounts for the schools of the state.

197
 198 The Governor shall designate the initial chair of the board of
 199 trustees to serve a term of 4 years. Members of the board of
 200 trustees shall serve without compensation, but may be reimbursed
 201 for per diem and travel expenses pursuant to s. 112.061. The
 202 board of trustees shall be a body corporate with all the powers
 203 of a body corporate and such authority as is needed for the

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204 proper operation and improvement of the Florida Virtual School.
 205 The board of trustees is specifically authorized to adopt ~~rules,~~
 206 ~~policies, and procedures,~~ consistent with law and rules of the
 207 State Board of Education related to governance, personnel,
 208 budget and finance, administration, programs, curriculum and
 209 instruction, travel and purchasing, technology, students,
 210 contracts and grants, and property as necessary for optimal,
 211 efficient operation of the Florida Virtual School. Tangible
 212 personal property owned by the board of trustees shall be
 213 subject to the provisions of chapter 273.

214 (4) School districts operating a virtual school that is an
 215 approved franchise of the Florida Virtual School may count full-
 216 time equivalent students, as provided in paragraph (3)(a), if
 217 such school has been certified as an approved franchise by the
 218 Commissioner of Education based on criteria established by the
 219 board of trustees pursuant to paragraph (2)(h) ~~(2)(i)~~.

220 (7) The board of trustees shall annually submit to the
 221 Governor, the Legislature, the Commissioner of Education, and
 222 the State Board of Education the audit report prepared pursuant
 223 to subsection (6) and a complete and detailed report setting
 224 forth+

225 ~~(a)~~ the operations and accomplishments of the Florida
 226 Virtual School ~~within the state and those occurring outside the~~
 227 ~~state as Florida Virtual School Global.~~

228 ~~(b)~~ ~~The marketing and operational plan for the Florida~~
 229 ~~Virtual School and Florida Virtual School Global, including~~
 230 ~~recommendations regarding methods for improving the delivery of~~
 231 ~~education through the Internet and other distance learning~~
 232 ~~technology.~~

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~~(c) The assets and liabilities of the Florida Virtual School and Florida Virtual School Global at the end of the fiscal year.~~

~~(d) Recommendations regarding the unit cost of providing services to students through the Florida Virtual School and Florida Virtual School Global. In order to most effectively develop public policy regarding any future funding of the Florida Virtual School, it is imperative that the cost of the program is accurately identified. The identified cost of the program must be based on reliable data.~~

~~(e) Recommendations regarding an accountability mechanism to assess the effectiveness of the services provided by the Florida Virtual School and Florida Virtual School Global.~~

(9)

(b) For students receiving full-time or part-time instruction in kindergarten through grade 5 ~~and students receiving full-time instruction in kindergarten through grade 12~~ from the Florida Virtual School, the full-time equivalent student enrollment calculated under this subsection is subject to the requirements in s. 1011.61(3).

(10)

(d) Unless an alternative testing site is mutually agreed to by the Florida Virtual School and the school district or as contracted under s. 1008.24, all industry certification examinations, national assessments, progress monitoring under s. 1008.25(9), and statewide assessments must be taken at the school to which the student would be assigned according to district school board attendance areas. A school district must provide the student with access to the school's testing

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facilities, a test administrator, and the date and time of the administration of progress monitoring and each examination or assessment.

Section 2. This act shall take effect July 1, 2026.

The Florida Senate
APPEARANCE RECORD

12/8/2025

Meeting Date

Deliver both copies of this form to
Senate professional staff conducting the meeting

124

Bill Number or Topic

PreK-12

Committee

Amendment Barcode (if applicable)

Name

Melanie Bostick

Phone

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Address

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Street

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City

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State

32819

Zip

Speaking:



For



Against



Information

OR

Waive Speaking:



In Support



Against

PLEASE CHECK ONE OF THE FOLLOWING:



I am appearing without
compensation or sponsorship.



I am a registered lobbyist,
representing:



I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

Florida Virtual School

While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2022 Joint Rules.pdf \(flsenate.gov\)](#)

This form is part of the public record for this meeting.

S-001 (08/10/2021)

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Committee on Education Pre-K -12

BILL: SB 320

INTRODUCER: Senator Simon

SUBJECT: Administrative Efficiency in Public Schools

DATE: December 8, 2025

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Brick, Sabitsch	Bouck	ED	Fav
2.			FP	

I. Summary:

SB 320 streamlines administrative processes for school districts by reducing regulations, increasing flexibility in policymaking, and enhancing financial and facilities management. Relating to:

- Assessment and accountability, the bill:
 - Eliminates certain school district requirements relating to the uniform assessment calendar, but requires the calendar to indicate state and district assessments.
 - Specifies that the value-added model (VAM) may not be the sole determinate in recruiting instructional personnel.
 - Requires State Board of Education (SBE) rule to provide a timeline for approving school turnaround plans and for the release of Title I funding.
- Instructional personnel, the bill:
 - Expands eligibility requirements for the Teacher Apprenticeship Program.
 - Clarifies options for an advanced degree that may be used for salary adjustments.
 - Specifies that collective bargaining may not preclude a district from providing salary supplements based on critical statewide or district needs.
 - Creates a three-year instructional multiyear contract.
 - Establishes a 10-year renewable professional certificate.
 - Authorizes school districts or regional consortia to issue temporary educator certificates.
 - Limits the requirement for demonstration of general knowledge to classroom teachers.
- School district operations, the bill:
 - Exempts school boards from Administrative Procedures Act rulemaking requirements, but maintains requirements for public input and transparency.
 - Removes the requirement that certain districts employ an internal auditor, but maintains general financial audit requirements.
 - Authorizes district school board instructional materials purchases to follow the full five-year adoption cycle.

- School district facilities, the bill:
 - Removes prescribed 5-year, 10-year, and 20-year school facility work program mandates, but maintains requirements for district long-term facility planning.
 - Modifies the conditions for districts to employ an architect.
 - Repeals life-cycle cost analysis requirements for school construction projects.
 - Expands the use of funds for the sale of school district airspace.
- School district finance and budgets, the bill:
 - Removes the requirement for graphical representation of a district budget.
 - Expands district school board discretion in allocating Title I funding and clarifies that charter schools can access services or programs funded by Title I.
 - Authorizes district school boards to use proceeds from the 1.5 mill discretionary capital levy for operational and capital purposes.
 - Requires charter schools to directly respond to expenditure questions from the Department of Education (DOE).
 - Expands the scope of capital outlay that district school boards are permitted to fund through the issuance of short-term debt instruments.
 - Authorizes district school boards to determine the need to make up days lost because of a bona fide emergency.
- Early learning, the bill:
 - Shifts oversight of public school Voluntary Prekindergarten (VPK) programs from early learning coalitions to the school district.
 - Authorizes public VPK programs to verify attendance using existing electronic systems.
- DOE oversight, the bill requires the DOE to provide district school boards with annual guidance on statutory and rule-based requirements, including information on the availability of declaratory statements.

This bill does not have a fiscal impact on state revenues or expenditures. However, the bill reduces regulations and increases flexibility in policymaking, finance, and facilities management, which could result in cost savings for school districts.

The bill takes effect July 1, 2026.

II. Present Situation:

The present situation for the relevant portions of the bill is discussed under the Effect of Proposed Changes of this bill analysis.

III. Effect of Proposed Changes:

Assessment and Accountability

Present Situation

Pre-K-12 Assessments

The Department of Education (DOE) is required to operate a statewide assessment program designed to accurately measure the core curricula content of the state educational standards.

Participation in the assessment program is mandatory for all school districts and all students attending public schools.¹

The statewide, standardized Coordinated Screening and Progress Monitoring (CSPM) system is used to measure student progress in public schools as well as in the Voluntary Prekindergarten (VPK) program to identify the educational strengths and needs of students. The CSPM system measures student progress in meeting the appropriate expectations in early literacy and mathematics skills and in English Language Arts (ELA) and mathematics standards.²

Florida allows a student with a disability to receive an extraordinary exemption from an assessment if the Individualized Educational Plan (IEP) team determines that the student would be prevented from demonstrating mastery of skills measured by a statewide or alternate assessment. The IEP team may submit to the superintendent a written request for an extraordinary exemption at any time during the school year but not later than 60 days prior to the current year's assessment administration.³

By January of each year, the Commissioner of Education must publish on the DOE's website a uniform calendar that includes the assessment and reporting schedules for, at a minimum, the next two 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 when reporting the district assessment schedules must include:

- Whether the assessment is a district-required assessment or a state-required assessment.
- The specific date or dates that each assessment will be administered, including administrations of the CSPM system.
- The time allotted to administer each assessment.
- Whether the assessment is a computer-based assessment or a paper-based assessment.
- The grade level or subject area associated with the assessment.
- The date that the assessment results are expected to be available to teachers and parents.
- The type of assessment, the purpose of the assessment, and the use of the assessment results.
- A glossary of assessment terminology.
- Estimates of average time for administering state-required and district-required assessments, by grade level.⁴

School districts are required to establish schedules for the administration of any statewide, standardized assessments and district-required assessments and approve the schedules as an agenda item at a district school board meeting. Each school district is required to publish the testing schedules on its website using the uniform calendar and submit the schedules to the DOE by October 1 of each year; however, the DOE is not required to post the assessment calendars on its website. Each public school must publish schedules for statewide, standardized assessments and district-required assessments on its website using the uniform calendar.⁵

¹ Section 1008.22(3), F.S.

² Section 1008.25, F.S.

³ Section 1008.212, F.S.

⁴ Section 1008.22(7), F.S.

⁵ *Id.*

School Improvement and Turnaround

Florida's system of improving low-performing schools is referred to as "school improvement" (SI). Under SI, the lowest-performing schools receive more comprehensive, state-provided intervention and support than schools that are closer to meeting student achievement goals.⁶ Intervention and support is required for traditional public schools earning a letter grade of "D," or "F."⁷ Upon receipt of its first grade of "D," a school is considered a Tier I SI school in need of support and intervention from the school district and the DOE.⁸ Intensive intervention and support strategies must be applied through turnaround plans to schools earning two consecutive grades of "D" or a grade of "F."⁹

The DOE requires that a school that has been identified as an SI school must meet the following educator staff requirements:

- Provide a literacy coach who has a record of effectiveness as an English Language Arts teacher or coach with a value-added model (VAM) rating of Highly Effective or Effective.
- Provide a mathematics coach who has a record of effectiveness as a mathematics teacher or coach with a VAM rating of Highly Effective or Effective.
- Staff the SI school so that the percentage of instructional personnel with a VAM rating that is below effective is less than the district average if the district has more than five total schools and less than the state average, if the district has five or fewer schools.¹⁰

Through section 1003 of Title I, the United States Department of Education administers three grants specifically targeted to improving student performance at schools in need of improvement:

- Unified School Improvement Grant (UniSIG) grant – In the 2023-24 school year, Florida's state allocation was \$72,623,399. The UniSIG grant is allocated to school districts to serve traditional and charter Title I public schools implementing comprehensive support and improvement activities to support the schools SI plan and provide resources to raise student achievement in the lowest-performing schools.
- UniSIG Supplemental Teacher and Administrator Allocation (STAA) - In the 2023-24 school year, Florida's state allocation was \$30,000,000. The UniSIG STAA grant allocates funding for districts to recruit teachers, to schools in need of improvement, who have a rating of highly effective or effective according to VAM. Educators who teach grades K-3, exceptional student education (ESE) and English for Speakers of Other Languages (ESOL) certified teachers, and science teachers are often not eligible for the STAA award because they do not earn a VAM score.
- UniSIG Closing Achievement Gaps Between Subgroups and All Students (CAGSS) In the 2023-24 school year, Florida's allocation was \$98,193,480. The UniSIG CAGSS support

⁶ Section 1008.33, F.S.; *see* rule 6A-1.099811, F.A.C. School Improvement requirements were originally established under the 2002 reauthorization of ESEA, otherwise known as the No Child Left Behind (NCLB) Act of 2001. Pub. L. No. 107-110, 115 Stat. 1425 (Jan. 8, 2002).

⁷ Section 1008.33(3), F.S.

⁸ Rule 6A-1.099811(3)(a), F.A.C.

⁹ Section 1008.33(4), F.S.

¹⁰ Rule 6A-1.099811, F.A.C. VAM is a statistical model used for the purpose of determining an individual teacher's contribution to student learning growth, only educators teaching ELA and Math in Grades 4-10, Algebra 1 and Geometry receive a VAM score.

Local Educational Agencies that are serving low-performing subgroups of students in schools implementing targeted and comprehensive support and improvement activities.¹¹

Effect of Proposed Changes

Pre-K-12 Assessments

The bill amends s. 1008.22, F.S., to remove the requirement for school districts and schools to submit their uniform assessment calendar to the DOE. Instead, by November 1, each school district must post an assessment calendar on its website and include it in the district's parent guide. The calendar must indicate whether each assessment is state- or district-required and specify the grade bands or subject areas to which it applies. However, the bill maintains the prohibition against school districts exceeding five percent of a student's total school hours for administering statewide standardized assessments, the CSPM, and district-required local assessments.

The bill modifies s. 1008.212, F.S., regarding extraordinary exemptions for assessments to specify that the first two administrations of the CSPM system or associated alternative assessments are exempt from extraordinary exemption requirements. Rather, the 60-day deadline for such request applies only to the third administration of the CSPM.

School Improvement and Turnaround

The bill modifies s. 1008.33, F.S., to require the DOE to adopt, in rule, a timeline for approving a district's turnaround plan and a timeline for the release of the UniSIG funding, which should not exceed 20 calendar days after the school improvement plan has been approved by the DOE. The bill also prohibits the use of VAM¹² as the sole determinant in recruiting instructional personnel to provide school districts with greater flexibility in staffing schools identified as in need of improvement.

Instructional Personnel

Present Situation

Salary Schedules and Collective Bargaining

District school boards are required to designate positions to be filled, prescribe qualifications for those positions, and provide for the appointment, compensation, promotion, suspension, and dismissal of employees. Additionally, school districts are required to develop a compensation and salary schedule that includes:

- A grandfathered salary schedule for employees hired before July 1, 2014, which must base a portion of compensation on performance under the district's evaluation system and provide differentiated pay for instructional personnel and school administrators based on district-determined factors such as additional responsibilities, school demographics, high-need areas, and job difficulty.

¹¹ Email, Florida Department of Education, Division of Public Schools, (Sept. 19, 2023) (on file with Senate Committee on Education Pre-K-12).

¹² VAM is a statistical model used for the purpose of determining an individual teacher's contribution to student learning growth, only educators teaching ELA and Math in Grades 4-10, Algebra 1 and Geometry receive a VAM score.

- A performance salary schedule for employees hired on or after July 1, 2014, or employees who opt out of the grandfathered schedule, which must provide annual salary adjustments for instructional personnel and school administrators based on their performance evaluations.¹³

In addition to establishing grandfathered and performance salary schedules, district school boards must provide salary adjustments and supplements consistent with law. A salary adjustment is an increase to an employee's base salary that becomes part of permanent compensation, while a supplement is an annual addition to base salary that does not become part of the continuing base salary but is treated as compensation for retirement purposes.¹⁴

School districts are prohibited from using advanced degrees in setting a salary schedule for instructional personnel or school administrators hired on or after July 1, 2011, unless the advanced degree is held in the individual's area of certification and is only a salary supplement.¹⁵

School districts engage in collective bargaining with employee unions, but certain responsibilities cannot be negotiated away. Collective bargaining agreements cannot prevent a school district from exercising its authority regarding:

- Providing incentives to effective and highly effective teachers.
- Implementing intervention and support strategies to address low student performance and improve academic outcomes and attendance.
- Implementing student discipline policies, including reviewing a student's abilities, past performance, behavior, and needs.
- Implementing school safety plans and requirements.
- Implementing staff and student recognition programs.
- Distributing correspondence to parents, teachers, and the community related to daily school and district operations.
- Providing any required notices or copies of information related to district school board or district operations, which is readily available on the school district's website.
- The school district's calendar.¹⁶

Educator Contracts

Each person employed as a member of the instructional staff in any district school system is entitled to and must receive a written contract.¹⁷ Three types of contracts are used to employ instructional personnel in Florida: continuing contracts, professional service contracts, and annual contracts.

An annual contract is an employment contract for a period of no longer than one school year that a district school board may choose to award or not award without cause. As of July 1, 2011, instructional personnel may only be employed on an annual contract basis. For newly hired instructional personnel, beginning July 1, 2011, school districts are required to award a probationary contract and after successful completion of the probationary contract, the district

¹³ Section 1012.22(1), F.S.

¹⁴ Section 1012.22(1)(c)1.a. and g., F.S.

¹⁵ Section 1012.22(1)(c), F.S.

¹⁶ Section 1012.22(3), F.S.

¹⁷ Section 1012.33(1), F.S.

school board may award an annual contract. An annual contract may be awarded only if the employee:

- Holds an active professional certificate or temporary certificate.
- Has been recommended by the district school superintendent for the annual contract based upon the individual's evaluation and approved by the district school board.
- Has not received two consecutive annual performance evaluation ratings of unsatisfactory, two annual performance evaluation ratings of unsatisfactory within a 3-year period, or three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory.¹⁸

Instructional personnel hired on or after July 1, 1984, and up to July 1, 2011, were awarded professional service contracts after three years of probationary service on annual contracts. Professional service contracts were automatically renewed each year, unless the employee was charged with unsatisfactory performance based upon his or her annual performance evaluation or the employee's performance evaluations indicate chronically ineffective performance.¹⁹

Instructional personnel hired before July 1, 1984, entered into continuing contracts upon meeting eligibility requirements. After completing three years of probationary service on annual contracts. A continuing contract entitled the employee to continued employment without the necessity of annual renewal until discontinuation of the position, resignation, dismissal, or removal from continuing contract status.²⁰

Nondegreed Teachers of Career Education

Each district school board is required to establish the minimal qualifications for part-time and full-time nondegreed teachers of career programs. The qualifications for such teachers must require the filing of a complete set of fingerprints for background screening and documentation of:

- A high school diploma or the equivalent.
- Completion of three years of full-time successful occupational experience or the equivalent of part-time experience in the teaching specialization area. The district school board may establish alternative qualifications for teachers with an industry certification in the career area in which they teach.
- For full-time teachers, completion of professional education training in teaching methods, course construction, lesson planning and evaluation, and teaching special needs students.
- Completion of an industry certification when state or national industry certifications are available and applicable.²¹

¹⁸ Section 1012.335, F.S.

¹⁹ Section 1012.33(3), F.S.

²⁰ Section 231.36(3)(e), F.S. (1981). A continuing contract employee may be dismissed or returned to annual contract status for a period of three years based upon the recommendation of the district school superintendent, school principal, or a majority of the school board. Section 1012.33(4)(b), F.S.; see also s. 231.36(4), F.S. (1981).

²¹ Section 1012.39(1), F.S.

Teacher Apprenticeship Program

In 2023, the legislature created the Teacher Apprenticeship Program (TAP).²² The TAP was created as an alternative pathway for an individual to enter the teaching profession. The DOE is required to administer the program in accordance with legislative intent regarding apprenticeship training²³ provided for in law.

To meet the minimum eligibility requirements to participate in the TAP, a candidate must have:

- Earned an associate degree from an accredited postsecondary institution.
- Earned a cumulative grade point average (GPA) of 2.5 in that degree program.
- Successfully passed a background screening pursuant to law.
- Received a temporary apprenticeship certificate.²⁴

As a condition of participating in the TAP, an apprentice teacher must be appointed by the district school board as an education paraprofessional and must commit to spending the first two years in the classroom of a mentor teacher using team teaching strategies as specified in law²⁵ and fulfilling the on-the-job training component of the registered apprenticeship and its associated standards.²⁶

Educator Certification

Educational personnel in public schools must possess appropriate skills in reading, writing, and mathematics; adequate pedagogical knowledge; and relevant subject matter competence to demonstrate an acceptable level of professional performance.²⁷ For a person to serve as an educator in a traditional public school, charter school, virtual school, or other publicly operated school, the person must hold a certificate issued by the DOE.²⁸

The SBE designates the certification subject areas, establishes competencies, and adopts rules by which educator certificates are issued by the DOE to qualified applicants.²⁹

To seek educator certification, a person must attest to uphold the principles of the United States and meet other general eligibility requirements, which include receipt of a bachelor's or higher degree from an approved postsecondary institution and minimum age, background screening, moral character, and competence requirements.³⁰

²² Ch. 2023-38, s. 6, Laws of Fla.

