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LEGISLATIVE ACTION

Senate

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House

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Appropriations Subcommittee on Education (Diaz) recommended the following:

**Senate Amendment (with title amendment)**

Delete everything after the enacting clause  
and insert:

Section 1. Paragraph (b) of subsection (6) and paragraph  
(e) of subsection (10) of section 1002.33, Florida Statutes, is  
amended to read:

1002.33 Charter schools.—

(6) APPLICATION PROCESS AND REVIEW.—Charter school  
applications are subject to the following requirements:



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11 (b) A sponsor shall receive and review all applications for  
12 a charter school using the evaluation instrument developed by  
13 the Department of Education. A sponsor shall receive and  
14 consider charter school applications received during ~~on or~~  
15 ~~before August 1~~ of each calendar year for charter schools to be  
16 opened at the beginning of the school district's next school  
17 year, or to be opened at a time determined ~~agreed to~~ by the  
18 applicant ~~and the sponsor~~. A sponsor may not refuse to receive a  
19 charter school application submitted by an applicant during the  
20 calendar year. ~~before August 1 and may receive an application~~  
21 ~~submitted later than August 1 if it chooses. Beginning in 2018~~  
22 ~~and thereafter, a sponsor shall receive and consider charter~~  
23 ~~school applications received on or before February 1 of each~~  
24 ~~calendar year for charter schools to be opened 18 months later~~  
25 ~~at the beginning of the school district's school year, or to be~~  
26 ~~opened at a time determined by the applicant. A sponsor may not~~  
27 ~~refuse to receive a charter school application submitted before~~  
28 ~~February 1 and may receive an application submitted later than~~  
29 ~~February 1 if it chooses. A sponsor may not charge an applicant~~  
30 for a charter any fee for the processing or consideration of an  
31 application, and a sponsor may not base its consideration or  
32 approval of a final application upon the promise of future  
33 payment of any kind. Before approving or denying any  
34 application, the sponsor shall allow the applicant, upon receipt  
35 of written notification, at least 7 calendar days to make  
36 technical or nonsubstantive corrections and clarifications,  
37 including, but not limited to, corrections of grammatical,  
38 typographical, and like errors or missing signatures, if such  
39 errors are identified by the sponsor as cause to deny the final



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40 application.

41 1. In order to facilitate an accurate budget projection  
42 process, a sponsor shall be held harmless for FTE students who  
43 are not included in the FTE projection due to approval of  
44 charter school applications after the FTE projection deadline.  
45 In a further effort to facilitate an accurate budget projection,  
46 within 15 calendar days after receipt of a charter school  
47 application, a sponsor shall report to the Department of  
48 Education the name of the applicant entity, the proposed charter  
49 school location, and its projected FTE.

50 2. In order to ensure fiscal responsibility, an application  
51 for a charter school shall include a full accounting of expected  
52 assets, a projection of expected sources and amounts of income,  
53 including income derived from projected student enrollments and  
54 from community support, and an expense projection that includes  
55 full accounting of the costs of operation, including start-up  
56 costs.

57 3.a. A sponsor shall by a majority vote approve or deny an  
58 application no later than 90 calendar days after the application  
59 is received, unless the sponsor and the applicant mutually agree  
60 in writing to temporarily postpone the vote to a specific date,  
61 at which time the sponsor shall by a majority vote approve or  
62 deny the application. If the sponsor fails to act on the  
63 application, an applicant may appeal to the State Board of  
64 Education as provided in paragraph (c). If an application is  
65 denied, the sponsor shall, within 10 calendar days after such  
66 denial, articulate in writing the specific reasons, based upon  
67 good cause, supporting its denial of the application and shall  
68 provide the letter of denial and supporting documentation to the



69 applicant and to the Department of Education.

70 b. An application submitted by a high-performing charter  
71 school identified pursuant to s. 1002.331 or a high-performing  
72 charter school system identified pursuant to s. 1002.332 may be  
73 denied by the sponsor only if the sponsor demonstrates by clear  
74 and convincing evidence that:

75 (I) The application of a high-performing charter school  
76 does not materially comply with the requirements in paragraph  
77 (a) or, for a high-performing charter school system, the  
78 application does not materially comply with s. 1002.332(2)(b);

79 (II) The charter school proposed in the application does  
80 not materially comply with the requirements in paragraphs  
81 (9)(a)-(f);

82 (III) The proposed charter school's educational program  
83 does not substantially replicate that of the applicant or one of  
84 the applicant's high-performing charter schools;

85 (IV) The applicant has made a material misrepresentation or  
86 false statement or concealed an essential or material fact  
87 during the application process; or

88 (V) The proposed charter school's educational program and  
89 financial management practices do not materially comply with the  
90 requirements of this section.

91  
92 Material noncompliance is a failure to follow requirements or a  
93 violation of prohibitions applicable to charter school  
94 applications, which failure is quantitatively or qualitatively  
95 significant either individually or when aggregated with other  
96 noncompliance. An applicant is considered to be replicating a  
97 high-performing charter school if the proposed school is



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98 substantially similar to at least one of the applicant's high-  
99 performing charter schools and the organization or individuals  
100 involved in the establishment and operation of the proposed  
101 school are significantly involved in the operation of replicated  
102 schools.

103 c. If the sponsor denies an application submitted by a  
104 high-performing charter school or a high-performing charter  
105 school system, the sponsor must, within 10 calendar days after  
106 such denial, state in writing the specific reasons, based upon  
107 the criteria in sub-subparagraph b., supporting its denial of  
108 the application and must provide the letter of denial and  
109 supporting documentation to the applicant and to the Department  
110 of Education. The applicant may appeal the sponsor's denial of  
111 the application in accordance with paragraph (c).

112 4. For budget projection purposes, the sponsor shall report  
113 to the Department of Education the approval or denial of an  
114 application within 10 calendar days after such approval or  
115 denial. In the event of approval, the report to the Department  
116 of Education shall include the final projected FTE for the  
117 approved charter school.

118 5. Upon approval of an application, the initial startup  
119 shall commence with the beginning of the public school calendar  
120 for the district in which the charter is granted. A charter  
121 school may defer the opening of the school's operations for up  
122 to 3 years to provide time for adequate facility planning. The  
123 charter school must provide written notice of such intent to the  
124 sponsor and the parents of enrolled students at least 30  
125 calendar days before the first day of school.

126 (10) ELIGIBLE STUDENTS.—



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- 127 (e) A charter school may limit the enrollment process only  
128 to target the following student populations:
- 129 1. Students within specific age groups or grade levels.
  - 130 2. Students considered at risk of dropping out of school or  
131 academic failure. Such students shall include exceptional  
132 education students.
  - 133 3. Students enrolling in a charter school-in-the-workplace  
134 or charter school-in-a-municipality established pursuant to  
135 subsection (15).
  - 136 4. Students residing within a reasonable distance of the  
137 charter school, as described in paragraph (20)(c). Such students  
138 shall be subject to a random lottery and to the racial/ethnic  
139 balance provisions described in subparagraph (7)(a)8. or any  
140 federal provisions that require a school to achieve a  
141 racial/ethnic balance reflective of the community it serves or  
142 within the racial/ethnic range of other public schools in the  
143 same school district.
  - 144 5. Students who meet reasonable academic, artistic, or  
145 other eligibility standards established by the charter school  
146 and included in the charter school application and charter or,  
147 in the case of existing charter schools, standards that are  
148 consistent with the school's mission and purpose. Such standards  
149 shall be in accordance with current state law and practice in  
150 public schools and may not discriminate against otherwise  
151 qualified individuals.
  - 152 6. Students articulating from one charter school to another  
153 pursuant to an articulation agreement between the charter  
154 schools that has been approved by the sponsor.
  - 155 7. Students living in a development in which a developer,



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156 including any affiliated business entity or charitable  
157 foundation, contributes to the formation, acquisition,  
158 construction, or operation of one or more charter schools or  
159 charter ~~provides the school facilities facility~~ and related  
160 property in an amount equal to or having a total ~~an~~ appraised  
161 value of at least \$5 million to be used as ~~a~~ charter schools  
162 ~~school~~ to mitigate the educational impact created by the  
163 development of new residential dwelling units. Students living  
164 in the development are ~~shall be~~ entitled to ~~no more than~~ 50  
165 percent of the student stations in the charter schools ~~school~~.  
166 The students who are eligible for enrollment are subject to a  
167 random lottery, the racial/ethnic balance provisions, or any  
168 federal provisions, as described in subparagraph 4. The  
169 remainder of the student stations must ~~shall~~ be filled in  
170 accordance with subparagraph 4.

171 Section 2. Paragraph (b) of subsection (3), subsection (5),  
172 and paragraph (a) of subsection (11) of section 1002.394,  
173 Florida Statutes, are amended to read:

174 1002.394 The Family Empowerment Scholarship Program.—

175 (3) INITIAL SCHOLARSHIP ELIGIBILITY.—A student is eligible  
176 for a Family Empowerment Scholarship under this section if the  
177 student meets the following criteria:

178 (b)1. The student is eligible to enroll in kindergarten or  
179 has spent the prior school year in attendance at a Florida  
180 public school; or

181 2. Beginning with the 2020-2021 school year, the student  
182 received a scholarship pursuant to s. 1002.395 during the  
183 previous school year and, before initial receipt of such  
184 scholarship, spent the prior school year in attendance at a



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185 Florida public school.

186

187 For purposes of this paragraph, the term "prior school year in  
188 attendance" means that the student was enrolled and reported by  
189 a school district for funding during the preceding October and  
190 February Florida Education Finance Program surveys in  
191 kindergarten through grade 12, which includes time spent in a  
192 Department of Juvenile Justice commitment program if funded  
193 under the Florida Education Finance Program. However, a  
194 dependent child of a member of the United States Armed Forces  
195 who transfers to a school in this state from out of state or  
196 from a foreign country due to a parent's permanent change of  
197 station orders or a foster child is exempt from the prior public  
198 school attendance requirement under this paragraph, but must  
199 meet the other eligibility requirements specified under this  
200 section to participate in the program.

201 (5) SCHOLARSHIP PROHIBITIONS.—A student is not eligible for  
202 a Family Empowerment Scholarship while he or she is:

203 (a) Enrolled in a public school, including, but not limited  
204 to, the Florida School for the Deaf and the Blind, the College-  
205 Preparatory Boarding Academy, a developmental research school  
206 authorized under s. 1002.32, or a charter school authorized  
207 under this chapter;

208 (b) Enrolled in a school operating for the purpose of  
209 providing educational services to youth in a Department of  
210 Juvenile Justice commitment program;

211 (c) Receiving any other educational scholarship pursuant to  
212 this chapter;

213 (d) Participating in a home education program as defined in





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214 s. 1002.01(1);

215 (e) Participating in a private tutoring program pursuant to  
216 s. 1002.43; or

217 (f) Participating in a virtual school, correspondence  
218 school, or distance learning program that receives state funding  
219 pursuant to the student's participation, unless the  
220 participation is limited to no more than two courses per school  
221 year.