²³ Section 446.011, F.S. provides that it is the intent of the State of Florida to provide educational opportunities for its residents so that they can be trained for trades, occupations, and professions suited to their abilities; to promote the mode of training known as apprenticeship in occupations throughout industry in the state that require physical manipulative skills.

²⁴ Section 1012.555(2), F.S.

²⁵ “Team teaching” or “co-teaching” means two or more teachers are assigned to a group of students and each teacher is responsible for all the students during the entire class period. Section 1003.03(5) (c), F.S.

²⁶ Section 1012.555(2), F.S.

²⁷ Section 1012.54, F.S.

²⁸ Sections 1012.55(1) and 1002.33(12), F.S.

²⁹ Section 1012.55(1), F.S.

³⁰ Section 1012.56(2), F.S., and Rule 6A-4.003, F.A.C.

A professional teaching certificate is valid for five school fiscal years and is renewable. A professional certificate is awarded to an applicant who meets the basic eligibility requirements for certification and demonstrates mastery of:

- General knowledge;
- Subject area knowledge; and
- Professional preparation and education competence.³¹

Acceptable means of demonstrating mastery of general knowledge include:

- Achievement of passing scores on the general knowledge (GK) examination;
- Documentation of a valid professional standard teaching certificate issued by another state;
- Documentation of a valid certificate issued by the National Board for Professional Teaching Standards (NBPTS) or a national educator credentialing board approved by the SBE;
- Documentation of two semesters of successful, full-time or part-time teaching in a Florida College System institution, state university, or private college or university that meets certain criteria;
- Achievement of passing scores on national or international examinations with comparable verbal, writing, quantitative reasoning, and rigor as the GK exam, including but not limited to Graduate Record Examination; or
- Documentation of receipt of a master's or higher degree from an accredited postsecondary educational institution that the DOE has identified as having a quality program resulting in a baccalaureate degree or higher.³²

A school district that employs an individual who does not achieve passing scores on any subtest of the GK examination must provide information regarding the availability of state-level and district-level supports and instruction to assist him or her in achieving a passing score. The requirement of mastery of general knowledge must be waived for an individual who has been provided three years of support and instruction and who has been rated effective or highly effective for each of the last three years.³³

The acceptable means of demonstrating mastery of subject area knowledge include passing a subject area or other alternative examination as approved by the SBE, having a valid teaching certificate from another state, having a valid certificate from the NBPTS, or a passing score or program completion of a specified defense language proficiency test or program.³⁴

A candidate for a professional certificate may demonstrate professional preparation and education competence through the completion of a teacher preparation program and a passing score on the corresponding professional education competency exam required by the SBE.³⁵ Other means include a valid certification from another state, postsecondary teaching experience, or completion of a professional learning certification program.³⁶

³¹ Section 1012.56, F.S.

³² Section 1012.56(3), F.S.

³³ *Id.* (flush left)

³⁴ Section 1012.56(5), F.S. and Rule 6A-4002(4), F.A.C.

³⁵ Florida Department of Education, *Competencies and Skills Required for Teacher Certification in Florida*, incorporated by reference in rule 6A-4.0021, F.A.C.

³⁶ Section 1012.56(6), F.S.

For the renewal of a professional certificate, applicants must earn a minimum of six college credits or 120 inservice points or a combination thereof, which must include at least one college credit or 20 inservice points in teaching students with disabilities. All renewal credits must be earned during the validity period and prior to the expiration date of the current professional certificate.³⁷ In lieu of college credit or inservice points, applicants may renew a subject area specialization by passing a state board approved Florida-developed subject area examination.³⁸

For renewal of a professional certificate in any area of certification identified by SBE rule that includes reading instruction or intervention for any students in kindergarten through grade 6, with a beginning validity date of July 1, 2020, or thereafter, must earn a minimum of two college credits or 40 inservice points in evidence-based instruction and interventions grounded in the science of reading.³⁹

A temporary teaching certificate is valid for five school fiscal years and is nonrenewable. The DOE is required to issue a temporary certificate to a qualifying applicant within 14 calendar days after receipt of a request from an employer and is required to electronically notify the applicant's employer that the temporary certificate has been issued and provide the applicant with an official statement of status of eligibility at the time the certificate is issued.⁴⁰

The DOE must issue a temporary certificate to any applicant who:

- Completes applicable subject area content requirements or demonstrates mastery of subject area knowledge by, for example, successful completion of an approved exam; and
- Holds an accredited degree or a degree approved by the DOE at the level required for the subject area specialization in SBE rule.⁴¹

A person issued a temporary certificate must be assigned a teacher mentor for a minimum of two school years after commencing employment. Each teacher mentor selected must:

- Hold a valid professional certificate;
- Have earned at least three years of teaching experience in prekindergarten through grade 12; and
- Have earned an effective or highly effective rating on the prior year's performance evaluation.⁴²

³⁷ Section 1012.585(3), F.S. and Florida Department of Education, *Florida Educator Certification Renewal Requirements*, <https://www.fldoe.org/teaching/certification/renewal-requirements/> (last visited December 3, 2025).

³⁸ Section 1012.585(3), F.S.

³⁹ *Id.* The evidence-based instruction and interventions grounded in the science of reading must be specifically designed for students with characteristics of dyslexia, including the use of explicit, systematic, and sequential approaches to reading instruction, developing phonological and phonemic awareness, decoding, and implementing multisensory intervention strategies.

⁴⁰ Section 1012.56, F.S.

⁴¹ Section 1012.56(7), F.S. As specified in law, alternative pathways for a temporary certificate are available for military service members and participants in the Teacher Apprenticeship Program.

⁴² Section 1012.56(7), F.S.

A classroom teacher under a temporary certificate has the validity period of the certificate to complete the remaining requirements of general knowledge and professional preparation and education competence in preparation for application for a professional certificate.⁴³

Effect of Proposed Changes

Salary Schedules and Collective Bargaining

The bill modifies s. 1012.22, F.S., to clarify that an advanced degree used for salary adjustments does not have to be solely in the individual's area of certification, instead, it allows for flexibility by permitting either a doctorate or master's degree in the certification area or any doctorate or master's degree that includes at least 18 graduate semester hours in the certification area.

The bill also specifies that collective bargaining may not preclude a district from providing salary supplements to address identified high demand teacher needs.

Educator Contracts

The bill modifies s. 1012.335, F.S., to allow instructional personnel hired on or after July 1, 2011, to be offered, beginning July 1, 2026, an instructional multi-year contract. An instructional multi-year contract is an employment contract for a period not to exceed three years which the district school board may choose to award upon completion of a probationary contract and at least one annual contract. The instructional multi-year contract may only be awarded to an instructional personnel, and only if he or she:

- Holds an active professional certificate;
- Has been recommended by the district school superintendent for the instructional multi-year contract based upon the individual's evaluation under and approved by the district school board; and
- Has not received, in the past three years, an annual performance evaluation rating of unsatisfactory or needs improvement.

The bill requires that an employee awarded an instructional multi-year contract who receives an annual performance evaluation rating of unsatisfactory or needs improvement must be returned to an annual contract in the following school year. Such evaluation rating must be included with the evaluation ratings under subsequent annual contracts for determinations of just cause.⁴⁴

Non-degreed Teachers of Career Education

The bill modifies s. 1012.39, F.S., to provide flexibility from certification requirements for school boards in hiring non-degree career and technical education (CTE) teachers by removing

⁴³ Florida Department of Education, *Upgrading from the Temporary to the Professional Certificate*, <https://www.fldoe.org/teaching/certification/general-cert-requirements/moving-from-the-temporary-to-the-profe.stml> (last visited Dec. 3, 2025).

⁴⁴ Section 1012.33, F.S. Just cause includes, but is not limited to, the following instances, as defined by rule of the State Board of Education: immorality, misconduct in office, incompetency, two consecutive annual performance evaluation ratings of unsatisfactory, two annual performance evaluation ratings of unsatisfactory within a 3-year period, three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory, gross insubordination, willful neglect of duty, or being convicted or found guilty of, or entering a plea of guilty to, regardless of adjudication of guilt, any crime involving moral turpitude.

the 3-year experience and specified training requirements in favor of a minimum level established by the district school board.

Teacher Apprenticeship Program

The bill modifies s. 1012.555, F.S., to expand eligibility for the TAP by allowing candidates who are enrolled in a postsecondary institution to be eligible for the TAP, instead of requiring the candidate to have earned an associate degree prior to being eligible. The bill also expands eligibility for the TAP by authorizing individuals who are working in the district as a paraprofessional but not necessarily employed through the district, to enroll in the TAP. This would allow paraprofessionals who are contracted by the district through a staffing agency to qualify as a teacher candidate.

Educator Certification

The bill modifies s. 1012.56, F.S., to specify that the requirement to demonstrate mastery of general knowledge applies only to individuals serving as classroom teachers thereby removing from the requirement instructional personnel such as librarians/media specialists, school counselors, and social workers.

The bill authorizes school districts or regional education consortia⁴⁵ to issue temporary certificates and requires the DOE to adopt reporting requirements regarding the award of such certificates.

The bill modifies the renewal of educator certification requirements in s. 1012.585, F.S., by:

- Establishing an additional professional certificate with a 10-year validity period. Applicants for the 10-year professional certificate must have been awarded at least one 5-year professional certificate and must have been rated highly effective in the first four years of the 5-year validity period of his or her professional certificate.
- Specifying that applicants rated effective or highly effective for the first nine years of the 10-year validity period of his or her professional certificate are eligible to renew the 10-year professional certificate. The applicant must earn a minimum of twelve college credits or 240 inservice points or a combination thereof for a professional certificate valid for 10 years. A minimum of five college credits or 100 inservice points or a combination thereof must be earned within the first 5 years of a professional certificate valid for 10 years.

School District Operations

Present Situation

District School Board Policymaking

District school boards derive their primary policymaking authority from the Florida Constitution, which grants them the power to operate, control, and supervise all free public schools within the district and to determine the local school tax rate.⁴⁶ The Administrative Procedures Act (APA)

⁴⁵ A regional education consortium is a non-profit, educational service agency established to provide cooperative services to small and rural member districts. The regional education consortia in Florida are the North East Florida Educational Consortium, Heartland Educational Consortium, and the Panhandle Area Educational Consortium.

⁴⁶ FLA. CONST. art. IX, s. 4(b).

applies to district school boards only when they act pursuant to statutory authority rather than their constitutional authority.⁴⁷ Policies adopted under constitutional authority are subject to judicial review, typically in the local circuit court.⁴⁸

The Legislature also identifies the general powers of district school boards. These include, for example, the authority to:

- Determine policies and programs necessary for the efficient operation and general improvement of the district school system, provided they align with state law and rule.
- Adopt rules under the APA to implement their statutory duties and supplement those established by the SBE and commissioner.
- Establish standards and policies that ensure every student has access to a comprehensive education program, including language arts, mathematics, science, social studies, health, physical education, foreign languages, and the arts, as outlined by state academic standards.⁴⁹

When promulgating rules under the APA, district school boards are required to notify the public:

- By publication in a newspaper in the affected area or on a publicly accessible website;
- By mail to all persons who have made requests for advance notice of its proceedings and to organizations representing persons affected by the proposed rule; and
- By posting in appropriate places so that those particular classes of persons to whom the intended action is directed may be duly notified.⁵⁰

Unlike state agencies, which must adhere to the APA, local government entities (including counties, municipalities, and special districts) are not subject to APA rulemaking procedures. Instead, they must comply with Florida's open government laws, including:

- Florida's Sunshine Law, which requires all meetings of local government boards to be open to the public, with reasonable notice provided.⁵¹
- Requirements for notices of public meetings to include information on how affected persons may appeal decisions made at the meeting.⁵²
- Requirements for public participation, which guarantee the public a reasonable opportunity to be heard before local governing bodies make decisions.⁵³

Charter schools are not required to follow rulemaking procedures prescribed by the APA.⁵⁴

Instructional Materials Purchase and Reporting

Each district school board has the constitutional duty and responsibility to select and provide adequate instructional materials for all students. Adequate instructional materials is defined as a sufficient number of student or site licenses or set of materials that are available in bound,

⁴⁷ See s. 120.52(1)(a) and (6), F.S. See also *Escambia Cnty. Sch. Bd. v. Warren*, 337 So. 3d 496, 500-502 (Fla. 1st DCA 2022) (Tanenbaum, J., concurring).

⁴⁸ See *Escambia Cnty. Sch. Bd. v. Warren*, 337 So. 3d 496, 500-502 (Fla. 1st DCA 2022) (Tanenbaum, J., concurring).

⁴⁹ Section 1001.41, F.S.

⁵⁰ Section 120.81(1), F.S.

⁵¹ Section 286.011, F.S.

⁵² Section 286.0105, F.S.

⁵³ Section 286.0114, F.S.

⁵⁴ Section 1002.33(16), F.S.

unbound, kit or package form and may consist of textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media and computer courseware or software that serve as the basis for instruction for each student in the core subject areas. The core subject areas are mathematics, language arts, social studies, science, reading and literature.⁵⁵ Each district school board is required to purchase current instructional materials to provide for each student in grades K-12 with a major tool of instruction for core courses. Purchases are required to be made within the first three years after the effective date of the adoption cycle for materials adopted by the state.⁵⁶

Each district school board or a consortium of school districts may implement an instructional materials program that includes the review, recommendation, adoption, and purchase of instruction materials.⁵⁷ Procedures for the adoption of instructional materials by school districts or a consortium of school districts are specified in law.⁵⁸

Internal Auditor

All district school boards are required to conduct an annual financial audit of their accounts and records by an independent certified public accountant.⁵⁹ In addition, school districts receiving annual federal, state, and local funds in excess of \$500 million are required to employ an internal financial auditor.⁶⁰

School Financial Report

Parents of public school students have the right to an easy-to-read report card about the school's grade designation or, if applicable, the school's improvement rating, and the school's accountability report, including the school financial report. The school financial report must be provided to the parents and indicate the average amount of money expended per student in the school, which must also be included in the student handbook or a similar publication.⁶¹

Effect of Proposed Changes

District School Board Policymaking

The bill amends s. 120.81, F.S., to remove district school boards from the APA rulemaking requirements, aligning their rulemaking procedures with those of other similarly situated local government entities. The bill clarifies that district school boards must adopt rules with public input at a public meeting, rather than through APA rulemaking procedures.

By removing APA rulemaking requirements, the bill creates consistency in how district school boards and other local governments adopt rules. Public notice and participation requirements will remain governed by Florida's Sunshine Law and related provisions, ensuring continued public

⁵⁵ Section 1006.28, F.S.

⁵⁶ Section 1006.40(3), F.S.

⁵⁷ Section 1006.283(1), F.S.

⁵⁸ Section 1006.28(2), F.S.

⁵⁹ Section 218.39, F.S.

⁶⁰ Section 1001.42(12), F.S.

⁶¹ Section 1002.20(16), F.S.

access to school board policymaking processes. Legal challenges to school board rules would likely be brought in circuit court, similar to municipal or county rule challenges.

Instructional Materials Purchase and Reporting

The bill amends s. 1006.40, F.S., to extend from 3 years to 5 years the period following the effective date of an adoption cycle during which a district school board must purchase current instructional materials, unless the SBE by rule requires an earlier purchase date for a specific subject area.

Internal Auditor

The bill amends s. 1001.42, F.S., to remove the requirement that school districts receiving annual federal, state, and local funds in excess of \$500 million employ an internal financial auditor. The bill maintains the requirement for all school districts to have an annual financial audit conducted by an independent certified public accountant.

School Financial Report

The bill amends s. 1002.20, F.S., to remove the requirement that the school financial report be included in the student handbook or similar publication. The bill requires the DOE to produce the easy-to-read report card about the school's grade designation or improvement rating, the school's accountability report, and the school financial report and make the reports for each school available on the DOE's website in a prominent location. The bill requires each district school board to provide a link to these reports for parent access.

District School Board Facilities

Present Situation

District School Board Educational Facilities Plans

Annually, prior to the adoption of the district school budget, each district school board is required to prepare a tentative district educational facilities plan that includes long-range planning for facilities needs over 5-year, 10-year, and 20-year periods. Florida law enumerates specific requirements that the district school board must evaluate at over the course of the plan, including for 5-year, 10-year, and 20-year periods.⁶²

The plan is required to include a financially feasible district facilities work program for a 5-year period. The work program is required to include:⁶³

- A schedule of major repair and renovation projects necessary to maintain the educational facilities and ancillary facilities of the district.
- A schedule of capital outlay projects necessary to ensure the availability of satisfactory student stations for the projected student enrollment in K-12 programs, with detailed specifications set forth in state law.

⁶² Section 1013.35, F.S.

⁶³ Section 1013.35(2), F.S.

- The projected cost for each project identified in the district facilities work program, including a schedule of cost comparisons for the planned cost of each new student station compared with the low, average, and high cost of facilities constructed throughout the state.
- A schedule of estimated capital outlay revenues from each currently approved source which is estimated to be available for expenditure on the projects included in the district facilities work program.
- A schedule indicating which projects included in the district facilities work program will be funded from current revenues.
- A schedule of options for the generation of additional revenues by the district for expenditure on projects identified in the district facilities work program which are not funded with currently approved revenue sources.
- The number of existing vacant classrooms in each school that the district does not intend to use or does not project will be needed for educational purposes for the following school year.⁶⁴
- Prototype construction and design to be used for the construction of two or more new schools for students in the same grade group and program, such as elementary, middle, or high school.⁶⁵

To the extent available, the tentative district educational facilities plan is required to be based on information produced by the state demographic, revenue, and education estimating conferences. Not less than once every five years, the district school board must have an audit conducted of the board's educational planning and construction activities. An operational audit conducted by the Auditor General satisfies this requirement.⁶⁶

Annually, the district school board is required to consider and adopt the tentative district educational facilities plan. The adopted district educational facilities plan must:

- Be a complete, balanced, and financially feasible capital outlay financial plan for the district.
- Set forth the proposed commitments and planned expenditures of the district to address the educational facilities needs of its students and to adequately provide for the maintenance of the educational plant and ancillary facilities, including safe access ways from neighborhoods to schools.⁶⁷

Charter schools share in district school board capital outlay funding but are not subject to any of the facilities plan requirements.⁶⁸

Public Education Capital Outlay (PECO) Allocations

Public Education Capital Outlay and Debt Service (PECO) funding is a state source of fixed capital outlay for K-20 educational facilities. PECO funded projects include site acquisition, renovation, remodeling, construction, and site improvements necessary to serve primarily the instructional programs of district school boards, Florida College System institutions, and state

⁶⁴ Section 1002.33(18), F.S.

⁶⁵ Section 1013.45(4), F.S.

⁶⁶ Section 1013.35(2), F.S.

⁶⁷ Section 1013.35(4), F.S.

⁶⁸ Sections 1002.33 and 1013.62, F.S.

universities.⁶⁹ PECO revenues are appropriated annually in the General Appropriations Act and are distributed under the framework governing funds for comprehensive educational plant needs.⁷⁰

For district school boards, PECO funds are used to address needs identified in an educational plant survey conducted under SBE rules and reflected in the district's educational facilities plan.⁷¹ Funds must be expended on "needed projects as shown by survey or surveys" approved in accordance with those rules.⁷²

Current law ties several PECO allocation and eligibility concepts to two statewide data systems:

- The Florida Inventory of School Houses (FISH), which is the statewide inventory of district-owned (or certain long-term leased) educational facilities, including building capacity and utilization.⁷³
- Capital outlay full-time equivalent (COFTE) enrollment, which uses unweighted FTE from the statewide enrollment surveys to measure the number of students served for capital planning and funding purposes.⁷⁴

In practice, the DOE and the education estimating conferences rely on FISH and COFTE together to project capacity, identify districts with relatively greater facility needs, and support PECO allocation formulas that distinguish between base and growth capital outlay FTE.⁷⁵

Educational Facilities Contracting and Construction Techniques

The State Requirements for Educational Facilities (SREF) is the uniform statewide building code for the planning and construction of public educational facilities and ancillary plants.⁷⁶ District school boards must adhere to the SREF when planning and constructing new facilities. Generally, SREF standards are premised on providing enhanced safety for occupants and increasing the life span of the extensive, publicly funded infrastructure of Florida's public school districts.⁷⁷ SREF requires district school boards to employ the services of an architect for all construction projects for which the construction cost is at least \$300,000.⁷⁸

The law imposes additional requirements for the employment of an architect by district school boards. District school boards are required to use the services of a registered architect for the

⁶⁹ Art. XII, s. 9(a)(2), Fla. Const.; s. 1013.01(16), F.S. (defining "Public education capital outlay (PECO) funded projects").

⁷⁰ Sections 1013.60, 1013.61, 1013.62, 1013.64, 1013.65, F.S.

⁷¹ Sections 1013.31, 1013.35, 1013.64(1), F.S. (educational plant surveys; school district educational facilities plan; funds for comprehensive educational plant needs).

⁷² Section 1013.64(1)(b), F.S. (funds accruing to a district must be expended on needed projects shown by survey).

⁷³ Section 1013.31, F.S.; State Requirements for Educational Facilities (SREF) references to FISH as the inventory of educational facilities and capacity.

⁷⁴ Section 1013.64, F.S. (capital outlay FTE membership definition and use); DOE and FSFOA presentations on COFTE.

⁷⁵ DOE "Red Book" and related capital outlay presentations describing use of FISH and COFTE in projecting facility needs and allocating PECO.

⁷⁶ The State Requirements for Educational Facilities (SREF) is incorporated in Rule 6A-2.0010, F.A.C., The SREF does not apply to charter schools. Section 1002.33(18), F.S.

⁷⁷ See, e.g., s. 1013.12, F.S. (casualty, safety, sanitation, and fire safety standards and inspection of property) and s. 1013.451, F.S. (life-cycle cost comparison).

⁷⁸ Florida Department of Education, *State Requirements for Educational Facilities* § 4.3(7)(c) (2014), available at <https://flrules.org/Gateway/reference.asp?No=Ref-04664>, at 58.

development of plans for the erection, enlargement, or alteration of any educational facility. The services of a registered architect are not required, however, for a minor renovation project for which the construction cost is less than \$50,000 or for the placement or hookup of relocatable educational facilities.⁷⁹

District school boards are required to compare the following life-cycle costs of materials used by competing providers when constructing or expanding school capacity:

- The anticipated annual energy consumption;
- The relative resistance to damage by wind loads and associated debris;
- The resistance to wood-destroying organisms;
- The perpetual maintenance costs;
- The resistance to fire; and
- A comparison of the annual insurance costs.⁸⁰

Use of Airspace for Joint-Use Development and Capital Outlay

District school boards, Florida College System institution boards, and state university boards may sell, lease, or encumber airspace for joint-use development, including nonpublic uses, with proceeds reinvested in fixed capital outlay projects. Funds may support renovations, remodeling, or new construction, though new facilities at colleges and universities require legislative approval. Any joint-use structure must comply with all applicable regulations, and educational facilities within these structures remain under their governing boards' oversight.⁸¹

Effect of Proposed Changes

District School Board Educational Facilities Plans

The bill amends s. 1013.35, F.S., to replace the specifically enumerated requirements for school board educational facilities plans and work programs with the general requirement that each school board adopt a facilities plan to meet the needs of the district, with public participation. The bill maintains the required 5-year audit of the board's educational planning and construction activities, and maintains the requirements for the general balanced nature of the plans, developed through public participation and local cooperation.

The bill makes corresponding changes in ss. 1002.33 and 1013.41, F.S., to reflect the removal of the requirement for district school boards to include a specific 5-year work program in the school board educational facilities plan.

These changes may bring district school boards closer to the operational flexibility of charter schools, which typically have more autonomy in facility planning and management.

⁷⁹ Section 1013.45(4), F.S.

⁸⁰ Section 1013.451(1), F.S.

⁸¹ Section 1013.19, F.S.

Public Education Capital Outlay (PECO) Allocations

The bill amends s. 1013.64, F.S., to specify that for district school boards, remodeling projects funded under PECO must be based on relative need as determined by the FISH and the district's COFTE. This aligns remodeling projects with existing facility survey and capacity measures.

Educational Facilities Contracting and Construction Techniques

The bill amends s. 1013.45, F.S., to remove the requirement for school boards to employ an architect for the erection, enlargement, or alteration of any educational facility, or for minor renovation projects in which the cost of construction is at least \$50,000. Instead, district school boards would adhere to applicable building codes when determining architectural requirements.

The bill repeals s. 1013.451, F.S., to remove the requirement for school boards to compare specific life-cycle costs of materials used by competing providers when constructing or expanding school capacity.

Use of Airspace for Joint-Use Development and Capital Outlay

The bill amends s. 1013.19, F.S., by removing the requirement that proceeds from the sale or lease of airspace by district school boards must be used for fixed capital outlay. Removing this requirement may provide district school boards with greater flexibility in allocating these funds toward operational or capital expenses.

School District Finance and Budgets

Present Situation

Cost Accounting and Reporting for School Districts

School districts must account for all state, local, and federal funds on a school-by-school and district-aggregate basis using cost accounting and reporting guidelines specified in law. District reporting is required as prescribed in law or in a manual developed by the DOE.⁸²

School districts are required to provide cost reporting on a district-aggregate basis, expenditures for inservice training, and categorical funds. School districts are required to report to the DOE on a school-by-school and district-aggregate basis expenditures for:

- Funds for the operation of schools under the Florida Education Finance Program (FEFP).
- Total operational costs for administrative expenditures.
- Expenditures for classroom instruction.⁸³

The DOE must categorize all public schools into appropriate groups based primarily on average full-time equivalent (FTE) student enrollment as reported and to calculate for all schools, districts and the entire state the average percentage of classroom expenditures for various reporting categories of expenditures. The DOE is required to develop a web-based fiscal transparency tool that displays and identifies the financial efficiency of each public school and

⁸² Section 1010.20(1), F.S.

⁸³ Section 1010.20(2), F.S.

district. The Commissioner of Education is required to report to the Legislature prior to the open of the regular session each year a district-by-district report of expenditures.⁸⁴

Each district must expend a specified percentage of funds on programs that generated the funds. For example, a district must expend 90 percent of funds for kindergarten through grade 3, while districts must expend 95 percent of funds on juvenile justice programs.⁸⁵

Charter schools are public schools for funding and reporting purposes and must report their financial information to their sponsor in accordance with law and the sponsor's reporting requirements.⁸⁶ District school boards are responsible for including charter school revenues and expenditures in the district's financial reports submitted to the DOE, and charter school financial data are included in the DOE's school-level fiscal transparency reporting.⁸⁷

School District Fiscal Transparency

District school boards are required to post on their websites a plain language version of each proposed, tentative, and official budget which describes each budget item in terms that are easily understandable to the public. The website must include a link to the web-based fiscal transparency tool developed by the DOE to enable taxpayers to evaluate the financial efficiency of the school district and compare the financial efficiency of the school district with other similarly situated school districts. The plain language version must also include graphical representations of:

- Summary of financial efficiency data.
- Fiscal trend information for the previous three years on:
 - The ratio of FTE students to FTE instructional personnel.
 - The ratio of FTE students to FTE administrative personnel.
 - The total operating expenditures per FTE student.
 - The total instructional expenditures per FTE student.
 - The general administrative expenditures as a percentage of total budget.
 - The rate of change in the general fund's ending fund balance not classified as restricted.⁸⁸

The district school board website should contain links to:

- Help explain or provide background information on various budget items that are required by state or federal law.
- Allow users to navigate to related sites to view supporting details.
- Enable taxpayers, parents, and education advocates to send e-mails asking questions about the budget and enable others to view the questions and responses.⁸⁹

Charter schools are exempt from these requirements.⁹⁰

⁸⁴ Section 1010.20(2), F.S.

⁸⁵ Section 1010.20(3), F.S.

⁸⁶ Section 1002.33(9)(g), (h), F.S.

⁸⁷ Section 1010.20, F.S.

⁸⁸ Section 1011.035(2), F.S.

⁸⁹ Section 1011.035(4), F.S.

⁹⁰ Section 1002.33(16), F.S.

Short-Term Loans for Education Capital Outlay

District school boards can create short-term obligations based on anticipated revenues without pledging district credit or requiring future tax levies. These obligations are limited to one year but may be extended annually with lender approval for up to a total of five years. These short-term obligations may be used only for the purchase of school buses, land, and equipment for educational purposes; the erection of, alteration to, or addition to educational facilities; and the adjustment of insurance on educational property on a 5-year plan, as provided by rules of the SBE. District school boards may only borrow money through this process if:

- The proposed obligation does not exceed one-fourth of the revenue received during the preceding year for the district school fund for operating expenses.
- The school board adopts and includes in its minutes a resolution giving the nature of the obligations to be incurred, stating the plan of payment, and providing that such funds will be budgeted during the period of the loan from the current revenue to retire the obligations maturing during the year.
- The school board issues interest-bearing notes for the obligations that do not exceed the maximum rate for government bonds.⁹¹

Emergency Make-up Days

The Florida Legislature established the FEFP to equalize funding for educational programs and services for all students in the K-12 public school system, regardless of geographic or local economic factors. The FEFP is the primary mechanism for funding the operating costs of Florida school districts.⁹²

Charter schools also receive funding through the FEFP. Students enrolled in a charter school, regardless of the sponsorship, are funded as if they are in a basic program or a special program, the same as students enrolled in other public schools in a school district.⁹³

To receive state funding through the FEFP, district school boards are required to meet minimum requirements, including operating all schools for a term of 180 actual teaching days or the equivalent on an hourly basis each school year. The SBE may alter this requirement during a national, state, or local emergency as it may apply to an individual school or schools in any district or districts if, in the opinion of the SBE, it is not feasible to make up lost days or hours. The apportionment from the FEFP may, at the discretion of the commissioner, and if the board determines that the reduction of school days or hours is caused by the existence of a bona fide emergency, be reduced for such district or districts in proportion to the decrease in the length of term in any such school or schools.⁹⁴

⁹¹ Section 1011.14, F.S.

⁹² Section 1011.62, F.S.; Florida Department of Education, *2024-25 Funding for Florida School Districts*, (2024), available at <http://www.fldoe.org/core/fileparse.php/7507/urlt/Fefpdist.pdf>, at 4 (last visited Dec. 3, 2025).

⁹³ Section 1002.33(17), F.S.

⁹⁴ Section 1011.60(2), F.S.

Equity in School-Level Funding

Title I of the Elementary and Secondary Education Act of 1965 (ESEA),⁹⁵ as amended by the Every Student Succeeds Act of 2015,⁹⁶ is a federal funding program to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.⁹⁷ For the 2024-2025 fiscal year, Florida received approximately \$1.09 billion for Title I programs.⁹⁸

Part A of Title I focuses on improving basic programs operated by local educational agencies, including district school boards and eligible charter schools within the school district.⁹⁹

District school boards must allocate Title I-A funds first to serve schools in areas with poverty rates of at least 75 percent, or 50 percent for high schools.¹⁰⁰ If funds remain, the school board may serve schools in rank order according to the percentage of children from low-income families in the area, but a school board may only serve schools in areas with a poverty rate of less than 35 percent if the per student allocation of state and local funds is 125 percent greater than the per student amount received under Title I-A.¹⁰¹

Florida law limits the threshold for identifying eligible schools to the threshold established by a district school board for the 2016-2017 school year or the statewide percentage of economically disadvantaged students, as determined annually, which was 53.8 percent¹⁰² in 2024.¹⁰³

Prior to the allocation of Title I funds to eligible schools, Florida law authorizes a district school board to withhold funds only as follows:

- One percent for parent involvement, in addition to the one percent the district must reserve under federal law for allocations to eligible schools for parent involvement;
- A necessary and reasonable amount for administration which includes the district's indirect cost rate, not to exceed a total of ten percent;
- A reasonable and necessary amount to provide:
 - Homeless programs;
 - Delinquent and neglected programs;
 - Prekindergarten programs and activities;
 - Private school equitable services; and
 - Transportation for foster care children to their school of origin or choice programs; and

⁹⁵ Pub. L. No. 89-10, 79 Stat. 27 (Apr. 11, 1965).

⁹⁶ Pub. L. 114-95, 129 Stat 1802 (Dec. 10, 2015).

⁹⁷ 20 U.S.C. s. 6301.

⁹⁸ Florida Department of Education, *Finance Data Base: Fiscal Year 2024-2025*, available at <https://www.fldoe.org/core/fileparse.php/7507/urlt/StateTotalBUD2425.pdf>, at 8 (last visited Dec. 3, 2025).

⁹⁹ 20 U.S.C. s. 6311, et. seq. Local educational agencies are public boards of education and include district school boards. 34 C.F.R. s. 303.23. *See also* s. 1011.69(2), F.S., specifying that an eligible school includes a charter school that is eligible to receive Title I funds.

¹⁰⁰ 20 U.S.C. s. 6313(a)(3).

¹⁰¹ 34 C.F.R. s. 200.78(b).

¹⁰² FLHealthCharts, *Elementary School Students Eligible for Free/Reduced Lunch*, <https://www.flhealthcharts.gov/ChartsDashboards/rdPage.aspx?rdReport=NonVitalIndNoGrp.Dataviewer&cid=497> (last visited Dec. 3, 2025).

¹⁰³ Section 1011.69(4), F.S.

- A necessary and reasonable amount, not to exceed one percent, for eligible schools to provide educational services in accordance with the approved Title I plan.¹⁰⁴

Title I also authorizes district school boards to provide up to five percent of the Title I-A allocation to provide financial incentives and rewards to teachers who serve in eligible schools that are identified for comprehensive support and improvement activities or targeted support and improvement activities for the purpose of attracting and retaining qualified and effective teachers.¹⁰⁵ The DOE requires all recruitment, retention, and reward incentives under the ESEA, including Title I-A and Title II,¹⁰⁶ to be based on the state value-added model or an alternative state-approved student growth model for personnel evaluations.¹⁰⁷

In accordance with federal law and the district's approved Title I plan, districts may use Title I funds to provide a wide range of supplemental academic services and supports in eligible schools, including evidence-based interventions and enrichment in core subjects such as reading, mathematics, and science, as well as science, technology, engineering, and mathematics (STEM) activities that are designed to improve student achievement.¹⁰⁸

Under the ESEA, the state education agency must liquidate all obligations incurred under the Federal award not later than 120 calendar days after the end date of the period of availability. Under section 412(b) of the General Education Provisions Act,¹⁰⁹ grants issued for a fiscal year may be made available for obligation on the basis of an academic or school basis.¹¹⁰ As a result of these requirements, many Federal programs – including the Title I, Title II,¹¹¹ and Title III¹¹² programs – have a total period of availability of 27 months (from July 1st of the award year to September 30th of the carryover year) and a subsequent liquidation period of 120 days (October 1st through approximately January 28).¹¹³ In addition, a state educational agency is required to award each subgrant for school improvement for a period of not more than four years, which may include a planning year.¹¹⁴

¹⁰⁴ Section 1011.69(4), F.S.

¹⁰⁵ 20 U.S.C. s. 6313(c)(4).

¹⁰⁶ Florida's Title II allocation was approximately \$119.8 million for the 2023-2024 fiscal year. Florida Department of Education, *Finance Data Base: Fiscal Year 2023-2024*, available at <https://www.fldoe.org/core/fileparse.php/7507/urlt/StateTotalBUD2324.pdf>, at 8 (last visited Dec. 3, 2025).

¹⁰⁷ Florida Department of Education, *K12 ESEA Federal Programs, 2023-24 Elementary and Secondary Education Act (ESEA) Federal Programs Application Companion Guide*, available at <https://www.floridacims.org/downloads>, at 61.

¹⁰⁸ See, e.g., 20 U.S.C. ss. 6314(b), 6315(b).

¹⁰⁹ Pub. L. No. 90-247.

¹¹⁰ 20 U.S.C. s. 1225b.

¹¹¹ Title II of the ESEA provides grants to state educational agencies and subgrants to local educational agencies to increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders. 20 U.S.C. s. 6601.

¹¹² Title III of the ESEA is the English Language Acquisition, Language Enhancement, and Academic Achievement Act. 20 U.S.C. s. 6811.

¹¹³ US Department of Education, *Florida Consolidated Performance Review Report FY 2023*, available at <https://oese.ed.gov/files/2023/04/FDOE-2023-Performance-Report.pdf>, at 11 (last visited Dec. 3 2025).

¹¹⁴ 20 U.S.C. s. 6303(c).

School Board Discretionary Millage Levy

Each district school board is authorized to levy up to a 1.5 mill discretionary ad valorem tax against the taxable value for public school purposes to fund specific needs as identified in law, including, for example:

- New construction, remodeling projects, sites and site improvement or expansion to new sites, existing sites, auxiliary facilities,¹¹⁵ athletic facilities, or ancillary facilities.¹¹⁶
- Purchase, lease-purchase, and lease of school buses.
- Payments for educational facilities and sites due under a lease-purchase agreement.
- Payment of costs of leasing relocatable educational facilities, of renting or leasing educational facilities and sites, or of renting or leasing buildings or space within existing buildings.¹¹⁷

Current law also authorizes districts, subject to a per-student cap, to use a portion of proceeds from this levy for certain additional expenses such as specified vehicles and property and casualty insurance for educational and ancillary plants. Expenditures from the discretionary 1.5 mill levy are limited to the detailed list of allowed uses in statute. Violations of these expenditure provisions result in an equal dollar reduction in the district's Florida Education Finance Program (FEFP) funds in the fiscal year following the audit citation.¹¹⁸

Effect of Proposed Changes

Cost Accounting and Reporting for School Districts

The bill modifies s. 1010.20, F.S., by requiring each charter school to receive and respond to monitoring questions from the DOE. The change removes the school district as an intermediary between the DOE and the individual charter school.

School District Fiscal Transparency

The bill amends s. 1011.035, F.S., by removing the requirement that the plain language version of the school board budget posted on its website include graphical representations of the budget. The bill maintains the requirement for the website to enable individuals to ask questions about the budget but removes the requirement for the website to include links to help explain or provide background information on various budget items that are required by state or federal law and allow users to navigate to related sites to view supporting details.

Short-Term Loans for Education Capital Outlay

The bill modifies s. 1011.14, F.S., to expand the scope of capital outlay that district school boards are permitted to fund through the issuance of short-term debt instruments.

¹¹⁵ "Auxiliary facility" means the spaces located at educational plants which are not designed for student occupant stations. Section 1013.01(1), F.S.

¹¹⁶ "Ancillary plant" is comprised of the building, site, and site improvements necessary to provide such facilities as vehicle maintenance, warehouses, maintenance, or administrative buildings necessary to provide support services to an educational program. Section 1013.01(2), F.S.

¹¹⁷ Section 1011.71(2), F.S.

¹¹⁸ Section 1011.71(6), F.S.

This bill authorizes district school boards to incur obligations not only for the construction and renovation of educational facilities but also for the development and enhancement of support and supplemental structures associated with the educational process, which include the entire educational plant, ancillary plants, and auxiliary facilities.

By broadening the permissible use of anticipated revenue for these additional categories of capital projects, the bill allows for a more comprehensive development of the educational environment, acknowledging the role of various facilities in delivering a full spectrum of educational services. The district school boards would remain bound by the existing fiscal constraints—namely, the limitation of indebtedness to no more than one-fourth of the district ad valorem tax revenue for operations for the preceding year and the requirement for a detailed resolution outlining the nature and plan of repayment for the obligations.

Emergency Make-up Days

The bill modifies s. 1011.60, F.S., to remove the required threshold of infeasibility that a district school board must demonstrate to be released from making up days or hours lost because of a bona fide emergency. This may provide more flexibility to district school boards in determining whether the additional days are necessary for students to learn the required academic standards.

Equity in School-Level Funding

The bill modifies s. 1011.69, F.S., to remove the provision that prohibits a school district from identifying any other eligible schools that exceed the poverty threshold established by a school district for the 2016-2017 school year, or the statewide percentage of economically disadvantaged students determined annually. This may afford discretion to the district school board to focus services on the schools with the highest needs.

The bill also removes the cap of one percent of Title I funds that a district may withhold to provide district educational services to Title I schools, including charter schools. This may provide flexibility for a district school board to leverage district resources to provide programs across all eligible schools, including eligible charter schools.

The bill also specifies that the education services for which a school district may withhold a portion of Title I funds prior to allocation include the provision of science, technology, engineering, and mathematics (STEM) curricula, instructional materials, and related learning technologies that support academic achievement in Title I schools. Such technologies may include drones, coding, animation, artificial intelligence, cybersecurity, data science, the engineering design process, mobile development, and robotics. Such withholding must comply with allocation levels required in federal law.