222 (11) SCHOLARSHIP FUNDING AND PAYMENT.—

223 (a) The scholarship is established for up to 18,000  
224 students annually on a first-come, first-served basis beginning  
225 in with the 2019-2020 school year. Beginning in the 2020-2021  
226 school year, the maximum number of students participating in the  
227 scholarship program under this section shall ~~may~~ annually  
228 increase by 1.0 ~~0.25~~ percent of the state's total public school  
229 student enrollment.

230 Section 3. Subsection (3) and paragraph (e) of subsection  
231 (6) of section 1002.395, Florida Statutes, are amended to read:

232 1002.395 Florida Tax Credit Scholarship Program.—

233 (3) PROGRAM; INITIAL SCHOLARSHIP ELIGIBILITY.—

234 (a) The Florida Tax Credit Scholarship Program is  
235 established.

236 (b) A student is eligible for a Florida tax credit  
237 scholarship under this section if the student meets one or more  
238 of the following criteria:

239 1. The student is on the direct certification list or the  
240 student's household income level does not exceed 260 ~~185~~ percent  
241 of the federal poverty level; or

242 2. The student is currently placed, or during the previous



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243 state fiscal year was placed, in foster care or in out-of-home  
244 care as defined in s. 39.01.

245 ~~3. The student's household income level is greater than 185~~  
246 ~~percent of the federal poverty level but does not exceed 260~~  
247 ~~percent of the federal poverty level.~~

248  
249 Priority must be given to students whose household income levels  
250 do not exceed 185 percent of the federal poverty level or who  
251 are in foster care or out-of-home care. A student who initially  
252 receives a scholarship based on eligibility under this paragraph  
253 ~~subparagraph (b)2.~~ remains eligible to participate until he or  
254 she ~~the student~~ graduates from high school or attains the age of  
255 21 years, whichever occurs first, regardless of the student's  
256 household income level. ~~A student who initially received a~~  
257 ~~scholarship based on income eligibility before the 2019-2020~~  
258 ~~school year remains eligible to participate until he or she~~  
259 ~~graduates from high school, attains the age of 21 years, or the~~  
260 ~~student's household income level exceeds 260 percent of the~~  
261 ~~federal poverty level, whichever occurs first.~~ A sibling of a  
262 student who is participating in the scholarship program under  
263 this subsection is eligible for a scholarship if the student  
264 resides in the same household as the sibling.

265 (6) OBLIGATIONS OF ELIGIBLE NONPROFIT SCHOLARSHIP-FUNDING  
266 ORGANIZATIONS.—An eligible nonprofit scholarship-funding  
267 organization:

268 (e) Must give first priority to eligible students who  
269 received a scholarship from an eligible nonprofit scholarship-  
270 funding organization or from the State of Florida during the  
271 previous school year. ~~Beginning in the 2016-2017 school year, an~~



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272 ~~eligible nonprofit scholarship funding organization shall give~~  
273 ~~priority to new applicants whose household income levels do not~~  
274 ~~exceed 185 percent of the federal poverty level or who are in~~  
275 ~~foster care or out-of-home care.~~

276

277 Information and documentation provided to the Department of  
278 Education and the Auditor General relating to the identity of a  
279 taxpayer that provides an eligible contribution under this  
280 section shall remain confidential at all times in accordance  
281 with s. 213.053.

282 Section 4. Paragraph (b) of subsection (2) of section  
283 1004.04, Florida Statutes, is amended, paragraph (b) of  
284 subsection (3) of that section is amended, paragraphs (d) and  
285 (e) of subsection (3) of that section are added, and paragraph  
286 (a) of subsection (4) of that section is amended, to read:

287 1004.04 Public accountability and state approval for  
288 teacher preparation programs.—

289 (2) UNIFORM CORE CURRICULA AND CANDIDATE ASSESSMENT.—

290 (b) The rules to establish uniform core curricula for each  
291 state-approved teacher preparation program must include, but are  
292 not limited to, the following:

293 1. Candidate instruction and assessment in the Florida  
294 Educator Accomplished Practices across content areas.

295 2. The use of state-adopted content standards to guide  
296 curricula and instruction.

297 3. Evidence-based ~~Scientificallly researched and evidence-~~  
298 ~~based~~ reading instructional strategies that improve reading  
299 performance for all students, including explicit, systematic,  
300 and sequential approaches to teaching phonemic awareness,



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301 phonics, vocabulary, fluency, and text comprehension and  
302 multisensory intervention strategies.

303 4. Content literacy and mathematics practices.

304 5. Strategies appropriate for the instruction of English  
305 language learners.

306 6. Strategies appropriate for the instruction of students  
307 with disabilities.

308 7. Strategies to differentiate instruction based on student  
309 needs.

310 8. The use of character-based classroom management.

311 9. Mental health strategies and support.

312 (3) INITIAL STATE PROGRAM APPROVAL.—

313 (b) Each teacher preparation program approved by the  
314 Department of Education, as provided for by this section, shall  
315 require students, at a minimum, ~~to meet, at a minimum, the~~  
316 ~~following as prerequisites for admission into the program:~~

317 1. Have a grade point average of at least 2.5 on a 4.0  
318 scale for the general education component of undergraduate  
319 studies or have completed the requirements for a baccalaureate  
320 degree with a minimum grade point average of 2.5 on a 4.0 scale  
321 from any college or university accredited by a regional  
322 accrediting association as defined by State Board of Education  
323 rule or any college or university otherwise approved pursuant to  
324 State Board of Education rule.