The bill authorizes district school boards to utilize up to five percent of its Title I allocation to provide financial incentives and rewards to teachers who serve students in Title I schools, including charter schools, identified for comprehensive support and improvement activities or targeted support and improvement activities, for the purpose of attracting and retaining qualified and effective teachers, including teachers of any subject or grade level for whom a state-approved measurement of student performance is unavailable.

The bill clarifies that the DOE must make funds from Title I, Title II, and Title III programs available to local education agencies for the full period of availability provided in federal law. This may provide stability for district school boards in the implementation of Title I services.

School Board Discretionary Millage Levy

The bill amends s. 1011.71, F.S., by expanding the allowable uses of proceeds from the district discretionary 1.5 mill levy to include operating or capital purposes for both district schools and charter schools.

This may provide school districts with greater flexibility in using revenue from the discretionary 1.5 mill capital levy, allowing for more efficient student transportation options, investment in essential support facilities, and improved resource allocation to meet local needs.

Accordingly, the bill repeals the penalty provision in s. 1011.71(6), F.S., that requires an equal dollar reduction in a district's FEFP funds in the fiscal year following an audit citation for expenditures that do not comply with the detailed use provisions in statute, as these specified uses have been removed.

Early Learning

Present Situation

Since the inception of the Voluntary Prekindergarten (VPK) program, public schools have been instrumental in delivering the program. Public schools deliver both the 540 hour school year VPK program¹¹⁹ and the 300 hour summer VPK program.¹²⁰ Historically, public schools comprise just over 20 percent of the overall VPK programs during the entire program year.¹²¹

Public schools are required to contract through the early learning coalitions (ELCs) and are subject to the same requirements as non-public programs in terms of implementing instructional standards, personnel requirements, and program accountability. While both public schools and private providers offer the school year prekindergarten program, public school districts are required to offer the summer VPK program, consisting of 300 hours of instruction, to any parent who enrolls his or her child in the program. School districts may meet this requirement by contracting with private prekindergarten providers.¹²²

In general, VPK programs in public schools are subject to the same oversight as private VPK programs, including requirements for use of the state contract, instructor to child ratios, instructor training, attendance and reporting, accountability, and methods regarding reimbursement for the VPK program. ELCs are required to monitor the compliance of public

¹¹⁹ Section 1002.63(1), F.S.

¹²⁰ Section 1002.61(1), F.S.

¹²¹ Florida Department of Education, *Division of Early Learning Annual Report 2023-2024*, available at: <https://www.fldoe.org/file/20628/2324-DEL-AnnualReport.pdf> (last visited Dec. 3, 2025).

¹²² Section 1002.53(6), F.S.

school VPK programs in their county or multi-county service region for both school year¹²³ and summer¹²⁴ VPK programs.

Effect of Proposed Changes

The bill modifies ss. 1002.61 and 1002.63, F.S., to remove the requirement, for both school year and summer VPK programs, that ELCs verify statutory compliance by school district-operated VPK programs. This aligns oversight of the school district operated VPK programs with other district-operated educational programs.

The bill removes the requirement in s. 1002.71, F.S., that each district school board's attendance policy must require parents to sign monthly attendance forms and retain those forms for two years. The school district will be required to certify attendance on the single point of entry system that is used for payment of VPK program attendance. The revision offers flexibility to school districts to utilize existing attendance tracking methods without duplication due to required forms.

State Board of Education/Department of Education Oversight

Present Situation

The DOE is the administrative and supervisory agency under the implementation direction of the SBE.¹²⁵ The commissioner is appointed by the SBE and serves as the executive director of the DOE.¹²⁶ The DOE assists in providing professional leadership and guidance and in carrying out the policies, procedures, and duties authorized by law or by the SBE.¹²⁷

The APA provides a process for any substantially affected person to seek a declaratory statement regarding an agency's opinion as to the applicability of a statutory provision, or of any rule or order of the agency, as it applies to the petitioner's particular set of circumstances. The petition seeking a declaratory statement must state with particularity the petitioner's set of circumstances and specify the statutory provision, rule, or order that the petitioner believes may apply to the set of circumstances.¹²⁸

The agency is required to give notice of the filing of each petition in the next available issue of the Florida Administrative Register and transmit copies of each petition to the Administrative Procedures Committee. The agency must issue a declaratory statement or deny the petition within 90 days after the filing of the petition and notice the statement in the next available issue of the Florida Administrative Register. Agency disposition of petitions are final agency action.¹²⁹

¹²³ Section 1002.63(9), F.S.

¹²⁴ Section 1002.61(10) F.S.

¹²⁵ Section 1001.20(1), F.S.

¹²⁶ Section 20.15(2), F.S.

¹²⁷ Section 1001.20(2), F.S.

¹²⁸ Section 120.565, F.S.

¹²⁹ Section 120.565(3), F.S. The term "Administrative Procedures Committee" means a committee designated by joint rule of the Legislature or by agreement between the President of the Senate and the Speaker of the House of Representatives. Section 1.01(16), F.S.

Effect of Proposed Changes

The bill amends s. 1001.23, F.S., to add to the specific powers and duties of the DOE. The additional requirements may provide clarity to district school boards in the implementation of state law. The bill requires the DOE to annually:

- By August 1, inform district school superintendents that they may receive a declaratory statement pursuant to the APA regarding the DOE's opinion as to the applicability to a school district of a statutory or rule provision as it applies to the district's particular set of circumstances.
- Maintain and make available to school districts a list of all requirements in statute and rule relating to required actions by district school boards or superintendents. The list must include but is not limited to, required parent notifications, information that must be posted to the district website, and reporting, filing, and certification requirements.

The bill takes effect July 1, 2026.

IV. Constitutional Issues:**A. Municipality/County Mandates Restrictions:**

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

V. Fiscal Impact Statement:**A. Tax/Fee Issues:**

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

This bill does not have a fiscal impact on state revenues or expenditures. However, the bill reduces regulations and increases flexibility in policymaking which could result in a cost savings for the school districts.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 120.81, 163.3180, 200.065, 1001.23, 1001.42, 1002.20, 1002.33, 1002.451, 1002.61, 1002.63, 1002.68, 1002.71, 1003.631, 1004.04, 1004.85, 1006.40, 1008.212, 1008.22, 1008.25, 1008.33, 1010.20, 1011.035, 1011.14, 1011.60, 1011.6202, 1011.69, 1011.71, 1012.22, 1012.335, 1012.39, 1012.552, 1012.555, 1012.56, 1012.585, 1012.586, 1012.98, 1013.19, 1013.35, 1013.41, 1013.45, 1013.62, and 1013.64.

This bill repeals section 1013.451 of the Florida Statutes.

IX. Additional Information:**A. Committee Substitute – Statement of Changes:**

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

None.

B. Amendments:

None.

By Senator Simon

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1 A bill to be entitled
 2 An act relating to administrative efficiency in public
 3 schools; amending s. 120.81, F.S.; exempting district
 4 school boards from requirements for adopting certain
 5 rules; amending s. 1001.23, F.S.; requiring the
 6 Department of Education to annually inform district
 7 school superintendents by a specified date that they
 8 are authorized to petition to receive a specified
 9 declaratory statement; requiring the department to
 10 annually maintain and provide school districts with a
 11 list of certain statutory and rule requirements;
 12 specifying requirements for such list; amending s.
 13 1001.42, F.S.; deleting a requirement for a district
 14 school board to employ an internal auditor in certain
 15 circumstances; amending s. 1002.20, F.S.; deleting a
 16 requirement that the school financial report be
 17 included in the student handbook; requiring the
 18 department to produce specified reports relating to
 19 school accountability and make them available on the
 20 department's website; requiring each school district
 21 to provide a link to such reports; amending s.
 22 1002.33, F.S.; conforming a provision relating to a 5-
 23 year facilities plan; amending s. 1002.451, F.S.;
 24 requiring innovation schools of technology to comply
 25 with specified provisions relating to instructional
 26 multiyear contracts, in addition to annual contracts,
 27 for instructional personnel; amending s. 1002.61,
 28 F.S.; deleting public schools from a requirement for
 29 early learning coalitions to verify compliance with

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30 certain law; amending s. 1002.63, F.S.; deleting a
 31 requirement for an early learning coalition to verify
 32 that certain public schools comply with specified
 33 provisions; amending s. 1002.71, F.S.; revising
 34 requirements relating to district school board
 35 attendance policies for Voluntary Prekindergarten
 36 Education Programs; requiring a school district to
 37 certify its attendance records for a Voluntary
 38 Prekindergarten Education Program; amending s.
 39 1006.40, F.S.; revising the timeframe within which
 40 certain instructional materials must be purchased;
 41 authorizing the State Board of Education to modify the
 42 timeframe; amending s. 1008.212, F.S.; providing that
 43 certain assessments are not subject to specified
 44 requirements; specifying the assessments from which
 45 IEP teams are authorized to submit requests for
 46 extraordinary exemptions; amending s. 1008.22, F.S.;
 47 requiring the Commissioner of Education to notify
 48 school districts of the assessment schedule for a
 49 specified time interval and to publish such schedule
 50 on the department's website; deleting requirements
 51 relating to a uniform calendar that must be published
 52 by the commissioner each year; revising an annual
 53 timeframe for each school district to establish
 54 schedules for the administration of statewide,
 55 standardized assessments; requiring each school
 56 district to publish certain information regarding such
 57 schedules on its website; conforming provisions to
 58 changes made by the act; amending s. 1008.25, F.S.;

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59 conforming cross-references; amending s. 1008.33,
 60 F.S.; prohibiting a school from being required to use
 61 a certain parameter as the sole determining factor to
 62 recruit instructional personnel; specifying
 63 requirements for a rule adopted by the State Board of
 64 Education; amending s. 1010.20, F.S.; requiring
 65 charter schools to respond to monitoring questions
 66 from the department; amending s. 1011.035, F.S.;
 67 deleting a requirement that each district school board
 68 budget posted on the school board's website include a
 69 graphical representation of specified information;
 70 revising website requirements; amending s. 1011.14,
 71 F.S.; revising the types of facilities for which
 72 district school boards may incur certain financial
 73 obligations; amending s. 1011.60, F.S.; revising
 74 circumstances under which the State Board of Education
 75 may alter the length of school terms for certain
 76 school districts; amending s. 1011.6202, F.S.;
 77 requiring schools participating in the Principal
 78 Autonomy Program Initiative to comply with specified
 79 provisions relating to instructional multiyear
 80 contracts, in addition to annual contracts, for
 81 instructional personnel; amending s. 1011.69, F.S.;
 82 deleting a requirement relating to Title I fund
 83 allocations to schools; providing a new category of
 84 funding school districts are authorized to withhold;
 85 revising a category of funding a school district is
 86 authorized to withhold; requiring the department to
 87 make certain funds available to local education

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88 agencies; amending s. 1011.71, F.S.; revising how
 89 specified revenue may be expended by a district school
 90 board; deleting a penalty for violating specified
 91 provisions; amending s. 1012.22, F.S.; specifying
 92 requirements for advanced degrees that may be used to
 93 set salary schedules for instructional personnel and
 94 school administrators hired after a specified date;
 95 specifying district school board activities that may
 96 not be precluded by collective bargaining; amending s.
 97 1012.335, F.S.; defining the term "instructional
 98 multiyear contract"; providing requirements for the
 99 award of an instructional multiyear contract;
 100 requiring that an employee awarded an instructional
 101 multiyear contract be returned to an annual contract
 102 under certain conditions; specifying district school
 103 superintendent authority; making conforming and
 104 technical changes; amending s. 1012.39, F.S.; revising
 105 an occupational experience qualification requirement
 106 for nondegreed teachers of career programs; deleting a
 107 training requirement for full-time nondegreed teachers
 108 of career programs; amending s. 1012.555, F.S.;
 109 revising eligibility requirements for individuals to
 110 participate in the Teacher Apprenticeship Program;
 111 amending employment requirements for paraprofessionals
 112 to serve as an apprentice teacher; conforming a cross-
 113 reference; amending s. 1012.56, F.S.; specifying
 114 individuals who must demonstrate mastery of general
 115 knowledge for educator certification; authorizing
 116 school districts and consortia of school districts to

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117 issue temporary certificates under certain conditions;
 118 specifying Education Practices Commission authority;
 119 conforming a cross-reference; amending s. 1012.585,
 120 F.S.; revising the validity period for professional
 121 certificates; providing eligibility requirements for
 122 5-year and 10-year professional certificates;
 123 establishing requirements for the renewal of a 10-year
 124 professional certificate; amending s. 1013.19, F.S.;
 125 requiring that proceeds from certain sales or leases
 126 of property be used for specified purposes by boards
 127 of trustees for Florida College System institutions or
 128 state universities; amending s. 1013.35, F.S.;
 129 deleting definitions; revising requirements for the
 130 contents of such plan; deleting provisions relating to
 131 district school boards coordinating with local
 132 governments to ensure consistency between school
 133 district and local government plans; authorizing,
 134 rather than requiring, local governments to review
 135 tentative district educational facilities plans;
 136 requiring a district school board to submit a revised
 137 facilities plan to the department; making conforming
 138 changes; amending s. 1013.41, F.S.; revising
 139 requirements for an educational facilities plan;
 140 revising the duties of the Office of Educational
 141 Facilities; amending s. 1013.45, F.S.; specifying that
 142 Florida College System institution and state
 143 university boards of trustees are required to use an
 144 architect for the development of certain plans;
 145 deleting district school board requirements for

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146 certain construction plans; repealing s. 1013.451,
 147 F.S., relating to life-cycle costs comparisons;
 148 amending s. 1013.64, F.S.; revising district school
 149 board requirements relating to educational plant
 150 construction; conforming a provision to changes made
 151 by the act; amending ss. 163.3180, 200.065, 1002.68,
 152 1003.631, 1004.04, 1004.85, 1012.552, 1012.586,
 153 1012.98, and 1013.62, F.S.; conforming cross-
 154 references and provisions to changes made by the act;
 155 providing an effective date.
 156

157 Be It Enacted by the Legislature of the State of Florida:
 158

159 Section 1. Paragraph (a) of subsection (1) of section
 160 120.81, Florida Statutes, is amended to read:

161 120.81 Exceptions and special requirements; general areas.—

162 (1) EDUCATIONAL UNITS.—

163 (a) District school boards are not subject to the
 164 requirements for rules in this chapter when making and adopting
 165 rules with public input at a public meeting. Notwithstanding s.
 166 120.536(1) and the flush left provisions of s. 120.52(8),
 167 district school boards may adopt rules to implement their
 168 general powers under s. 1001.41.

169 Section 2. Subsections (5) and (6) are added to section
 170 1001.23, Florida Statutes, to read:

171 1001.23 Specific powers and duties of the Department of
 172 Education.—In addition to all other duties assigned to it by law
 173 or by rule of the State Board of Education, the department
 174 shall:

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

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

189 Section 3. Paragraph (1) of subsection (12) of section
 190 1001.42, Florida Statutes, is amended to read:

191 1001.42 Powers and duties of district school board.—The
 192 district school board, acting as a board, shall exercise all
 193 powers and perform all duties listed below:

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

197 ~~(1) Internal auditor. May or, in the case of a school~~
 198 ~~district receiving annual federal, state, and local funds in~~
 199 ~~excess of \$500 million, shall employ an internal auditor. The~~
 200 ~~scope of the internal auditor shall not be restricted and shall~~
 201 ~~include every functional and program area of the school system.~~

202 ~~1. The internal auditor shall perform ongoing financial~~
 203 ~~verification of the financial records of the school district, a~~

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204 ~~comprehensive risk assessment of all areas of the school system~~
 205 ~~every 5 years, and other audits and reviews as the district~~
 206 ~~school board directs for determining:~~

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

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

212 ~~c. The efficiency of operations.~~

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

214 ~~e. The safeguarding of assets.~~

215 ~~f. Financial solvency.~~

216 ~~g. Projected revenues and expenditures.~~

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

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

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

226 Section 4. Subsection (16) of section 1002.20, Florida
 227 Statutes, is amended to read:

228 1002.20 K-12 student and parent rights.—Parents of public
 229 school students must receive accurate and timely information
 230 regarding their child's academic progress and must be informed
 231 of ways they can help their child to succeed in school. K-12
 232 students and their parents are afforded numerous statutory

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rights including, but not limited to, the following:

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

Section 5. Paragraph (g) of subsection (18) of section 1002.33, Florida Statutes, is amended to read:

1002.33 Charter schools.—

(18) FACILITIES.—

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

Section 6. Paragraph (a) of subsection (5) of section 1002.451, Florida Statutes, is amended to read:

1002.451 District innovation school of technology program.—

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(5) EXEMPTION FROM STATUTES.—

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

1. Laws pertaining to the following:

- a. Schools of technology, including this section.
- b. Student assessment program and school grading system.
- c. Services to students who have disabilities.
- d. Civil rights, including s. 1000.05, relating to

discrimination.

e. Student health, safety, and welfare.

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

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

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

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

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

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

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administrators.

Section 7. Paragraph (a) of subsection (10) of section 1002.61, Florida Statutes, is amended to read:

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

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

Section 8. Subsection (9) of section 1002.63, Florida Statutes, is amended to read:

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

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

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

Section 9. Paragraph (b) of subsection (6) and subsection (7) of section 1002.71, Florida Statutes, are amended to read:

1002.71 Funding; financial and attendance reporting.—

(6)

(b)1. Each private prekindergarten provider's ~~and district~~

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~~school board's~~ attendance policy must require the parent of each student in the Voluntary Prekindergarten Education Program to verify, each month, the student's attendance on the prior month's certified student attendance.

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

VERIFICATION OF STUDENT'S ATTENDANCE
AND CERTIFICATION OF PARENTAL CHOICE

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

...(Signature of Parent)...

...(Date)...

3. The private prekindergarten provider ~~or public school~~ must keep each original signed form for at least 2 years. Each private prekindergarten provider must permit the early learning

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coalition, ~~and each public school must permit the school district,~~ to inspect the original signed forms during normal business hours. The department shall adopt procedures for early learning coalitions ~~and school districts~~ to review the original signed forms against the certified student attendance. The review procedures ~~must shall~~ provide for the use of selective inspection techniques, including, but not limited to, random sampling. Each early learning coalition ~~and the school districts~~ must comply with the review procedures.

(7) The department shall require that administrative expenditures be kept to the minimum necessary for efficient and effective administration of the Voluntary Prekindergarten Education Program. Administrative policies and procedures must ~~shall be revised,~~ to the maximum extent practicable, be revised to incorporate the use of automation and electronic submission of forms, including those required for child eligibility and enrollment, provider and class registration, and monthly certification of attendance for payment. A school district may use its automated daily attendance reporting system for the purpose of maintaining and transmitting attendance records to the early learning coalition in a mutually agreed-upon format. Each school district shall certify the correctness of attendance data submitted to the single point of entry system described in paragraph (5)(a) as required by the department. In addition, actions ~~must shall~~ be taken to reduce paperwork, eliminate the duplication of reports, and eliminate other duplicative activities. Each early learning coalition may retain and expend no more than 5.0 percent of the funds paid by the coalition to private prekindergarten providers and public schools under

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paragraph (5)(b). Funds retained by an early learning coalition under this subsection may be used only for administering the Voluntary Prekindergarten Education Program and may not be used for the school readiness program or other programs.

Section 10. Subsection (2) of section 1006.40, Florida Statutes, is amended to read:

1006.40 Purchase of instructional materials.—

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

Section 11. Subsections (2) and (3) of section 1008.212, Florida Statutes, are amended to read:

1008.212 Students with disabilities; extraordinary exemption.—

(2) A student with a disability for whom the individual education plan (IEP) team determines is prevented by a circumstance or condition from physically demonstrating the mastery of skills that have been acquired and are measured by the statewide standardized assessment, a statewide standardized end-of-course assessment, or an alternate assessment pursuant to s. 1008.22(3)(d) shall be granted an extraordinary exemption

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

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

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

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

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

(d) A written description of the condition's effect on the student's participation in the statewide standardized assessment, an end-of-course assessment, or an alternate assessment.

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

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

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

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

Section 12. Paragraphs (a), (b), and (d) of subsection (7) of section 1008.22, Florida Statutes, are amended to read:

1008.22 Student assessment program for public schools.—

(7) ASSESSMENT SCHEDULES AND REPORTING OF RESULTS.—

(a) The Commissioner of Education shall establish schedules for the administration of statewide, standardized assessments and the reporting of student assessment results. The commissioner shall consider the observance of religious and school holidays when developing the schedules. By January 1 of each year, the commissioner shall notify each school district in writing and publish on the department's website the assessment schedule for, at a minimum, the next 2 school years. The assessment and reporting schedules must provide the earliest possible reporting of student assessment results to the school districts. Assessment results for the statewide, standardized ELA and Mathematics assessments and all statewide, standardized EOC assessments must be made available no later than June 30,

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except for results for the grade 3 statewide, standardized ELA assessment, which must be made available no later than May 31. Beginning with the 2023-2024 school year, assessment results for the statewide, standardized ELA and Mathematics assessments must be available no later than May 31. School districts shall administer statewide, standardized assessments in accordance with the schedule established by the commissioner.

~~(b) By January of each year, 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 (d):~~

~~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, including administrations of the coordinated screening and progress monitoring system under s. 1008.25(9)(b).~~

~~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.~~

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

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

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

Section 13. Paragraphs (b), (c), and (d) of subsection (9) of section 1008.25, Florida Statutes, are amended to read:

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

(9) COORDINATED SCREENING AND PROGRESS MONITORING SYSTEM.—

(b) Beginning with the 2022-2023 school year, private Voluntary Prekindergarten Education Program providers and public schools must participate in the coordinated screening and

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progress monitoring system pursuant to this paragraph.

1. For students in the school-year Voluntary Prekindergarten Education Program through grade 2, the coordinated screening and progress monitoring system must be administered at least three times within a school year, with the first administration occurring no later than the first 30 instructional days after a student's enrollment or the start of the school year, the second administration occurring midyear, and the third administration occurring within the last 30 days of the school year pursuant to state board rule. The state board may adopt alternate timeframes to address nontraditional school year calendars to ensure the coordinated screening and progress monitoring program is administered a minimum of three times within a year.

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

3. For grades 3 through 10 English Language Arts and grades 3 through 8 Mathematics, the coordinated screening and progress monitoring system must be administered at the beginning, middle, and end of the school year pursuant to state board rule. The end-of-year administration of the coordinated screening and progress monitoring system must be a comprehensive progress monitoring assessment administered in accordance with the

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scheduling requirements under s. 1008.22(7)(b) ~~s. 1008.22(7)(c)~~.
(c) To facilitate timely interventions and supports pursuant to subsection (4), the system must provide results from the first two administrations of the progress monitoring to a student's teacher or prekindergarten instructor within 1 week and to the student's parent within 2 weeks after the administration of the progress monitoring. Delivery of results from the comprehensive, end-of-year progress monitoring ELA assessment for grades 3 through 10 and Mathematics assessment for grades 3 through 8 must be in accordance with s. 1008.22(7)(g) ~~s. 1008.22(7)(h)~~.

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

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

3. The department shall annually update school districts and early learning coalitions on new system features and functionality and collaboratively identify with school districts and early learning coalitions strategies for meaningfully

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reporting to parents results from the coordinated screening and progress monitoring system. The department shall develop ways to increase the utilization, by instructional staff and parents, of student assessment data and resources.

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

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

Section 14. Paragraph (c) of subsection (3) and subsection (5) of section 1008.33, Florida Statutes, are amended to read:

1008.33 Authority to enforce public school improvement.—

(3)

(c) The state board shall adopt by rule a differentiated matrix of intervention and support strategies for assisting traditional public schools identified under this section and rules for implementing s. 1002.33(9)(n), relating to charter schools. The intervention and support strategies must address student performance and may include improvement planning; leadership quality improvement; educator quality improvement; professional learning; curriculum review, pacing, and alignment across grade levels to improve background knowledge in social studies, science, and the arts; and the use of continuous improvement and monitoring plans and processes. In addition, the state board may prescribe reporting requirements to review and

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monitor the progress of the schools. The rule must define the intervention and support strategies for school improvement for schools earning a grade of "D" or "F" and the roles for the district and department. A school may not be required to use the measure of student learning growth in s. 1012.34(7) as the sole determinant to recruit instructional personnel. The rule must create a timeline for a school district's school improvement plan or district-managed turnaround plan to be approved and for the school improvement funds under Title I to be released to the school district. The timeline established in rule for the release of school improvement funding under Title I may not exceed 20 calendar days after the approval of the school improvement plan or district-managed turnaround plan.

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

Section 15. Paragraph (e) is added to subsection (2) of section 1010.20, Florida Statutes, to read:

1010.20 Cost accounting and reporting for school districts.—

(2) COST REPORTING.—

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

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Section 16. Subsections (2) and (4) of section 1011.035, Florida Statutes, are amended to read:

1011.035 School district fiscal transparency.—

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

(a) A plain language version of each proposed, tentative, and official budget which describes each budget item in terms that are easily understandable to the public and includes: ~~(a) Graphical representations, for each public school within the district and for the school district, of the following:~~

~~1. Summary financial efficiency data.~~

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

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

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

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

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

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

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

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

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

(4) The website should contain links to:

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

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

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

Section 17. Subsection (1) of section 1011.14, Florida Statutes, is amended to read:

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

(1) PURPOSES.—The purposes for which such obligations may be incurred within the intent of this section shall include only the purchase of school buses, land, and equipment for educational purposes; the erection of, alteration to, or addition to educational plants, ancillary plants, and auxiliary facilities; and the adjustment of insurance on educational

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property on a 5-year plan, as provided by rules of the State Board of Education.

Section 18. Subsection (2) of section 1011.60, Florida Statutes, is amended to read:

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

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

Section 19. Paragraph (b) of subsection (3) of section

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1011.6202, Florida Statutes, is amended to read:

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

(3) EXEMPTION FROM LAWS.—

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

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

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

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

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

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

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welfare.

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

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

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

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

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

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

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

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

Section 20. Subsection (4) of section 1011.69, Florida Statutes, is amended, and subsection (5) is added to that section, to read:

1011.69 Equity in School-Level Funding Act.—

(4) After providing Title I, Part A, Basic funds to schools above the 75 percent poverty threshold, which may include high

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schools above the 50 percent threshold as permitted by federal law, school districts shall provide any remaining Title I, Part A, Basic funds directly to all eligible schools as provided in this subsection. For purposes of this subsection, an eligible school is a school that is eligible to receive Title I funds, including a charter school. ~~The threshold for identifying eligible schools may not exceed the threshold established by a school district for the 2016-2017 school year or the statewide percentage of economically disadvantaged students, as determined annually.~~

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

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

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

3. A reasonable and necessary amount to provide:

a. Homeless programs;

b. Delinquent and neglected programs;

c. Prekindergarten programs and activities;

d. Private school equitable services; and

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

4. Up to 5 percent to provide financial incentives and rewards to teachers who serve students in eligible schools, including charter schools, identified for comprehensive support and improvement activities or targeted support and improvement

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activities, for the purpose of attracting and retaining qualified and effective teachers, including teachers of any subject or grade level for whom a measurement under s. 1012.34(7) or a state-approved Alternative Student Growth Model is unavailable; and

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

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

(c) Any funds carried forward by the school district are

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not subject to the requirements of this subsection.

(5) The Department of Education shall make funds from Title I, Title II, and Title III programs available to local education agencies for the full period of availability provided in federal law.

Section 21. Subsections (2) through (6) of section 1011.71, Florida Statutes, are amended 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 charter schools pursuant to s. 1013.62(1) and (3) and for district schools for operational or capital purposes. to fund:

~~(a) New construction, remodeling projects, sites and site improvement or expansion to new sites, existing sites, auxiliary facilities, athletic facilities, or ancillary facilities.~~

~~(b) Maintenance, renovation, and repair of existing school plants or of leased facilities to correct deficiencies pursuant to s. 1013.15(2).~~

~~(c) The purchase, lease-purchase, or lease of school buses.~~

~~(d) The purchase, lease-purchase, or lease of new and replacement equipment, computer and device hardware and operating system software necessary for gaining access to or enhancing the use of electronic and digital instructional content and resources, and enterprise resource software applications that are classified as capital assets in accordance with definitions of the Governmental Accounting Standards Board, have a useful life of at least 5 years, and are used to support districtwide administration or state-mandated reporting~~

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871 requirements. Enterprise resource software may be acquired by
 872 annual license fees, maintenance fees, or lease agreements.
 873 ~~(e) Payments for educational facilities and sites due under~~
 874 ~~a lease-purchase agreement entered into by a district school~~
 875 ~~board pursuant to s. 1003.02(1)(f) or s. 1013.15(2), not~~
 876 ~~exceeding, in the aggregate, an amount equal to three-fourths of~~
 877 ~~the proceeds from the millage levied by a district school board~~
 878 ~~pursuant to this subsection. The three-fourths limit is waived~~
 879 ~~for lease-purchase agreements entered into before June 30, 2009,~~
 880 ~~by a district school board pursuant to this paragraph. If~~
 881 ~~payments under lease-purchase agreements in the aggregate,~~
 882 ~~including lease purchase agreements entered into before June 30,~~
 883 ~~2009, exceed three-fourths of the proceeds from the millage~~
 884 ~~levied pursuant to this subsection, the district school board~~
 885 ~~may not withhold the administrative fees authorized by s.~~
 886 ~~1002.33(20) from any charter school operating in the school~~
 887 ~~district.~~
 888 ~~(f) Payment of loans approved pursuant to ss. 1011.14 and~~
 889 ~~1011.15.~~
 890 ~~(g) Payment of costs directly related to complying with~~
 891 ~~state and federal environmental statutes, rules, and regulations~~
 892 ~~governing school facilities.~~
 893 ~~(h) Payment of costs of leasing relocatable educational~~
 894 ~~facilities, of renting or leasing educational facilities and~~
 895 ~~sites pursuant to s. 1013.15(2), or of renting or leasing~~
 896 ~~buildings or space within existing buildings pursuant to s.~~
 897 ~~1013.15(4).~~
 898 ~~(i) Payment of the cost of school buses when a school~~
 899 ~~district contracts with a private entity to provide student~~

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900 transportation services if the district meets the requirements
 901 of this paragraph.
 902 ~~1. The district's contract must require that the private~~
 903 ~~entity purchase, lease-purchase, or lease, and operate and~~
 904 ~~maintain, one or more school buses of a specific type and size~~
 905 ~~that meet the requirements of s. 1006.25.~~
 906 ~~2. Each such school bus must be used for the daily~~
 907 ~~transportation of public school students in the manner required~~
 908 ~~by the school district.~~
 909 ~~3. Annual payment for each such school bus may not exceed~~
 910 ~~10 percent of the purchase price of the state pool bid.~~
 911 ~~4. The proposed expenditure of the funds for this purpose~~
 912 ~~must have been included in the district school board's notice of~~
 913 ~~proposed tax for school capital outlay as provided in s.~~
 914 ~~200.065(10).~~
 915 ~~(j) Payment of the cost of the opening day collection for~~
 916 ~~the library media center of a new school.~~
 917 ~~(k) Payment of salaries and benefits for employees whose~~
 918 ~~job duties support activities funded by this subsection.~~
 919 (3) Notwithstanding subsection (2), if the revenue from 1.5
 920 mills is insufficient to meet the payments due under a lease-
 921 purchase agreement entered into before June 30, 2009, by a
 922 district school board pursuant to paragraph (2)(e), or to meet
 923 other critical district fixed capital outlay needs, the board,
 924 in addition to the 1.5 mills, may levy up to 0.25 mills for
 925 fixed capital outlay in lieu of levying an equivalent amount of
 926 the discretionary mills for operations as provided in the
 927 General Appropriations Act. Millage levied pursuant to this
 928 subsection is subject to the provisions of s. 200.065 and,

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combined with the 1.5 mills authorized in subsection (2), may not exceed 1.75 mills. If the district chooses to use up to 0.25 mills for fixed capital outlay, the compression adjustment pursuant to s. 1011.62(5) shall be calculated for the standard discretionary millage that is not eligible for transfer to capital outlay.

(4) If the revenue from the millage authorized in subsection (2) is insufficient to make payments due under a lease-purchase agreement entered into prior to June 30, 2008, by a district school board pursuant to paragraph (2)(e), an amount up to 0.5 mills of the taxable value for school purposes within the school district shall be legally available for such payments, notwithstanding other restrictions on the use of such revenues imposed by law.

~~(5) A school district may expend, subject to s. 200.065, up to \$200 per unweighted full-time equivalent student from the revenue generated by the millage levy authorized by subsection (2) to fund, in addition to expenditures authorized in paragraphs (2)(a)-(j), expenses for the following:~~

~~(a) The purchase, lease-purchase, or lease of driver's education vehicles; motor vehicles used for the maintenance or operation of plants and equipment; security vehicles; or vehicles used in storing or distributing materials and equipment.~~

~~(b) Payment of the cost of premiums, as defined in s. 627.403, for property and casualty insurance necessary to insure school district educational and ancillary plants. As used in this paragraph, casualty insurance has the same meaning as in s. 624.605(1)(b), (d), (f), (g), (h), and (m). Operating revenues~~

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~~that are made available through the payment of property and casualty insurance premiums from revenues generated under this subsection may be expended only for nonrecurring operational expenditures of the school district.~~

~~(6) Violations of the expenditure provisions in subsection (2) or subsection (5) shall result in an equal dollar reduction in the Florida Education Finance Program (FEFP) funds for the violating district in the fiscal year following the audit citation.~~

Section 22. Paragraph (c) of subsection (1) and paragraph (a) of subsection (3) of section 1012.22, Florida Statutes, are amended to read:

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

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

(c) *Compensation and salary schedules.*—

1. Definitions.—As used in this paragraph:

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

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

c. "Instructional personnel" means instructional personnel

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as defined in s. 1012.01(2)(a)-(d), excluding substitute teachers.

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

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

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

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

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

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

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

3. Advanced degrees.—A district school board may use advanced degrees in setting a salary schedule for instructional personnel or school administrators if the advanced degree is held in the individual's area of certification, a field related to his or her teaching assignment, or a related field of study. For the purposes of the salary schedule, an advanced degree may include a master's degree or higher in the area of certification

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or teaching assignment, or an advanced degree in another field with a minimum of 18 graduate semester hours related to the area of certification or teaching assignment.

4. Grandfathered salary schedule.—

a. The district school board shall adopt a salary schedule or salary schedules to be used as the basis for paying all school employees hired before July 1, 2014. Instructional personnel on annual contract as of July 1, 2014, shall be placed on the performance salary schedule adopted under subparagraph 4. ~~5.~~ Instructional personnel on continuing contract or professional service contract may opt into the performance salary schedule if the employee relinquishes such contract and agrees to be employed on an annual contract under s. 1012.335. Such an employee shall be placed on the performance salary schedule and may not return to continuing contract or professional service contract status. Any employee who opts into the performance salary schedule may not return to the grandfathered salary schedule.

b. In determining the grandfathered salary schedule for instructional personnel, a district school board must base a portion of each employee's compensation upon performance demonstrated under s. 1012.34 and shall provide differentiated pay for both instructional personnel and school administrators based upon district-determined factors, including, but not limited to, additional responsibilities, school demographics, high-demand teacher needs areas, and level of job performance difficulties.

5. Performance salary schedule.—By July 1, 2014, the district school board shall adopt a performance salary schedule

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that provides annual salary adjustments for instructional personnel and school administrators based upon performance determined under s. 1012.34. Employees hired on or after July 1, 2014, or employees who choose to move from the grandfathered salary schedule to the performance salary schedule shall be compensated pursuant to the performance salary schedule once they have received the appropriate performance evaluation for this purpose.

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

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

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

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

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

(II) The annual salary adjustment under the performance

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salary schedule for an employee rated as effective must be equal to at least 50 percent and no more than 75 percent of the annual adjustment provided for a highly effective employee of the same classification.

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

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

(I) Assignment to a Title I eligible school.

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

(III) Certification and teaching in high-demand teacher needs areas. Statewide high-demand teacher needs areas shall be identified by the State Board of Education under s. 1012.07. However, the district school board may identify other areas of high-demand needs within the school district for purposes of this sub-sub-subparagraph and may remove areas identified by the state board which do not apply within the school district.

(IV) Assignment of additional academic responsibilities.

If budget constraints in any given year limit a district school board's ability to fully fund all adopted salary schedules, the performance salary schedule may ~~shall~~ not be reduced on the basis of total cost or the value of individual awards in a

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

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

1. Providing incentives to effective and highly effective teachers.

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

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

4. Implementing school safety plans and requirements.

5. Implementing staff and student recognition programs.

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

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

8. The school district's calendar.

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

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Section 23. Present paragraphs (b) and (c) of subsection (1) of section 1012.335, Florida Statutes, are redesignated as paragraphs (c) and (d), respectively, a new paragraph (b) is added to that subsection, paragraphs (d), (e), and (f) are added to subsection (2) of that section, and subsections (3) and (4) of that section are amended, to read:

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

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

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

(2) EMPLOYMENT.—

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

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

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

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

(e) An employee awarded an instructional multiyear contract who receives an annual performance evaluation rating of unsatisfactory or needs improvement under s. 1012.34 must be

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1161 returned to an annual contract in the following school year.
 1162 Such evaluation rating must be included with the evaluation
 1163 ratings under subsequent annual contracts for determinations of
 1164 just cause under s. 1012.33.

1165 (f) The award of an instructional multiyear contract does
 1166 not remove the authority of the district school superintendent
 1167 to reassign a teacher during the term of the contract.

1168 (3) VIOLATION OF ANNUAL OR INSTRUCTIONAL MULTIYEAR
 1169 CONTRACT.—Instructional personnel who accept a written offer
 1170 from the district school board and who leave their positions
 1171 without prior release from the district school board are subject
 1172 to the jurisdiction of the Education Practices Commission.

1173 (4) SUSPENSION OR DISMISSAL OF INSTRUCTIONAL PERSONNEL ON
 1174 ANNUAL OR INSTRUCTIONAL MULTIYEAR CONTRACT.—Any instructional
 1175 personnel with an annual or instructional multiyear contract may
 1176 be suspended or dismissed at any time during the term of the
 1177 contract for just cause as provided in subsection (5). The
 1178 district school board shall notify the employee in writing
 1179 whenever charges are made and may suspend such person without
 1180 pay. However, if the charges are not sustained, the employee
 1181 must ~~shall~~ be immediately reinstated and his or her back pay
 1182 must ~~shall~~ be paid. If the employee wishes to contest the
 1183 charges, he or she must, within 15 days after receipt of the
 1184 written notice, submit a written request for a hearing to the
 1185 district school board. A direct hearing must ~~shall~~ be conducted
 1186 by the district school board or a subcommittee thereof within 60
 1187 days after receipt of the written appeal. The hearing must ~~shall~~
 1188 be conducted in accordance with ss. 120.569 and 120.57. A
 1189 majority vote of the membership of the district school board

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1190 shall be required to sustain the district school
 1191 superintendent's recommendation. The district school board's
 1192 determination is final as to the sufficiency or insufficiency of
 1193 the grounds for suspension without pay or dismissal. Any such
 1194 decision adverse to the employee may be appealed by the employee
 1195 pursuant to s. 120.68.

1196 Section 24. Paragraph (c) of subsection (1) of section
 1197 1012.39, Florida Statutes, is amended to read:

1198 1012.39 Employment of substitute teachers, teachers of
 1199 adult education, nondegreed teachers of career education, and
 1200 career specialists and nondegreed teachers of fine and
 1201 performing arts; students performing clinical field experience.—

1202 (1) Notwithstanding ss. 1012.32, 1012.55, 1012.56, and
 1203 1012.57, or any other provision of law or rule to the contrary,
 1204 each district school board shall establish the minimal
 1205 qualifications for:

1206 (c) Part-time and full-time nondegreed teachers of career
 1207 programs. Qualifications must be established for nondegreed
 1208 teachers of career and technical education courses for program
 1209 clusters that are recognized in the state and are based
 1210 primarily on successful occupational experience rather than
 1211 academic training. The qualifications for such teachers must
 1212 require:

1213 1. The filing of a complete set of fingerprints in the same
 1214 manner as required by s. 1012.32. Faculty employed solely to
 1215 conduct postsecondary instruction may be exempted from this
 1216 requirement.