325 2. Demonstrate mastery of general knowledge ~~sufficient for~~  
326 ~~entry into the program,~~ including the ability to read, write,  
327 and perform in mathematics, by passing the General Knowledge  
328 Test of the Florida Teacher Certification Examination or, for a  
329 graduate level program, obtain a baccalaureate degree from an



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330 institution that is accredited or approved pursuant to the rules  
331 of the State Board of Education.

332  
333 ~~Each teacher preparation program may waive these admissions~~  
334 ~~requirements for up to 10 percent of the students admitted.~~  
335 ~~Programs shall implement strategies to ensure that students~~  
336 ~~admitted under a waiver receive assistance to demonstrate~~  
337 ~~competencies to successfully meet requirements for certification~~  
338 ~~and shall annually report to the Department of Education the~~  
339 ~~status of each candidate admitted under such a waiver.~~

340 (d) Each program must include the opportunity for the  
341 candidate to complete coursework to obtain a required  
342 endorsement in the candidate's chosen teaching field.

343 (e) Each program must include, in addition to the core  
344 standards for effective education, instruction in the training  
345 required of certified instructional personnel, including, but  
346 not limited to:

347 1. Identification, intervention, and prevention of child  
348 abuse, abandonment, and neglect;

349 2. Integration of technology into classroom teaching;

350 3. Management, assessment, and monitoring of student  
351 learning and performance;

352 4. Skills in classroom management, violence prevention,  
353 conflict resolution, and related areas;

354 5. Developmental disabilities pursuant to s. 1012.582;

355 6. Youth suicide awareness and prevention pursuant to s.  
356 1012.583; and

357 7. Youth mental health awareness and assistance pursuant to  
358 s. 1012.584.



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359 (4) CONTINUED PROGRAM APPROVAL.—Continued approval of a  
360 teacher preparation program shall be based upon evidence that  
361 the program continues to implement the requirements for initial  
362 approval and upon significant, objective, and quantifiable  
363 measures of the program and the performance of the program  
364 completers.

365 (a) The criteria for continued approval must include each  
366 of the following:

367 1. Documentation from the program that each program  
368 candidate met the admission requirements provided in subsection  
369 (3).

370 2. Documentation from the program that the program and each  
371 program completer have met the requirements provided in  
372 subsection (2).

373 3. Evidence of performance in each of the following areas:

374 a. Placement rate of program completers into instructional  
375 positions in Florida public schools and private schools, if  
376 available.

377 b. Rate of retention for employed program completers in  
378 instructional positions in Florida public schools.

379 c. Performance of students in prekindergarten through grade  
380 12 who are assigned to in-field program completers on statewide  
381 assessments using the results of the student learning growth  
382 formula adopted under s. 1012.34.

383 d. Performance of students in prekindergarten through grade  
384 12 who are assigned to in-field program completers aggregated by  
385 student subgroup, as defined in the federal Elementary and  
386 Secondary Education Act (ESEA), 20 U.S.C. s.

387 6311(b)(2)(C)(v)(II), as a measure of how well the program



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388 prepares teachers to work with a diverse population of students  
389 in a variety of settings in Florida public schools.

390 e. Results of program completers' annual evaluations in  
391 accordance with the timeline as set forth in s. 1012.34.

392 f. Production of program completers in statewide critical  
393 teacher shortage areas as identified in s. 1012.07.

394 4. Results of the program completers' survey measuring  
395 their satisfaction with preparation for the realities of the  
396 classroom.

397 5. Results of the employers' survey measuring satisfaction  
398 with the program and the program's responsiveness to local  
399 school districts. The survey must include the employer's  
400 assessment of the student's proficiency in the use of state-  
401 adopted content standards and general preparation for the  
402 classroom.

403 Section 5. Paragraph (a) of subsection (3) and subsection  
404 (5) of section 1004.85, Florida Statutes, are amended to read:

405 1004.85 Postsecondary educator preparation institutes.—

406 (3) Educator preparation institutes approved pursuant to  
407 this section may offer competency-based certification programs  
408 specifically designed for noneducation major baccalaureate  
409 degree holders to enable program participants to meet the  
410 educator certification requirements of s. 1012.56. An educator  
411 preparation institute choosing to offer a competency-based  
412 certification program pursuant to the provisions of this section  
413 must implement a program previously approved by the Department  
414 of Education for this purpose or a program developed by the  
415 institute and approved by the department for this purpose.  
416 Approved programs shall be available for use by other approved



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417 educator preparation institutes.

418 (a) Within 90 days after receipt of a request for approval,  
419 the Department of Education shall approve a preparation program  
420 pursuant to the requirements of this subsection or issue a  
421 statement of the deficiencies in the request for approval. The  
422 department shall approve a certification program if the  
423 institute provides evidence of the institute's capacity to  
424 implement a competency-based program that includes each of the  
425 following:

426 1.a. Participant instruction and assessment in the Florida  
427 Educator Accomplished Practices across content areas.

428 b. The use of state-adopted student content standards to  
429 guide curriculum and instruction.

430 c. Scientifically researched and evidence-based reading  
431 instructional strategies that improve reading performance for  
432 all students, including explicit, systematic, and sequential  
433 approaches to teaching phonemic awareness, phonics, vocabulary,  
434 fluency, and text comprehension and multisensory intervention  
435 strategies.

436 d. Content literacy and mathematical practices.

437 e. Strategies appropriate for instruction of English  
438 language learners.

439 f. Strategies appropriate for instruction of students with  
440 disabilities.

441 g. Strategies to differentiate instruction based on student  
442 needs.

443 h. The use of character-based classroom management.

444 2. An educational plan for each participant to meet  
445 certification requirements and demonstrate his or her ability to





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446 teach the subject area for which the participant is seeking  
447 certification, which is based on an assessment of his or her  
448 competency in the areas listed in subparagraph 1.

449 3. Field experiences appropriate to the certification  
450 subject area specified in the educational plan with a diverse  
451 population of students in a variety of challenging environments,  
452 including, but not limited to, high-poverty schools, urban  
453 schools, and rural schools, under the supervision of qualified  
454 educators.

455 4. A certification ombudsman to facilitate the process and  
456 procedures required for participants who complete the program to  
457 meet any requirements related to the background screening  
458 pursuant to s. 1012.32 and educator professional or temporary  
459 certification pursuant to s. 1012.56.

460 5. The opportunity for a candidate to complete coursework  
461 to obtain a required endorsement in the candidate's chosen  
462 teaching field.

463 6. In addition to the core standards for effective  
464 education, instruction in the training required of certified  
465 instructional personnel, including, but not limited to:

466 a. Identification, intervention, and prevention of child  
467 abuse, abandonment, and neglect;

468 b. Integration of technology into classroom teaching;

469 c. Management, assessment, and monitoring of student  
470 learning and performance;

471 d. Skills in classroom management, violence prevention,  
472 conflict resolution, and related areas;

473 e. Developmental disabilities pursuant to s. 1012.582;

474 f. Youth suicide awareness and prevention pursuant to s.



475 1012.583; and  
476 g. Youth mental health awareness and assistance pursuant to  
477 s. 1012.584.

478 (5) Each institute approved pursuant to this section shall  
479 submit to the Department of Education annual performance  
480 evaluations that measure the effectiveness of the programs,  
481 including the pass rates of participants on all examinations  
482 required for teacher certification, employment rates,  
483 longitudinal retention rates, and satisfaction surveys of  
484 employers and candidates. The satisfaction surveys must be  
485 designed to measure the sufficient preparation of the educator  
486 for the student's proficiency in the use of state-adopted  
487 content standards, the realities of the classroom, and the  
488 institute's responsiveness to local school districts. These  
489 evaluations shall be used by the Department of Education for  
490 purposes of continued approval of an educator preparation  
491 institute's certification program.

492 Section 6. Paragraph (c) is added to subsection (3), and  
493 paragraphs (c) through (g) of that subsection are redesignated  
494 as paragraphs (d) through (h) of section 1008.22, to read:

495 1008.22 Student assessment program for public schools.—

496 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The  
497 Commissioner of Education shall design and implement a  
498 statewide, standardized assessment program aligned to the core  
499 curricular content established in the Next Generation Sunshine  
500 State Standards. The commissioner also must develop or select  
501 and implement a common battery of assessment tools that will be  
502 used in all juvenile justice education programs in the state.  
503 These tools must accurately measure the core curricular content



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504 established in the Next Generation Sunshine State Standards.  
505 Participation in the assessment program is mandatory for all  
506 school districts and all students attending public schools,  
507 including adult students seeking a standard high school diploma  
508 under s. 1003.4282 and students in Department of Juvenile  
509 Justice education programs, except as otherwise provided by law.  
510 If a student does not participate in the assessment program, the  
511 school district must notify the student's parent and provide the  
512 parent with information regarding the implications of such  
513 nonparticipation. The statewide, standardized assessment program  
514 shall be designed and implemented as follows:

515 (c) Nationally recognized high school assessments.—

516 1. Beginning with the 2020-2021 school year, each school  
517 district shall provide for the administration of the SAT or ACT  
518 to each public school student in grade 11 in the district,  
519 including students attending public high schools, alternative  
520 schools, and centers of the Department of Juvenile Justice.

521 2. School districts must choose either the SAT or ACT for  
522 districtwide administration.

523 3. Funding for the SAT and the ACT for all grade 11  
524 students shall be as provided in the General Appropriations Act.

525 Section 7. Subsection (4) of section 1011.61, Florida  
526 Statutes, is amended to read:

527 1011.61 Definitions.—Notwithstanding the provisions of s.  
528 1000.21, the following terms are defined as follows for the  
529 purposes of the Florida Education Finance Program:

530 (4) The maximum value for funding a student in kindergarten  
531 through grade 12 or in a prekindergarten program for exceptional  
532 children as provided in s. 1003.21(1)(e) shall be the sum of the



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533 calculations in paragraphs (a), (b), and (c) as calculated by  
534 the department.

535 (a) The sum of the student's full-time equivalent student  
536 membership value for the school year or the equivalent derived  
537 from paragraphs (1)(a) and (b), subparagraph (1)(c)1., sub-  
538 subparagraphs (1)(c)2.b. and c., subparagraph (1)(c)3., and  
539 subsection (2). If the sum is greater than 1.0, the full-time  
540 equivalent student membership value for each program or course  
541 shall be reduced by an equal proportion so that the student's  
542 total full-time equivalent student membership value is equal to  
543 1.0.

544 (b) If the result in paragraph (a) is less than 1.0 full-  
545 time equivalent student and the student has full-time equivalent  
546 student enrollment pursuant to sub-sub-subparagraph  
547 (1)(c)1.b.(VIII), calculate an amount that is the lesser of the  
548 value in sub-sub-subparagraph (1)(c)1.b.(VIII) or the value of  
549 1.0 less the value in paragraph (a).