1217 2. Documentation of education and successful occupational
 1218 experience, including documentation of:

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- 1219 a. A high school diploma or the equivalent.
- 1220 b. Completion of a minimum level, established by the
- 1221 district school board, 3 years of full-time successful
- 1222 occupational experience or the equivalent of part-time
- 1223 experience in the teaching specialization area. The district
- 1224 school board may establish alternative qualifications for
- 1225 teachers with an industry certification in the career area in
- 1226 which they teach.
- 1227 c. ~~For full-time teachers, completion of professional~~
- 1228 ~~education training in teaching methods, course construction,~~
- 1229 ~~lesson planning and evaluation, and teaching special needs~~
- 1230 ~~students. This training may be completed through coursework from~~
- 1231 ~~an accredited or approved institution or an approved district~~
- 1232 ~~teacher education program, or the local school district~~
- 1233 ~~inservice master plan.~~
- 1234 ~~d.~~ Documentation of industry certification when state or
- 1235 national industry certifications are available and applicable.
- 1236 Section 25. Paragraphs (a), (b), (d), and (e) of subsection
- 1237 (2) of section 1012.555, Florida Statutes, are amended to read:
- 1238 1012.555 Teacher Apprenticeship Program.—
- 1239 (2)(a) An individual must meet the following minimum
- 1240 eligibility requirements to participate in the apprenticeship
- 1241 program:
- 1242 1. Be enrolled in or have completed ~~Have received~~ an
- 1243 associate degree program at ~~from~~ an accredited postsecondary
- 1244 institution.
- 1245 2. Have earned a cumulative grade point average of 2.5 in
- 1246 that degree program.
- 1247 3. Have successfully passed a background screening as

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- 1248 provided in s. 1012.32.
- 1249 4. Have received a temporary apprenticeship certificate as
- 1250 provided in s. 1012.56(7)(d).
- 1251 (b) As a condition of participating in the program, an
- 1252 apprentice teacher must commit to spending at least the first 2
- 1253 years in the classroom of a mentor teacher using team teaching
- 1254 strategies identified in s. 1003.03(4)(b) ~~s. 1003.03(5)(b)~~ and
- 1255 fulfilling the on-the-job training component of the registered
- 1256 apprenticeship and its associated standards.
- 1257 (d) An apprentice teacher must be appointed by the district
- 1258 school board or work in the district as an education
- 1259 paraprofessional and must be paid in accordance with s. 446.032
- 1260 and rules adopted by the State Board of Education.
- 1261 (e) An apprentice teacher may change schools or districts
- 1262 after the first year of his or her apprenticeship if the
- 1263 receiving ~~hiring~~ school or district has agreed to fund the
- 1264 remaining year of the apprenticeship.
- 1265 Section 26. Paragraph (g) of subsection (2), subsection
- 1266 (7), and paragraph (a) of subsection (8) of section 1012.56,
- 1267 Florida Statutes, are amended to read:
- 1268 1012.56 Educator certification requirements.—
- 1269 (2) ELIGIBILITY CRITERIA.—To be eligible to seek
- 1270 certification, a person must:
- 1271 (g) Demonstrate mastery of general knowledge pursuant to
- 1272 subsection (3), if the person serves as a classroom teacher as
- 1273 defined in s. 1012.01(2)(a).
- 1274 (7) TYPES AND TERMS OF CERTIFICATION.—
- 1275 (a) The Department of Education shall issue a professional
- 1276 certificate for a period not to exceed 5 years to any applicant

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who fulfills one of the following:

1. Meets all the applicable requirements outlined in subsection (2).
2. For a professional certificate covering grades 6 through 12:
 - a. Meets the applicable requirements of paragraphs (2)(a)-(h).
 - b. Holds a master's or higher degree in the area of science, technology, engineering, or mathematics.
 - c. Teaches a high school course in the subject of the advanced degree.
 - d. Is rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, based in part on student performance as measured by a statewide, standardized assessment or an Advanced Placement, Advanced International Certificate of Education, or International Baccalaureate examination.
 - e. Achieves a passing score on the Florida professional education competency examination required by state board rule.
3. Meets the applicable requirements of paragraphs (2)(a)-(h) and completes a professional learning certification program approved by the department pursuant to paragraph (8)(c) or an educator preparation institute approved by the department pursuant to s. 1004.85. An applicant who completes one of these programs and is rated highly effective as determined by his or her performance evaluation under s. 1012.34 is not required to take or achieve a passing score on the professional education competency examination in order to be awarded a professional certificate.

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

1. Completes the requirements outlined in paragraphs (2)(a)-(f) and completes the subject area content requirements specified in state board rule or demonstrates mastery of subject area knowledge pursuant to subsection (5) and holds an accredited degree or a degree approved by the Department of Education at the level required for the subject area specialization in state board rule;
2. For a subject area specialization for which the state board otherwise requires a bachelor's degree, documents 48 months of active-duty military service with an honorable discharge or a medical separation; completes the requirements outlined in paragraphs (2)(a), (b), and (d)-(f); completes the subject area content requirements specified in state board rule or demonstrates mastery of subject area knowledge pursuant to subsection (5); and documents completion of 60 college credits with a minimum cumulative grade point average of 2.5 on a 4.0 scale, as provided by one or more accredited institutions of higher learning or a nonaccredited institution of higher learning identified by the Department of Education as having a quality program resulting in a bachelor's degree or higher; or
3. Is enrolled in a state-approved teacher preparation program under s. 1004.04; is actively completing the required program field experience or internship at a public school; completes the requirements outlined in paragraphs (2)(a), (b), and (d)-(f); completes the subject area content requirements specified in state board rule or demonstrates mastery of subject area knowledge pursuant to subsection (5); and documents

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completion of 60 college credits with a minimum cumulative grade point average of 2.5 on a 4.0 scale, as provided by one or more accredited institutions of higher learning or a nonaccredited institution of higher learning identified by the Department of Education as having a quality program resulting in a bachelor's degree or higher.

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

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

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

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

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

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

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

2. A temporary apprenticeship certificate issued under

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paragraph (d) is valid for 5 school years, may be issued only once, and is nonrenewable.

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

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

At least 1 year before an individual's department-issued 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 completed.

(8) PROFESSIONAL LEARNING CERTIFICATION PROGRAM.—

(a) The Department of Education shall develop and each school district, charter school, and charter management organization may provide a cohesive competency-based professional learning certification program by which

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1393 instructional staff may satisfy the mastery of professional
 1394 preparation and education competence requirements specified in
 1395 subsection (6) and rules of the State Board of Education.
 1396 Participants must hold a state-issued temporary certificate. A
 1397 school district, charter school, or charter management
 1398 organization that implements the program shall provide a
 1399 competency-based certification program developed by the
 1400 Department of Education or developed by the district, charter
 1401 school, or charter management organization and approved by the
 1402 Department of Education. These entities may collaborate with
 1403 other supporting agencies or educational entities for
 1404 implementation. The program shall include the following:

- 1405 1. A teacher mentorship and induction component.
- 1406 a. Each individual selected by the district, charter
 1407 school, or charter management organization as a mentor:
- 1408 (I) Must hold a valid professional certificate issued
 1409 pursuant to this section;
- 1410 (II) Must have earned at least 3 years of teaching
 1411 experience in prekindergarten through grade 12;
- 1412 (III) Must have completed training in clinical supervision
 1413 and participate in ongoing mentor training provided through the
 1414 coordinated system of professional learning under s. 1012.98(4);
- 1415 (IV) Must have earned an effective or highly effective
 1416 rating on the prior year's performance evaluation; and
- 1417 (V) May be a peer evaluator under the district's evaluation
 1418 system approved under s. 1012.34.
- 1419 b. The teacher mentorship and induction component must, at
 1420 a minimum, provide routine opportunities for mentoring and
 1421 induction activities, including ongoing professional learning as

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1422 described in s. 1012.98 targeted to a teacher's needs,
 1423 opportunities for a teacher to observe other teachers, co-
 1424 teaching experiences, and reflection and follow-up ~~followup~~
 1425 discussions. Professional learning must meet the criteria
 1426 established in s. 1012.98(3). Mentorship and induction
 1427 activities must be provided for an applicant's first year in the
 1428 program and may be provided until the applicant attains his or
 1429 her professional certificate in accordance with this section.

- 1430 2. An assessment of teaching performance aligned to the
 1431 district's, charter school's, or charter management
 1432 organization's system for personnel evaluation under s. 1012.34
 1433 which provides for:
- 1434 a. An initial evaluation of each educator's competencies to
 1435 determine an appropriate individualized professional learning
 1436 plan.
- 1437 b. A summative evaluation to assure successful completion
 1438 of the program.
- 1439 3. Professional education preparation content knowledge,
 1440 which must be included in the mentoring and induction activities
 1441 under subparagraph 1., that includes, but is not limited to, the
 1442 following:
- 1443 a. The state academic standards provided under s. 1003.41,
 1444 including scientifically researched and evidence-based reading
 1445 instructional strategies grounded in the science of reading,
 1446 content literacy, and mathematical practices, for each subject
 1447 identified on the temporary certificate. Reading instructional
 1448 strategies for foundational skills shall include phonics
 1449 instruction for decoding and encoding as the primary
 1450 instructional strategy for word reading. Instructional

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strategies may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Instructional strategies may include visual information and strategies which improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading.

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

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

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

Section 27. Paragraph (a) of subsection (2), subsection (3), and paragraph (b) of subsection (5) of section 1012.585, Florida Statutes, are amended to read:

1012.585 Process for renewal of professional certificates.—

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

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certificate.

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

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

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

(a) The applicant must:

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

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

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1509 (b) For each area of specialization to be retained on a
 1510 certificate, the applicant must earn at least 3 of the required
 1511 credit hours or equivalent inservice points in the
 1512 specialization area. Education in "clinical educator" training
 1513 pursuant to s. 1004.04(5)(b); participation in mentorship and
 1514 induction activities, including as a mentor, pursuant to s.
 1515 1012.56(8)(a); credits or points that provide training in the
 1516 knowledge and skills required to support students with autism;
 1517 and credits or points that provide training in the area of
 1518 scientifically researched, knowledge-based reading literacy
 1519 grounded in the science of reading, including explicit,
 1520 systematic, and sequential approaches to reading instruction,
 1521 developing phonemic awareness, and implementing multisensory
 1522 intervention strategies, and computational skills acquisition,
 1523 exceptional student education, normal child development, and the
 1524 disorders of development may be applied toward any
 1525 specialization area. Credits or points that provide training in
 1526 the areas of drug abuse, child abuse and neglect, strategies in
 1527 teaching students having limited proficiency in English, or
 1528 dropout prevention, or training in areas identified in the
 1529 educational goals and performance standards adopted pursuant to
 1530 ss. 1000.03(5) and 1008.345 may be applied toward any
 1531 specialization area, except specialization areas identified by
 1532 State Board of Education rule that include reading instruction
 1533 or intervention for any students in kindergarten through grade
 1534 6. Each district school board shall include in its inservice
 1535 master plan the ability for teachers to receive inservice points
 1536 for supporting students in extracurricular career and technical
 1537 education activities, such as career and technical student

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1538 organization activities outside of regular school hours and
 1539 training related to supervising students participating in a
 1540 career and technical student organization. Credits or points
 1541 earned through approved summer institutes may be applied toward
 1542 the fulfillment of these requirements. Inservice points may also
 1543 be earned by participation in professional growth components
 1544 approved by the State Board of Education and specified pursuant
 1545 to s. 1012.98 in the district's approved master plan for
 1546 inservice educational training; however, such points may not be
 1547 used to satisfy the specialization requirements of this
 1548 paragraph.

1549 (c) ~~(b)~~ In lieu of college course credit or inservice
 1550 points, the applicant may renew a subject area specialization by
 1551 passage of a state board approved Florida-developed subject area
 1552 examination or, if a Florida subject area examination has not
 1553 been developed, a standardized examination specified in state
 1554 board rule.

1555 (d) ~~(e)~~ If an applicant wishes to retain more than two
 1556 specialization areas on the certificate, the applicant must
 1557 ~~shall~~ be permitted two successive validity periods for renewal
 1558 of all specialization areas, but must earn no fewer than 6
 1559 college course credit hours or the equivalent inservice points
 1560 in any one validity period.

1561 (e) ~~(d)~~ The State Board of Education shall adopt rules for
 1562 the expanded use of training for renewal of the professional
 1563 certificate for educators who are required to complete training
 1564 in teaching students of limited English proficiency or students
 1565 with disabilities and training in the teaching of reading as
 1566 follows:

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

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

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

(g)~~(f)~~ An applicant for renewal of a professional certificate in any area of certification identified by State Board of Education rule that includes reading instruction or intervention for any students in kindergarten through grade 6, with a beginning validity date of July 1, 2020, or thereafter, must earn a minimum of 2 college credits or the equivalent inservice points in evidence-based instruction and interventions

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grounded in the science of reading specifically designed for students with characteristics of dyslexia, including the use of explicit, systematic, and sequential approaches to reading instruction, developing phonological and phonemic awareness, decoding, and implementing multisensory intervention strategies. Such training must be provided by teacher preparation programs under s. 1004.04 or s. 1004.85 or approved school district professional learning systems under s. 1012.98. The requirements in this paragraph may not add to the total hours required by the department for continuing education or inservice training.

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

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

(5) The State Board of Education shall adopt rules to allow the reinstatement of expired professional certificates. The department may reinstate an expired professional certificate if the certificateholder:

(b) Documents completion of 6 college credits during the 5 years immediately preceding reinstatement of the expired certificate, completion of 120 inservice points, or a

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1625 combination thereof, in an area specified in paragraph (3) (b)
 1626 ~~(3) (a)~~ to include the credit required under paragraph (3) (f)
 1627 ~~(3) (e)~~.

1628
 1629 The requirements of this subsection may not be satisfied by
 1630 subject area examinations or college credits completed for
 1631 issuance of the certificate that has expired.

1632 Section 28. Section 1013.19, Florida Statutes, is amended
 1633 to read:

1634 1013.19 Purchase, conveyance, or encumbrance of property
 1635 interests above surface of land; joint-occupancy structures.—For
 1636 the purpose of implementing jointly financed construction
 1637 project agreements, or for the construction of combined
 1638 occupancy structures, any board may purchase, own, convey, sell,
 1639 lease, or encumber airspace or any other interests in property
 1640 above the surface of the land, provided the lease of airspace
 1641 for nonpublic use is for such reasonable rent, length of term,
 1642 and conditions as the board in its discretion may determine. All
 1643 proceeds from such sale or lease shall be used by a the board of
 1644 trustees for a Florida College System institution or state
 1645 university or boards receiving the proceeds solely for fixed
 1646 capital outlay purposes. These purposes may include the
 1647 renovation or remodeling of existing facilities owned by the
 1648 board or the construction of new facilities; however, for a
 1649 Florida College System institution board or university board,
 1650 such new facility must be authorized by the Legislature. It is
 1651 declared that the use of such rental by the board for public
 1652 purposes in accordance with its statutory authority is a public
 1653 use. Airspace or any other interest in property held by the

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1654 Board of Trustees of the Internal Improvement Trust Fund or the
 1655 State Board of Education may not be divested or conveyed without
 1656 approval of the respective board. Any building, including any
 1657 building or facility component that is common to both nonpublic
 1658 and educational portions thereof, constructed in airspace that
 1659 is sold or leased for nonpublic use pursuant to this section is
 1660 subject to all applicable state, county, and municipal
 1661 regulations pertaining to land use, zoning, construction of
 1662 buildings, fire protection, health, and safety to the same
 1663 extent and in the same manner as such regulations would be
 1664 applicable to the construction of a building for nonpublic use
 1665 on the appurtenant land beneath the subject airspace. Any
 1666 educational facility constructed or leased as a part of a joint-
 1667 occupancy facility is subject to all rules and requirements of
 1668 the respective boards or departments having jurisdiction over
 1669 educational facilities. Any contract executed by a university
 1670 board of trustees pursuant to this section is subject to ~~the~~
 1671 ~~provisions of s. 1010.62.~~

1672 Section 29. Section 1013.35, Florida Statutes, is amended
 1673 to read:

1674 1013.35 School district educational facilities plan;
 1675 ~~definitions~~, preparation, adoption, and amendment; long-term
 1676 work programs.—

1677 (1) ~~DEFINITIONS.—As used in this section, the term:~~

1678 ~~(a) "Adopted educational facilities plan" means the~~
 1679 ~~comprehensive planning document that is adopted annually by the~~
 1680 ~~district school board as provided in subsection (2) and that~~
 1681 ~~contains the educational plant survey.~~

1682 ~~(b) "District facilities work program" means the 5-year~~

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listing of capital outlay projects adopted by the district school board as provided in subparagraph (2)(a)2. and paragraph (2)(b) as part of the district educational facilities plan, ~~which is required in order to:~~

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

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

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

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

~~(a) Annually, before prior to the adoption of the district school budget, each district school board shall prepare a tentative district educational facilities plan that includes long-range planning for facilities needs over 5-year, 10-year, and 20-year periods. The district school board shall submit the tentative facilities plan to the department. The plan must be developed in coordination with the general-purpose local governments and be consistent with the local government comprehensive plans. The school board's plan for provision of new schools must meet the needs of all growing communities in the district, ranging from small rural communities to large urban cities. The plan must include:~~

1. ~~Projected student populations apportioned geographically at the local level. The projections must be based on information~~

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

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

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

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

5. ~~The general location of public schools proposed to be constructed over the 5-year, 10-year, and 20-year time periods, including a listing of the proposed schools' site acreage needs and anticipated capacity and maps showing the general locations. The school board's identification of general locations of future school sites must be based on the school siting requirements of s. 163.3177(6)(a) and policies in the comprehensive plan which~~

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provide guidance for appropriate locations for school sites.

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

~~a. Acceptable capacity;~~

~~b. Redistricting;~~

~~c. Busing;~~

~~d. Year-round schools;~~

~~e. Charter schools;~~

~~f. Magnet schools; and~~

~~g. Public private partnerships.~~

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

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

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

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

a. ~~The locations, capacities, and planned utilization rates of current educational facilities of the district. The capacity of existing satisfactory facilities, as reported in the Florida Inventory of School Houses must be compared to the capital~~

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outlay full-time-equivalent student enrollment as determined by the department, including all enrollment used in the calculation of the distribution formula in s. 1013.64.

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

~~e. Plans for the use and location of relocatable facilities, leased facilities, and charter school facilities.~~

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

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

~~f. The number and percentage of district students planned to be educated in relocatable facilities during each year of the tentative district facilities work program. For determining future needs, student capacity may not be assigned to any relocatable classroom that is scheduled for elimination or replacement with a permanent educational facility in the current year of the adopted district educational facilities plan and in the district facilities work program adopted under this section. Those relocatable classrooms clearly identified and scheduled for replacement in a school board-adopted, financially feasible,~~

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1799 ~~5-year district facilities work program shall be counted at zero~~
 1800 ~~capacity at the time the work program is adopted and approved by~~
 1801 ~~the school board. However, if the district facilities work~~
 1802 ~~program is changed and the relocatable classrooms are not~~
 1803 ~~replaced as scheduled in the work program, the classrooms must~~
 1804 ~~be reentered into the system and be counted at actual capacity.~~
 1805 ~~Relocatable classrooms may not be perpetually added to the work~~
 1806 ~~program or continually extended for purposes of circumventing~~
 1807 ~~this section. All relocatable classrooms not identified and~~
 1808 ~~scheduled for replacement, including those owned, lease-~~
 1809 ~~purchased, or leased by the school district, must be counted at~~
 1810 ~~actual student capacity. The district educational facilities~~
 1811 ~~plan must identify the number of relocatable student stations~~
 1812 ~~scheduled for replacement during the 5-year survey period and~~
 1813 ~~the total dollar amount needed for that replacement.~~
 1814 ~~g. Plans for the closure of any school, including plans for~~
 1815 ~~disposition of the facility or usage of facility space, and~~
 1816 ~~anticipated revenues.~~
 1817 ~~h. Projects for which capital outlay and debt service funds~~
 1818 ~~accruing under s. 9(d), Art. XII of the State Constitution are~~
 1819 ~~to be used shall be identified separately in priority order on a~~
 1820 ~~project priority list within the district facilities work~~
 1821 ~~program.~~
 1822 ~~3. The projected cost for each project identified in the~~
 1823 ~~district facilities work program. For proposed projects for new~~
 1824 ~~student stations, a schedule shall be prepared comparing the~~
 1825 ~~planned cost and square footage for each new student station, by~~
 1826 ~~elementary, middle, and high school levels, to the low, average,~~
 1827 ~~and high cost of facilities constructed throughout the state~~

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1828 ~~during the most recent fiscal year for which data is available~~
 1829 ~~from the Department of Education.~~
 1830 ~~4. A schedule of estimated capital outlay revenues from~~
 1831 ~~each currently approved source which is estimated to be~~
 1832 ~~available for expenditure on the projects included in the~~
 1833 ~~district facilities work program.~~
 1834 ~~5. A schedule indicating which projects included in the~~
 1835 ~~district facilities work program will be funded from current~~
 1836 ~~revenues projected in subparagraph 4.~~
 1837 ~~6. A schedule of options for the generation of additional~~
 1838 ~~revenues by the district for expenditure on projects identified~~
 1839 ~~in the district facilities work program which are not funded~~
 1840 ~~under subparagraph 5. Additional anticipated revenues may~~
 1841 ~~include Classrooms First funds.~~
 1842 ~~(c) To the extent available, the tentative district~~
 1843 ~~educational facilities plan shall be based on information~~
 1844 ~~produced by the demographic, revenue, and education estimating~~
 1845 ~~conferences pursuant to s. 216.136.~~
 1846 ~~(2)(d) Provision must shall be made for public comment~~
 1847 ~~concerning the tentative district educational facilities plan.~~
 1848 ~~(e) The district school board shall coordinate with each~~
 1849 ~~affected local government to ensure consistency between the~~
 1850 ~~tentative district educational facilities plan and the local~~
 1851 ~~government comprehensive plans of the affected local governments~~
 1852 ~~during the development of the tentative district educational~~
 1853 ~~facilities plan.~~
 1854 ~~(3)(f) Not less than once every 5 years, the district~~
 1855 ~~school board shall have an audit conducted of the district's~~
 1856 ~~educational planning and construction activities. An operational~~

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audit conducted by the Auditor General pursuant to s. 11.45 satisfies this requirement.