550 (c) The full-time equivalent student enrollment value in  
551 sub-subparagraph (1)(c)2.a.

552  
553 A scholarship award provided to a student enrolled in the John  
554 M. McKay Scholarships for Students with Disabilities Program  
555 pursuant to s. 1002.39 or the Family Empowerment Scholarship  
556 Program pursuant to s. 1002.394 is not subject to the maximum  
557 value for funding a student under this subsection.

558 Section 8. Paragraph (i) of subsection (1) of section  
559 1011.62, Florida Statutes, is amended to read:

560 1011.62 Funds for operation of schools.—If the annual  
561 allocation from the Florida Education Finance Program to each



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562 district for operation of schools is not determined in the  
563 annual appropriations act or the substantive bill implementing  
564 the annual appropriations act, it shall be determined as  
565 follows:

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

570 (i) *Calculation of full-time equivalent membership with*  
571 *respect to dual enrollment instruction.—*

572 1. Full-time equivalent students.—Students enrolled in dual  
573 enrollment instruction pursuant to s. 1007.271 may be included  
574 in calculations of full-time equivalent student memberships for  
575 basic programs for grades 9 through 12 by a district school  
576 board. Instructional time for dual enrollment may vary from 900  
577 hours; however, the full-time equivalent student membership  
578 value shall be subject to the provisions in s. 1011.61(4). Dual  
579 enrollment full-time equivalent student membership shall be  
580 calculated in an amount equal to the hours of instruction that  
581 would be necessary to earn the full-time equivalent student  
582 membership for an equivalent course if it were taught in the  
583 school district. Students in dual enrollment courses may also be  
584 calculated as the proportional shares of full-time equivalent  
585 enrollments they generate for a Florida College System  
586 institution or university conducting the dual enrollment  
587 instruction. Early admission students shall be considered dual  
588 enrollments for funding purposes. Students may be enrolled in  
589 dual enrollment instruction provided by an eligible independent  
590 college or university and may be included in calculations of



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591 full-time equivalent student memberships for basic programs for  
592 grades 9 through 12 by a district school board. However, those  
593 provisions of law which exempt dual enrolled and early admission  
594 students from payment of instructional materials and tuition and  
595 fees, including laboratory fees, shall not apply to students who  
596 select the option of enrolling in an eligible independent  
597 institution. An independent college or university, which is not  
598 for profit, is accredited by a regional or national accrediting  
599 agency recognized by the United States Department of Education,  
600 and confers degrees as defined in s. 1005.02 shall be eligible  
601 for inclusion in the dual enrollment or early admission program.  
602 Students enrolled in dual enrollment instruction shall be exempt  
603 from the payment of tuition and fees, including laboratory fees.  
604 No student enrolled in college credit mathematics or English  
605 dual enrollment instruction shall be funded as a dual enrollment  
606 unless the student has successfully completed the relevant  
607 section of the entry-level examination required pursuant to s.  
608 1008.30.

609 2. Additional full-time equivalent student membership.—For  
610 students enrolled in a program pursuant to s. 1007.273, a value  
611 of 0.16 full-time equivalent student membership shall be  
612 calculated for each student who completes a general education  
613 core course through the dual enrollment program with a grade of  
614 “B” or better. For students who are not enrolled in a program  
615 pursuant to s. 1007.273, a value of 0.08 full-time equivalent  
616 student membership shall be calculated for each student who  
617 completes a general education core course through the dual  
618 enrollment program with a grade of “B” or better. In addition, a  
619 value of 0.3 full-time equivalent student membership shall be



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620 calculated for any student who receives an associate degree  
621 through the dual enrollment program with a 3.0 grade point  
622 average or better. This value shall be added to the total full-  
623 time equivalent student membership in basic programs for grades  
624 9 through 12 in the subsequent fiscal year. This section shall  
625 be effective for credit earned by dually enrolled students for  
626 courses taken in the 2020-2021 school year and each school year  
627 thereafter. If the associate degree pursuant to this paragraph  
628 is earned in 2020-2021 following completion of courses taken in  
629 the 2020-2021 school year, then courses taken towards the degree  
630 as part of the dual enrollment program prior to 2020-2021 may  
631 not preclude eligibility for the 0.3 additional full-time  
632 equivalent student membership bonus. Each school district shall  
633 allocate at least 50 percent of the funds received from the dual  
634 enrollment bonus FTE funding, in accordance with this paragraph,  
635 to the schools that generated the funds to support student  
636 academic guidance and postsecondary readiness.

637 3. Qualifying courses.—For the purposes of this paragraph,  
638 general education core courses are those that are identified in  
639 rule by the State Board of Education and in regulation by the  
640 Board of Governors pursuant to s. 1007.25(3).