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

~~(5)(4) ADOPTED DISTRICT EDUCATIONAL FACILITIES PLAN.~~ Annually, the district school board shall consider and adopt the tentative district educational facilities plan ~~completed~~ pursuant to ~~subsection (2)~~. Upon giving proper notice to the public and local governments and opportunity for public comment, the district school board may amend the plan to revise the priority of projects, to add or delete projects, to reflect the impact of change orders, or to reflect the approval of new revenue sources which may become available. The district school

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board shall submit the revised plan to the department. The adopted district educational facilities plan must ~~shall~~:

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

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

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

Section 30. Subsections (3) and (4) of section 1013.41, Florida Statutes, are amended to read:

1013.41 SMART schools; Classrooms First; legislative purpose.—

(3) SCHOOL DISTRICT EDUCATIONAL FACILITIES PLAN.—It is the purpose of the Legislature to create s. 1013.35, requiring each school district annually to adopt an educational facilities plan that provides an integrated long-range facilities plan, ~~including the survey of projected needs and the 5-year work program.~~ The purpose of the educational facilities plan is to keep the district school board, local governments, and the public fully informed as to whether the district is using sound

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1915 policies and practices that meet the essential needs of students
 1916 and that warrant public confidence in district operations. The
 1917 educational facilities plan will be monitored by the Office of
 1918 Educational Facilities, which will also apply performance
 1919 standards pursuant to s. 1013.04.

1920 (4) OFFICE OF EDUCATIONAL FACILITIES.—It is the purpose of
 1921 the Legislature to require the Office of Educational Facilities
 1922 to assist school districts in building SMART schools utilizing
 1923 functional and frugal practices. The Office of Educational
 1924 Facilities shall ~~must~~ review district facilities ~~work programs~~
 1925 ~~and~~ projects and identify opportunities to maximize design and
 1926 construction savings; ~~develop school district facilities work~~
 1927 ~~program performance standards;~~ and provide for review and
 1928 recommendations to the Governor, the Legislature, and the State
 1929 Board of Education.

1930 Section 31. Subsection (4) of section 1013.45, Florida
 1931 Statutes, is amended to read:

1932 1013.45 Educational facilities contracting and construction
 1933 techniques for school districts and Florida College System
 1934 institutions.—

1935 (4) Except as otherwise provided in this section and s.
 1936 481.229, the services of a registered architect must be used by
 1937 Florida College System institution and state university boards
 1938 of trustees for the development of plans for the erection,
 1939 enlargement, or alteration of any educational facility. The
 1940 services of a registered architect are not required for a minor
 1941 renovation project for which the construction cost is less than
 1942 \$50,000 or for the placement or hookup of relocatable
 1943 educational-facilities that conform to standards adopted under

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1944 s. 1013.37. However, boards must provide compliance with
 1945 building code requirements and ensure that these structures are
 1946 adequately anchored for wind resistance as required by law. A
 1947 ~~district school board shall reuse existing construction~~
 1948 ~~documents or design criteria packages if such reuse is feasible~~
 1949 ~~and practical. If a school district's 5-year educational~~
 1950 ~~facilities work plan includes the construction of two or more~~
 1951 ~~new schools for students in the same grade group and program,~~
 1952 ~~such as elementary, middle, or high school, the district school~~
 1953 ~~board must require that prototype design and construction be~~
 1954 ~~used for the construction of these schools.~~ Notwithstanding s.
 1955 287.055, a board may purchase the architectural services for the
 1956 design of educational or ancillary facilities under an existing
 1957 contract agreement for professional services held by a district
 1958 school board in the State of Florida, provided that the purchase
 1959 is to the economic advantage of the purchasing board, the
 1960 services conform to the standards prescribed by rules of the
 1961 State Board of Education, and such reuse is not without notice
 1962 to, and permission from, the architect of record whose plans or
 1963 design criteria are being reused. Plans must be reviewed for
 1964 compliance with the State Requirements for Educational
 1965 Facilities. Rules adopted under this section must establish
 1966 uniform prequalification, selection, bidding, and negotiation
 1967 procedures applicable to construction management contracts and
 1968 the design-build process. This section does not supersede any
 1969 small, woman-owned, or minority-owned business enterprise
 1970 preference program adopted by a board. Except as otherwise
 1971 provided in this section, the negotiation procedures applicable
 1972 to construction management contracts and the design-build

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process must conform to the requirements of s. 287.055. A board may not modify any rules regarding construction management contracts or the design-build process.

Section 32. Section 1013.451, Florida Statutes, is repealed.

Section 33. Paragraph (e) of subsection (1) and paragraph (b) of subsection (6) of section 1013.64, Florida Statutes, are amended to read:

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

(1)

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

(6)

(b)1. A district school board may not use funds from the following sources: Public Education Capital Outlay and Debt Service Trust Fund; School District and Community College District Capital Outlay and Debt Service Trust Fund; Classrooms First Program funds provided in s. 1013.68; nonvoted 1.5-mill levy of ad valorem property taxes provided in s. 1011.71(2); Classrooms for Kids Program funds provided in s. 1013.735; District Effort Recognition Program funds provided in s. 1013.736; or High Growth District Capital Outlay Assistance

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Grant Program funds provided in s. 1013.738 to pay for any portion of the cost of any new construction of educational plant space with a total cost per student station, including change orders, which exceeds:

- a. \$17,952 for an elementary school;
- b. \$19,386 for a middle school; or
- c. \$25,181 for a high school,

(January 2006) as adjusted annually to reflect increases or decreases in the Consumer Price Index. The department, in conjunction with the Office of Economic and Demographic Research, shall review and adjust the cost per student station limits to reflect actual construction costs by January 1, 2020, and annually thereafter. The adjusted cost per student station shall be used by the department for computation of the statewide average costs per student station for each instructional level pursuant to paragraph (d). The department shall also collaborate with the Office of Economic and Demographic Research to select an industry-recognized construction index to replace the Consumer Price Index by January 1, 2020, adjusted annually to reflect changes in the construction index.

2. School districts shall maintain accurate documentation related to the costs of all new construction of educational plant space reported to the Department of Education pursuant to paragraph (d). The Auditor General shall review the documentation maintained by the school districts and verify compliance with the limits under this paragraph during its scheduled operational audits of the school district.

3. Except for educational facilities and sites subject to a

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 2031 lease-purchase agreement entered pursuant to s. 1011.71(2)(c) or
 2032 funded solely through local impact fees, in addition to the
 2033 funding sources listed in subparagraph 1., a district school
 2034 board may not use funds from any sources for new construction of
 2035 educational plant space with a total cost per student station,
 2036 including change orders, which equals more than the current
 2037 adjusted amounts provided in sub-subparagraphs 1.a.-c. However,
 2038 if a contract has been executed for architectural and design
 2039 services or for construction management services before July 1,
 2040 2017, a district school board may use funds from any source for
 2041 the new construction of educational plant space and such funds
 2042 are exempt from the total cost per student station requirements.

2043 4. A district school board must not use funds from the
 2044 Public Education Capital Outlay and Debt Service Trust Fund or
 2045 the School District and Community College District Capital
 2046 Outlay and Debt Service Trust Fund for any new construction of
 2047 an ancillary plant that exceeds 70 percent of the average cost
 2048 per square foot of new construction for all schools.

2049 Section 34. Paragraph (e) of subsection (6) of section
 2050 163.3180, Florida Statutes, is amended to read:

2051 163.3180 Concurrency.—

2052 (6)

2053 (e) A school district that includes relocatable facilities
 2054 in its inventory of student stations shall include the capacity
 2055 of such relocatable facilities ~~as provided in s.~~
 2056 ~~1013.35(2)(b)2.f.~~, provided the relocatable facilities were
 2057 purchased after 1998 and the relocatable facilities meet the
 2058 standards for long-term use pursuant to s. 1013.20.

2059 Section 35. Paragraph (a) of subsection (10) of section

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 2060 200.065, Florida Statutes, is amended to read:
 2061 200.065 Method of fixing millage.—
 2062 (10)(a) In addition to the notice required in subsection
 2063 (3), a district school board shall publish a second notice of
 2064 intent to levy additional taxes under s. 1011.71(2) or (3). The
 2065 notice shall specify the projects or number of school buses
 2066 anticipated to be funded by the additional taxes and shall be
 2067 published in the size, within the time periods, adjacent to, and
 2068 in substantial conformity with the advertisement required under
 2069 subsection (3). The projects shall be listed in priority within
 2070 each category as follows: construction and remodeling;
 2071 maintenance, renovation, and repair; motor vehicle purchases;
 2072 new and replacement equipment; payments for educational
 2073 facilities and sites due under a lease-purchase agreement;
 2074 payments for renting and leasing educational facilities and
 2075 sites; payments of loans approved pursuant to ss. 1011.14 and
 2076 1011.15; payment of costs of compliance with environmental
 2077 statutes and regulations; payment of premiums for property and
 2078 casualty insurance necessary to insure the educational and
 2079 ancillary plants of the school district; payment of costs of
 2080 leasing relocatable educational facilities; and payments to
 2081 private entities to offset the cost of school buses ~~pursuant to~~
 2082 ~~s. 1011.71(2)(i).~~ The additional notice shall be in the
 2083 following form, except that if the district school board is
 2084 proposing to levy the same millage under s. 1011.71(2) or (3)
 2085 which it levied in the prior year, the words "continue to" shall
 2086 be inserted before the word "impose" in the first sentence, and
 2087 except that the second sentence of the second paragraph shall be
 2088 deleted if the district is advertising pursuant to paragraph

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(3) (e) :

NOTICE OF TAX FOR SCHOOL

CAPITAL OUTLAY

The ...(name of school district)... will soon consider a measure to impose a ...(number)... mill property tax for the capital outlay projects listed herein.

This tax is in addition to the school board's proposed tax of ...(number)... mills for operating expenses and is proposed solely at the discretion of the school board. THE PROPOSED COMBINED SCHOOL BOARD TAX INCREASE FOR BOTH OPERATING EXPENSES AND CAPITAL OUTLAY IS SHOWN IN THE ADJACENT NOTICE.

The capital outlay tax will generate approximately \$...(amount)..., to be used for the following projects:

...(list of capital outlay projects)...

All concerned citizens are invited to a public hearing to be held on ...(date and time)... at ...(meeting place)....

A DECISION on the proposed CAPITAL OUTLAY TAXES will be made at this hearing.

Section 36. Paragraph (a) of subsection (5) of section 1002.68, Florida Statutes, is amended to read:

1002.68 Voluntary Prekindergarten Education Program accountability.—

(5) (a) If a public school's or private prekindergarten provider's program assessment composite score for its

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

Section 37. Paragraph (c) of subsection (2) of section 1003.631, Florida Statutes, is amended to read:

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

(2) ADMINISTRATIVE FLEXIBILITIES.—A School of Excellence must be provided the following administrative flexibilities:

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

Section 38. Paragraph (c) of subsection (2) and paragraph (b) of subsection (5) of section 1004.04, Florida Statutes, are amended to read:

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

(2) UNIFORM CORE CURRICULA AND CANDIDATE ASSESSMENT.—

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

(5) PRESERVICE FIELD EXPERIENCE.—All postsecondary instructors, school district personnel and instructional personnel, and school sites preparing instructional personnel through preservice field experience courses and internships shall meet special requirements. District school boards may pay student teachers during their internships.

(b)1. All school district personnel and instructional

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personnel who supervise or direct teacher preparation students during field experience courses or internships taking place in this state in which candidates demonstrate an impact on student learning growth must have:

a. Evidence of "clinical educator" training;

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

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

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

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

The State Board of Education shall approve the training requirements.

2. All instructional personnel who supervise or direct teacher preparation students during field experience courses or internships in another state, in which a candidate demonstrates his or her impact on student learning growth, through a Florida online or distance program must have received "clinical educator" training or its equivalent in that state, hold a valid professional certificate issued by the state in which the field

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experience takes place, and have at least 3 years of teaching experience in prekindergarten through grade 12.

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

Section 39. Paragraph (b) of subsection (3) of section 1004.85, Florida Statutes, is amended to read:

1004.85 Postsecondary educator preparation institutes.—

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

(b) Each program participant must:

1. Meet certification requirements pursuant to s. 1012.56(1) by obtaining a statement of status of eligibility in

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the certification subject area of the educational plan and meet the requirements of s. 1012.56(2)(a)-(f) before participating in field experiences.

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

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

Section 40. Paragraph (e) of subsection (2) of section 1012.552, Florida Statutes, is amended to read:

1012.552 The Coaching for Educator Readiness and Teaching (CERT) Certification Program.—

(2) PROGRAM REQUIREMENTS.—A CERT program must include all of the following:

(e) Required successful completion of all competencies for

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2263 a reading endorsement, including completion of the endorsement
 2264 practicum, for a candidate certification in a coverage area
 2265 identified pursuant to s. 1012.585(3)(g) ~~s. 1012.585(3)(f)~~.
 2266 Section 41. Paragraph (b) of subsection (2) of section
 2267 1012.586, Florida Statutes, is amended to read:
 2268 1012.586 Additions or changes to certificates; duplicate
 2269 certificates; reading endorsement pathways.—
 2270 (2)
 2271 (b) As part of adopting a pathway pursuant to paragraph
 2272 (a), the department shall review the competencies for the
 2273 reading endorsement and subject area examinations for educator
 2274 certificates identified pursuant to s. 1012.585(3)(g) ~~s.~~
 2275 ~~1012.585(3)(f)~~ for alignment with evidence-based instructional
 2276 and intervention strategies rooted in the science of reading and
 2277 identified pursuant to s. 1001.215(7) and recommend changes to
 2278 the State Board of Education. Recommended changes must address
 2279 identification of the characteristics of conditions such as
 2280 dyslexia, implementation of evidence-based classroom instruction
 2281 and interventions, including evidence-based reading instruction
 2282 and interventions specifically for students with characteristics
 2283 of dyslexia, and effective progress monitoring. By July 1, 2023,
 2284 each school district reading endorsement add-on program must be
 2285 resubmitted for approval by the department consistent with this
 2286 paragraph.
 2287 Section 42. Paragraph (b) of subsection (5) of section
 2288 1012.98, Florida Statutes, is amended to read:
 2289 1012.98 School Community Professional Learning Act.—
 2290 (5) The Department of Education, school districts, schools,
 2291 Florida College System institutions, and state universities

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2292 share the responsibilities described in this section. These
 2293 responsibilities include the following:
 2294 (b) Each school district shall develop a professional
 2295 learning system as specified in subsection (4). The system shall
 2296 be developed in consultation with teachers, teacher-educators of
 2297 Florida College System institutions and state universities,
 2298 business and community representatives, and local education
 2299 foundations, consortia, and professional organizations. The
 2300 professional learning system must:
 2301 1. Be reviewed and approved by the department for
 2302 compliance with s. 1003.42(3) and this section. Effective March
 2303 1, 2024, the department shall establish a calendar for the
 2304 review and approval of all professional learning systems. A
 2305 professional learning system must be reviewed and approved every
 2306 5 years. Any substantial revisions to the system must be
 2307 submitted to the department for review and approval. The
 2308 department shall establish a format for the review and approval
 2309 of a professional learning system.
 2310 2. Be based on analyses of student achievement data and
 2311 instructional strategies and methods that support rigorous,
 2312 relevant, and challenging curricula for all students. Schools
 2313 and districts, in developing and refining the professional
 2314 learning system, shall also review and monitor school discipline
 2315 data; school environment surveys; assessments of parental
 2316 satisfaction; performance appraisal data of teachers, managers,
 2317 and administrative personnel; and other performance indicators
 2318 to identify school and student needs that can be met by improved
 2319 professional performance.
 2320 3. Provide inservice activities coupled with follow-up

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2321 ~~followup~~ support appropriate to accomplish district-level and
 2322 school-level improvement goals and standards. The inservice
 2323 activities for instructional and school administrative personnel
 2324 shall focus on analysis of student achievement data; ongoing
 2325 formal and informal assessments of student achievement;
 2326 identification and use of enhanced and differentiated
 2327 instructional strategies that emphasize rigor, relevance, and
 2328 reading in the content areas; enhancement of subject content
 2329 expertise; integrated use of classroom technology that enhances
 2330 teaching and learning; classroom management; parent involvement;
 2331 and school safety.

2332 4. Provide inservice activities and support targeted to the
 2333 individual needs of new teachers participating in the
 2334 professional learning certification and education competency
 2335 program under s. 1012.56(8)(a).

2336 5. Include a professional learning catalog for inservice
 2337 activities, pursuant to rules of the State Board of Education,
 2338 for all district employees from all fund sources. The catalog
 2339 must be updated annually by September 1, must be based on input
 2340 from teachers and district and school instructional leaders, and
 2341 must use the latest available student achievement data and
 2342 research to enhance rigor and relevance in the classroom. Each
 2343 district inservice catalog must be aligned to and support the
 2344 school-based inservice catalog and school improvement plans
 2345 pursuant to s. 1001.42(18). Each district inservice catalog must
 2346 provide a description of the training that middle grades
 2347 instructional personnel and school administrators receive on the
 2348 district's code of student conduct adopted pursuant to s.
 2349 1006.07; integrated digital instruction and competency-based

Page 81 of 86

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

3-01468-26

2026320

2350 instruction and CAPE Digital Tool certificates and CAPE industry
 2351 certifications; classroom management; student behavior and
 2352 interaction; extended learning opportunities for students; and
 2353 instructional leadership. District plans must be approved by the
 2354 district school board annually in order to ensure compliance
 2355 with subsection (1) and to allow for dissemination of research-
 2356 based best practices to other districts. District school boards
 2357 shall submit verification of their approval to the Commissioner
 2358 of Education no later than October 1, annually. Each school
 2359 principal may establish and maintain an individual professional
 2360 learning plan for each instructional employee assigned to the
 2361 school as a seamless component to the school improvement plans
 2362 developed pursuant to s. 1001.42(18). An individual professional
 2363 learning plan must be related to specific performance data for
 2364 the students to whom the teacher is assigned, define the
 2365 inservice objectives and specific measurable improvements
 2366 expected in student performance as a result of the inservice
 2367 activity, and include an evaluation component that determines
 2368 the effectiveness of the professional learning plan.

2369 6. Include inservice activities for school administrative
 2370 personnel, aligned to the state's educational leadership
 2371 standards, which address updated skills necessary for
 2372 instructional leadership and effective school management
 2373 pursuant to s. 1012.986.