641 Section 9. Subsection (5) of section 1012.56, Florida  
642 Statutes, is amended to read:

643 1012.56 Educator certification requirements.—

644 (5) MASTERY OF SUBJECT AREA KNOWLEDGE.—Acceptable means of  
645 demonstrating mastery of subject area knowledge are:

646 (a) For a subject requiring only a baccalaureate degree, a  
647 baccalaureate degree with a major in the subject area, conferred  
648 within the last 10 years from an accredited or approved



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649 institution as defined in rule 6A-4.003, Florida Administrative  
650 Code;

651 (b)~~(a)~~ For a subject requiring only a baccalaureate degree  
652 for which a Florida subject area examination has been developed,  
653 achievement of a passing score on the Florida-developed subject  
654 area examination specified in state board rule;

655 (c)~~(b)~~ For a subject for which a Florida subject area  
656 examination has not been developed, achievement of a passing  
657 score on a standardized examination specified in state board  
658 rule, including, but not limited to, passing scores on both the  
659 oral proficiency and written proficiency examinations  
660 administered by the American Council on the Teaching of Foreign  
661 Languages;

662 (d)~~(c)~~ For a subject for which a Florida subject area  
663 examination has not been developed or a standardized examination  
664 has not been specified in state board rule, completion of the  
665 subject area specialization requirements specified in state  
666 board rule and verification of the attainment of the essential  
667 subject matter competencies by the district school  
668 superintendent of the employing school district or chief  
669 administrative officer of the employing state-supported or  
670 private school;

671 (e)~~(d)~~ For a subject requiring a master's or higher degree,  
672 completion of the subject area specialization requirements  
673 specified in state board rule and achievement of a passing score  
674 on the Florida-developed subject area examination or a  
675 standardized examination specified in state board rule;

676 (f)~~(e)~~ Documentation of a valid professional standard  
677 teaching certificate issued by another state;





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678           (g)~~(f)~~ Documentation of a valid certificate issued by the  
679 National Board for Professional Teaching Standards or a national  
680 educator credentialing board approved by the State Board of  
681 Education;

682           (h)~~(g)~~ Documentation of successful completion of a United  
683 States Defense Language Institute Foreign Language Center  
684 program; or

685           (i)~~(h)~~ Documentation of a passing score on the Defense  
686 Language Proficiency Test (DLPT).

687

688 School districts are encouraged to provide mechanisms for middle  
689 grades teachers holding only a K-6 teaching certificate to  
690 obtain a subject area coverage for middle grades through  
691 postsecondary coursework or district add-on certification.

692           Section 10. Paragraph (g) is added to subsection (3) of  
693 section 1012.585, Florida Statutes, to read:

694           1012.585 Process for renewal of professional certificates.-

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

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

700           Section 11. Subsections (5), (6), and (9) of section  
701 1012.79, Florida Statutes, are amended to read:

702           1012.79 Education Practices Commission; organization.-

703           (5) The Commissioner of Education, with the advice and  
704 consent of the commission chair, is responsible for appointing,  
705 and may remove, commission, by a vote of three-fourths of the  
706 membership, shall employ an executive director, who shall be



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707 exempt from career service. The executive director shall have  
708 administrative duties, as determined by the Commissioner of  
709 Education. The executive director may not impact or influence  
710 decisions of the commission. ~~The executive director may be~~  
711 ~~dismissed by a majority vote of the membership.~~

712 (6) (a) The commission shall be assigned to the Department  
713 of Education for administrative and fiscal accountability  
714 purposes. The commission, in the performance of its powers and  
715 duties, shall not be subject to control, supervision, or  
716 direction by the Department of Education.

717 (b) The property, personnel, and appropriations related to  
718 the specified authority, powers, duties, and responsibilities of  
719 the commission shall be provided to the commission by the  
720 Department of Education.

721 (9) The commission shall make such expenditures as may be  
722 necessary in exercising its authority and powers and carrying  
723 out its duties and responsibilities, including expenditures for  
724 personal services, legal services ~~general counsel or access to~~  
725 ~~counsel~~, and rent at the seat of government and elsewhere; for  
726 books of reference, periodicals, furniture, equipment, and  
727 supplies; and for printing and binding. The expenditures of the  
728 commission shall be subject to the powers and duties of the  
729 Department of Financial Services as provided in s. 17.03.

730 Section 12. Subsection (5) of section 1012.98, Florida  
731 Statutes, is amended, and subsections (13), (14), and (15) are  
732 added to that section, to read:

733 1012.98 School Community Professional Development Act.—

734 (5) Each district school board shall provide funding for  
735 the professional development system as required by s. 1011.62



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736 and the General Appropriations Act, and shall direct  
737 expenditures from other funding sources to continuously  
738 strengthen the system in order to increase student achievement  
739 and support instructional staff in enhancing rigor and relevance  
740 in the classroom. Each district school board shall calculate a  
741 proportionate share of professional development funds for each  
742 classroom teacher and allow each classroom teacher to use up to  
743 25 percent of the proportionate share on professional  
744 development that addresses the academic needs of students or an  
745 identified area of professional growth for the classroom  
746 teacher. The department shall identify professional development  
747 opportunities that require the classroom teacher to demonstrate  
748 proficiency in a specific classroom practice. A school district  
749 may coordinate its professional development program with that of  
750 another district, with an educational consortium, or with a  
751 Florida College System institution or university, especially in  
752 preparing and educating personnel. Each district school board  
753 shall make available inservice activities to instructional  
754 personnel of nonpublic schools in the district and the state  
755 certified teachers who are not employed by the district school  
756 board on a fee basis not to exceed the cost of the activity per  
757 all participants.

758 (13) To assist school district planning for required  
759 teacher professional development, by August 1, 2020, the  
760 department shall develop a model annual and 5-year calendar that  
761 incorporates all state-required professional development. No  
762 later than January 1, 2021, school districts shall develop an  
763 annual and a 5-year calendar of professional development for  
764 inclusion in the professional development system approved by the



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765 department pursuant to subsection (4).

766 (14) The department shall develop and maintain a statewide  
767 registry of approved professional development providers and  
768 professional development activities for use by teachers in this  
769 state. The registry is intended to provide educators with high-  
770 quality professional development opportunities in addition to  
771 those offered by an entity specified in subsection (1).