2374 7. Provide for systematic consultation with regional and
 2375 state personnel designated to provide technical assistance and
 2376 evaluation of local professional learning programs.

2377 8. Provide for delivery of professional learning by
 2378 distance learning and other technology-based delivery systems to

Page 82 of 86

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

3-01468-26

2026320__

reach more educators at lower costs.

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

10. For all grades, emphasize:

a. Interdisciplinary planning, collaboration, and instruction.

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

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

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

11. Provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other

3-01468-26

2026320__

data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Such training for teaching foundational skills must be based on the science of reading and include phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Instructional strategies included in the training may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such instructional strategies may include visual information and strategies which improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading. Each district shall ~~must~~ provide all elementary grades instructional personnel access to training sufficient to meet the requirements of s. 1012.585(3)(g) ~~or 1012.585(3)(f)~~.

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

1013.62 Charter schools capital outlay funding.—

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

(a) Reduce the total discretionary millage revenue by the

3-01468-26 2026320

school district's annual debt service obligation incurred as of March 1, 2017, which has not been subsequently retired, and any amount of participation requirement pursuant to s. 1013.64(2)(a)8. that is being satisfied by revenues raised by the discretionary millage.

(b) Divide the school district's adjusted discretionary millage revenue by the district's total capital outlay full-time equivalent membership and the total number of full-time equivalent students of each eligible charter school to determine a capital outlay allocation per full-time equivalent student.

(c) Multiply the capital outlay allocation per full-time equivalent student by the total number of full-time equivalent students of each eligible charter school to determine the capital outlay allocation for each charter school.

(d) If applicable, reduce the capital outlay allocation identified in paragraph (c) by the total amount of state funds allocated to each eligible charter school in subsection (2) to determine the maximum calculated capital outlay allocation. The amount of funds a school district must distribute to charter schools shall be as follows:

1. For fiscal year 2023-2024, the amount is 20 percent of the amount calculated under this paragraph.

2. For fiscal year 2024-2025, the amount is 40 percent of the amount calculated under this paragraph.

3. For fiscal year 2025-2026, the amount is 60 percent of the amount calculated under this paragraph.

4. For fiscal year 2026-2027, the amount is 80 percent of the amount calculated under this paragraph.

5. For fiscal year 2027-2028, and each fiscal year

3-01468-26 2026320

thereafter, the amount is 100 percent of the amount calculated under this paragraph.

(e) School districts shall distribute capital outlay funds to eligible charter schools no later than February 1 of each year, as required by this subsection, based on the amount of funds received by the district school board. School districts shall distribute any remaining capital outlay funds, as required by this subsection, upon the receipt of such funds until the total amount calculated pursuant to this subsection is distributed.

By October 1 of each year, each school district shall certify to the department the amount of debt service and participation requirement that complies with the requirement of paragraph (a) and can be reduced from the total discretionary millage revenue. The Auditor General shall verify compliance with the requirements of paragraph (a) ~~and s. 1011.71(2)(e)~~ during scheduled operational audits of school districts.

Section 44. This act shall take effect July 1, 2026.

The Florida Senate

APPEARANCE RECORD

Deliver both copies of this form to
Senate professional staff conducting the meeting

12/9/25
Meeting Date

Education PreK-12
Committee

SB 320
Bill Number or Topic

Amendment Barcode (if applicable)

Name Morgan Mousley

Phone 486-265-5624

Address 22 Clark Street
Street

Email mmousley2@gmail.com

St. Augustine FL 32084
City State Zip

Speaking: ☐ For ☐ Against ☐ Information

OR

Waive Speaking: ☐ In Support ☒ Against

PLEASE CHECK ONE OF THE FOLLOWING:

☒ I am appearing without
compensation or sponsorship.

☐ I am a registered lobbyist,
representing:

☐ I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2022JointRules.pdf \(flsenate.gov\)](#)

This form is part of the public record for this meeting.

S-001 (08/10/2021)

The Florida Senate

12/9/2025

APPEARANCE RECORD

320

Meeting Date

Education PreK-12

Deliver both copies of this form to
Senate professional staff conducting the meeting

Bill Number or Topic

Committee

Amendment Barcode (if applicable)

Name Geoff Willoughby - Florida Association of Secondary School Principals

Phone 850-224-3626

Address 206-B South Monroe Street
Street

Email gwilloughby@fasa.net

Tallahassee

FL

32301

City

State

Zip

Speaking: ☐ For ☐ Against ☐ Information

OR

Waive Speaking: ☒ In Support ☐ Against

PLEASE CHECK ONE OF THE FOLLOWING:

☒ I am appearing without
compensation or sponsorship.

☐ I am a registered lobbyist,
representing:

☐ I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2022 Joint Rules.pdf \(flsenate.gov\)](#)

This form is part of the public record for this meeting.

S-001 (08/10/2021)

12/9/25

Meeting Date

Education PreK-12

Committee

The Florida Senate

APPEARANCE RECORD

Deliver both copies of this form to
Senate professional staff conducting the meeting

320

Bill Number or Topic

Amendment Barcode (if applicable)

Name Michele White - Florida Association of School Administrators

Phone 850-224-3626

Address 206B S. Monroe St.

Email mwhite@fasa.net

Street

Tallahassee

FL

32301

City

State

Zip

Speaking: ☐ For ☐ Against ☐ Information

OR

Waive Speaking: ☒ In Support ☐ Against

PLEASE CHECK ONE OF THE FOLLOWING:



I am appearing without
compensation or sponsorship.



I am a registered lobbyist,
representing:



I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2022 Joint Rules.pdf \(flsenate.gov\)](#)

This form is part of the public record for this meeting.

S-001 (08/10/2021)

12/9/2025

Meeting Date

Senate Education PreK-12

Committee

The Florida Senate

APPEARANCE RECORD

Deliver both copies of this form to
Senate professional staff conducting the meeting

SB 320

Bill Number or Topic

Amendment Barcode (if applicable)

Name Jessica Janasiewicz (Jan--ah-see-witz) Phone 8505677174

Address 119 South Monroe Street, Suite 202 Email jessica@rutledge-ecenia.com

Street

Tallahassee

City

FL

State

32308

Zip

Speaking: ☐ For ☐ Against ☐ Information **OR** Waive Speaking: ☒ In Support ☐ Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐ I am appearing without
compensation or sponsorship.

☒ I am a registered lobbyist,
representing:

Leon, Osceola, Marion, Santa Rosa and
Escambia County Schools

☐ I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2022JointRules.pdf \(flsenate.gov\)](#)

This form is part of the public record for this meeting.

S-001 (08/10/2021)

12/09/2025

APPEARANCE RECORD

SB 320

Meeting Date

Education Pre-K - 12

Deliver both copies of this form to
Senate professional staff conducting the meeting

Bill Number or Topic

Committee

Amendment Barcode (if applicable)

Name **Brian Moore**Phone **850-574-5784**Address **208 S. Monroe St**Email **bmoore@fadss.org**

Street

Tallahassee**FL****32301**

City

State

Zip

Speaking: ☐ For☐ Against☐ Information**OR**Waive Speaking: ☒ In Support☐ Against**PLEASE CHECK ONE OF THE FOLLOWING:**☐ I am appearing without
compensation or sponsorship.☒ I am a registered lobbyist,
representing:**Fla Assoc of District School
Superintendents**☐ I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2022 Joint Rules.pdf \(flsenate.gov\)](#)

This form is part of the public record for this meeting.

S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

SB 320

12/9/2025

Meeting Date

Education PreK-12

Committee

Deliver both copies of this form to
Senate professional staff conducting the meeting

Bill Number or Topic

Amendment Barcode (if applicable)

Name

Ryan Kennedy

Phone

239-671-5733

Address

5572 Cobalto way

Email

ryan@90flca.org

Street

Ave Maria

FL

34142

City

State

Zip

Speaking:

☐ For

☐ Against

☒ Information

OR

Waive Speaking:

☐ In Support

☐ Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐

I am appearing without
compensation or sponsorship.

☒

I am a registered lobbyist,
representing:

Florida Citizens
alliance

☐

I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2022 Joint Rules.pdf \(flsenate.gov\)](#)

This form is part of the public record for this meeting.

S-001 (08/10/2021)

55

**STATE OF FLORIDA
DEPARTMENT OF STATE
Division of Elections**

I, Cord Byrd, Secretary of State,
do hereby certify that

Adam Cervera

is duly appointed a member of the

**Board of Directors,
Florida High School Athletic Association**

for a term beginning on the Seventeenth day of October, A.D.,
2025, until the Twenty-First day of August, A.D., 2026 and is
subject to be confirmed by the Senate during the next regular
session of the Legislature.

*Given under my hand and the Great Seal of the
State of Florida, at Tallahassee, the Capital, this
the Thirtieth day of October, A.D., 2025*



Secretary of State



RON DeSANTIS
GOVERNOR

RECEIVED

2025 OCT 24 AM 10:35

DIVISION OF ELECTIONS
TALLAHASSEE, FL

October 17, 2025

Secretary Cord Byrd
Department of State
R.A. Gray Building, Room 316
500 South Bronough Street
Tallahassee, Florida 32399-0250

Dear Secretary Byrd:

Please be advised I have made the following appointment under the provisions of Section 1006.20(4)(d), Florida Statutes:

The Honorable Adam Cervera
School Board Member, Broward County



as a member of the Florida High School Athletic Association Board of Directors, filling a vacant seat previously occupied by Monica Colucci, subject to confirmation by the Senate. This appointment is effective October 17, 2025, for a term ending August 21, 2026.

Sincerely,

A handwritten signature in black ink, appearing to read "Ron DeSantis".

Ron DeSantis
Governor

RD/dw

RECEIVED
DEPARTMENT OF STATE

OATH OF OFFICE

(Art. II, § 5(b), Fla. Const.; § 92.50, Florida Statutes)

OCT 24 AM 10:44
DIVISION OF ELECTIONS
TALLAHASSEE, FL

STATE OF FLORIDA

County of Broward

I do solemnly swear (or affirm) that I will support, protect, and defend the Constitution and Government of the United States and of the State of Florida; that I am duly qualified to hold office under the Constitution of the State, and that I will well and faithfully perform the duties of

Florida High School Athlete Association Board of Directors

(Full Name of Office - Abbreviations Not Accepted)

on which I am now about to enter, so help me God.

[NOTE: If you affirm, you may omit the words "so help me God." See § 92.52, Fla. Stat.]

Signature

Sworn to and subscribed before me by means of physical presence ☒ OR online notarization ☐
this 23 day of October, 2025.

Katrina Bernice Piquion

Signature of Officer Administering Oath or of Notary Public

(To be completed only by judges administering oath - see § 92.50, Florida Statutes.)

Print Name

Title

Court

(To be completed by officer administering oath, other than judges - see § 92.50, Florida Statutes.)

Affix Seal Below



Personally Known ☐ OR Produced Identification ☒

Type of Identification Produced Drivers license

ACCEPTANCE

I accept the office listed in the above Oath of Office.

Mailing Address: Home ☒ Office ☐

[Redacted]
Street or Post Office Box

[Redacted]
City, State, Zip Code

Adam Cervera
Print Name

[Signature]
Signature

1185

**STATE OF FLORIDA
DEPARTMENT OF STATE
Division of Elections**

I, Cord Byrd, Secretary of State,
do hereby certify that


Steven B. Litvack

is duly appointed a member of the

Commission for Independent Education

for a term beginning on the Twenty-Second day of July, A.D.,
2025, until the Thirtieth day of June, A.D., 2027 and is subject
to be confirmed by the Senate during the next regular session of
the Legislature.

*Given under my hand and the Great Seal of the
State of Florida, at Tallahassee, the Capital, this
the Twenty-Fourth day of October, A.D., 2025.*



Secretary of State

DSDE 99 (3/03)

The original document has a reflective line mark in paper. Hold at an angle to view when checking.



RON DeSANTIS
GOVERNOR

RECEIVED
DEPARTMENT OF STATE
2025 JUL 25 AM 9:51
DIVISION OF ELECTIONS
TALLAHASSEE, FL.

July 22, 2025

Secretary Cord Byrd
Department of State
R.A. Gray Building, Room 316
500 South Bronough Street
Tallahassee, Florida 32399-0250

Dear Secretary Byrd:

Please be advised I have made the following appointment under the provisions of Section 1005.21, Florida Statutes:

Mr. Steven Litvack
16670 Gateway Bridge Drive
Delray Beach, Florida 33446

as a member of the Commission for Independent Education, filling a vacant seat previously occupied by Jeff Cross, subject to confirmation by the Senate. This appointment is effective July 22, 2025, for a term ending June 30, 2027.

Sincerely,

A handwritten signature in black ink, appearing to read "Ron DeSantis".

Ron DeSantis
Governor

RD/kf

RECEIVED

OATH OF OFFICE

(Art. II, § 5(b), Fla. Const.; § 92.50, Florida Statutes)

OCT 22 AM 10:51
DIVISION OF ELECTIONS
TALLAHASSEE, FL

STATE OF FLORIDA

County of Palm Beach

I do solemnly swear (or affirm) that I will support, protect, and defend the Constitution and Government of the United States and of the State of Florida; that I am duly qualified to hold office under the Constitution of the State, and that I will well and faithfully perform the duties of

the Commission for Independent Education

(Full Name of Office - Abbreviations Not Accepted)

on which I am now about to enter, so help me God.

[NOTE: If you affirm, you may omit the words "so help me God." See § 92.52, Fla. Stat.]

Signature [Signature]

Sworn to and subscribed before me by means of physical presence ☒ OR online notarization ☐
this 17 day of October, 2025.

Fatmeh H

Signature of Officer Administering Oath or of Notary Public

(To be completed only by judges administering oath- see § 92.50, Florida Statutes.)

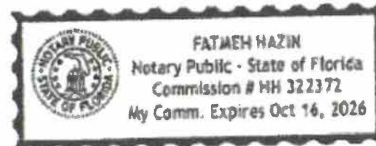
Print Name

Title

Court

(To be completed by officer administering oath, other than judges- see § 92.50, Florida Statutes.)

Affix Seal Below



Personally Known ☐ OR Produced Identification ☒

Type of Identification Produced FL Driver License

ACCEPTANCE

I accept the office listed in the above Oath of Office.

Mailing Address: Home ☒ Office ☐

16670 Gateway Bridge Dr
Street or Post Office Box

Delray Beach FL 33446
City, State, Zip Code

Steven B. Litvack
Print Name

[Signature]
Signature

School Improvement Grant Funding for Local Educational Agencies (LEAs)

September 2023

Federal Grants

Unified School Improvement Grant (UniSIG)

- Funds allocated to Title I schools identified as comprehensive support and improvement that earn a school grade of D or F, or any public school that has a four-year adjusted cohort graduation rate of 67% or less based on the most recently released data to support school improvement initiatives. Eligible schools based on school improvement criteria and determined by formula.

2023-24 State Allocation: \$72,623,399

UniSIG Supplemental Teacher and Administrator Allocation (STAA)

- Funds to recruit and/or retain Highly Effective and Effective state Value-Added Model (VAM) teachers and proven effective administrators who are teaching and leading Florida's most fragile students at Title I schools identified as comprehensive support and improvement who are identified for state support. Eligible schools based on school improvement criteria and determined by formula.

2023-24 State Allocation: \$30,000,000

UniSIG Closing Achievement Gaps Between Subgroups and All Students (CAGSS)

- Funds to support Local Educational Agencies that are serving low-performing subgroups of students in schools implementing targeted and comprehensive support and improvement activities. Eligible applicants are districts having a significant number of Comprehensive Support and Improvement, Targeted Support and Improvement and Additional Targeted Support and Improvement schools.
- 2023-24 State Allocation: \$98,193,480**

Release of this grant is contingent upon approval of a 12-month extension of the period of availability for the federal fiscal year 2021-funds. It includes the portions of the state education agencies Title I, Part A award used to carry out section 1003 school improvement.

CourtSmart Tag Report

Room: KB 412

Case No.:

Type:

Caption: Senate Education Pre K-12

Judge:

Started: 12/9/2025 3:32:07 PM

Ends: 12/9/2025 3:51:29 PM

Length: 00:19:22

3:32:08 PM Chair Simon calls meeting to order
3:32:10 PM Roll call
3:32:31 PM Chair Simon gives opening statements
3:32:47 PM Tab 1 SB 124 by Sen. Rodriguez
3:32:55 PM Sen. Rodriguez explains the bill
3:34:00 PM Questions:
3:34:03 PM Sen. Berman
3:34:23 PM Sen. Rodriguez
3:34:40 PM Sen. Berman
3:35:04 PM Sen. Rodriguez
3:35:55 PM Chair Simon
3:36:07 PM Appearance cards:
3:36:16 PM Melanie Bostick
3:36:59 PM Chair Simon
3:37:03 PM Sen Rodriguez waives close on the bill
3:37:08 PM Roll call
3:37:22 PM Chair Simon reports on the bill
3:37:34 PM Tab 3 and 4: Senate Confirmations
3:37:34 PM Tab 3: Cerva, Adam () for Board of Directors, FL High School Athletic Assn
3:37:34 PM Tab 4: Litvak, Steven B. (Delray Beach) for Commission for Independent Education
3:37:35 PM Chair Simon
3:37:56 PM Roll call
3:38:09 PM Chair Simon reports on Tabs 3 and 4
3:38:13 PM Chair Simon passes gavel to Vice Chair Calatayud
3:38:25 PM Tab 2 SB 320 by Sen. Simon
3:38:30 PM Sen. Simon explains the bill
3:40:46 PM Questions:
3:40:57 PM Sen. Gaetz
3:41:31 PM Sen. Simon
3:41:35 PM Sen. Gaetz
3:41:45 PM Sen. Simon
3:41:49 PM Sen. Gaetz
3:43:10 PM Vice Chair Calatayud
3:43:14 PM Sen. Berman
3:43:45 PM Sen. Simon
3:44:37 PM Sen. Berman
3:44:52 PM Sen. Simon
3:44:54 PM Sen. Berman
3:44:57 PM Vice Chair Calatayud
3:45:06 PM Appearance cards:
3:45:25 PM Ryan Kennedy, FL Citizens Alliance
3:47:09 PM Vice Chair Calatayud recognizes waived speakers
3:48:00 PM Vice Chair Calatayud
3:48:20 PM Sen. Simon closes on the bill
3:50:52 PM Roll call
3:51:05 PM Vice Chair Calatayud reports on the bill
3:51:13 PM Vice Chair Calatayud
3:51:23 PM Adjournment



THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

COMMITTEES:

Appropriations Committee on Health and Human
Services, *Vice Chair*
Appropriations Committee on Higher Education
Commerce and Tourism
Education Pre-K - 12
Fiscal Policy
Health Policy
Transportation

JOINT COMMITTEE:

Joint Legislative Auditing Committee

SENATOR TRACIE DAVIS

Democratic Leader Pro Tempore
5th District

December 3, 2025

The Honorable Corey Simon
Education Pre-K - 12, Chair
111 W. Madison Street
Tallahassee, FL 32399-1100

Dear Chair Simon,

I respectfully request an excused absence from the December 9, 2025, Education Pre-K – 12
Committee meeting.

Thank you for your consideration.

Sincerely,

A handwritten signature in blue ink, appearing to read "Tracie Davis", with a stylized flourish at the end.

Tracie Davis
State Senator
District 05



THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

COMMITTEES:

Fiscal Policy, *Vice Chair*
Appropriations Committee on Criminal and
Civil Justice
Appropriations Committee on Pre-K - 12 Education
Banking and Insurance
Education Pre-K - 12
Health Policy
Judiciary
Rules

JOINT COMMITTEE:

Joint Committee on Public Counsel Oversight

SENATOR ROSALIND OSGOOD

32nd District

December 3rd, 2025

Dear Chair Simon,

I hope you are doing well. I am writing to formally request that I be excused from the **Education Pre-K – 12** meeting scheduled for Tuesday, December 9th, 2025, due to an unmovable commitment. While I regret missing the discussions and any important matters on the agenda, this prior commitment requires my attention.

Thank you for your time and consideration.

Sincerely,

Senator Rosalind Osgood

REPLY TO:

- ☐ 8491 West Commercial Boulevard, Tamarac, Florida 33351 (954) 321-2705
- ☐ 213 Senate Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 487-5032

Senate's Website: www.flsenate.gov

BEN ALBRITTON
President of the Senate

JASON BRODEUR
President Pro Tempore