772 (a) Any professional development provider seeking to be  
773 added to the registry must complete an application developed by  
774 the department. Approved providers are responsible for notifying  
775 the department of any changes to the provider or approved  
776 activities using an update form developed by the department. The  
777 approval form must include, but is not limited to, requirements  
778 that the provider specify:

779 1. Compliance with this section.

780 2. The alignment of professional development activities  
781 with professional development standards adopted by the state  
782 board in rule and standards adopted by the National Staff  
783 Development Council.

784 3. Professional development activities offered by the  
785 provider.

786 4. Qualifications of instructors for the professional  
787 development activities to be approved.

788 (b) Providers specified in subsection (1), as well as  
789 providers approved by such entities, are not required to seek  
790 department approval to offer professional development activities  
791 and are not required to be added to the registry. However, such  
792 providers that wish to offer statewide professional development  
793 opportunities may seek department approval and be added to the



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794 registry.

795 (c) Providers approved by the department must maintain  
796 information that includes, but is not limited to, the  
797 professional development activity, date of the activity, hours  
798 of instruction, and instructor, if applicable. The approved  
799 provider must provide such information to each participant.

800 (d) The department shall review the professional  
801 development provider application for compliance with  
802 requirements. The department must inform the provider in writing  
803 within 90 days after submission of an application regarding the  
804 approval or denial of the provider. The approval is valid for a  
805 period not to exceed 5 years, after which the provider must  
806 reapply.

807 1. Each school district shall accept an approved  
808 professional development activity on the registry toward meeting  
809 the requirements of s. 1012.585(3).

810 2. The department shall determine the number of inservice  
811 hours to be awarded for completion of each specified  
812 professional development activity.

813 (15) There is created the Professional Development Choice  
814 Pilot Program to be administered by the department for a period  
815 of 3 years, subject to legislative appropriation. The purpose of  
816 the pilot program is to provide grants to eligible teachers to  
817 select professional learning opportunities that best meet each  
818 teacher's individual needs.

819 (a) A teacher may use a pilot program grant for  
820 professional development approved by a school district or by a  
821 provider approved by the department pursuant to subsection (14).

822 1. Professional development must be aligned with the



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823 standards adopted by the state board in rule and standards  
824 adopted by the National Staff Development Council.

825 2. Training completed under this subsection must comply  
826 with and satisfy the requirements of s. 1012.585(3).

827 3. Professional learning activities may include, but are  
828 not limited to, in-person or online training; travel and  
829 registration for conferences or workshops; college credit  
830 courses; and district professional development certification and  
831 education competency programs.

832 (b) To be eligible for a pilot program grant, an individual  
833 must:

834 1. Hold a professional certificate issued pursuant to s.  
835 1012.56(7)(a);

836 2. Be employed as a classroom teacher, as defined in s.  
837 1012.01(2)(a), excluding substitute teachers, by a district  
838 school board or by a charter school; and

839 3. Apply for a grant in a format determined by the  
840 department. The application must require an applicant to  
841 describe how the professional development activity relates to  
842 and will improve instruction in the classroom.

843 (c) Each classroom teacher eligible under paragraph (b) may  
844 receive a reimbursement for training pursuant to paragraph (a).  
845 The reimbursement for each teacher participating in the pilot  
846 program may not exceed \$500 per school year. Each classroom  
847 teacher is eligible for one grant per school year. The pilot  
848 program grants must be awarded on a first-come, first-served  
849 basis.

850 (d) Each school district shall:

851 1. Review a proposed professional development activity to



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852 determine alignment with district and individual professional  
853 development plans and determine the number of inservice credit  
854 hours to be awarded; and

855 2. Approve any professional development opportunity  
856 included on the department's registry pursuant to subsection  
857 (13).

858 (e) The department shall:

859 1. Maintain a registry of approved providers and  
860 professional development activities pursuant to subsection (14).

861 2. Establish, no later than August 1, 2020, a grant  
862 application form.

863 Section 13. Section 1012.981, Florida Statutes, is created  
864 to read:

865 1012.981 Professional Education Excellence Resources Pilot  
866 Program.—

867 (1) There is established the Professional Education  
868 Excellence Resources (PEER) Pilot Program, administered by the  
869 department, to provide school district flexibility to increase  
870 opportunities for professional learning, collaboration with  
871 teachers and leaders, and teacher leadership.

872 (2) The PEER Pilot Program is established in Clay, Palm  
873 Beach, Pinellas, and Walton Counties.

874 (3) Participating school districts implementing the PEER  
875 Pilot Program may:

876 (a) Extend the contract day or the contract year, or both,  
877 for participating teachers for professional development,  
878 collaboration with colleagues, or instructional coaching. A  
879 participating school district that chooses to extend the  
880 contract day or year must, before the start of the 2020-2021



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881 school year, negotiate with the certified collective bargaining  
882 unit for instructional personnel a memorandum of understanding  
883 that addresses the additional duty hours in a week or duty days  
884 in a school year and additional payments based on the salary  
885 scale of the district to teachers who participate in the pilot  
886 program.

887 (b) Use program funds to:

888 1. Compensate teachers who are assigned to an extended  
889 school day or school year pursuant to paragraph (a).

890 2. Hire additional instructional personnel to provide  
891 teachers with additional planning periods or other release time  
892 to complete professional development, collaborate with  
893 colleagues, or perform other appropriate activities.

894 3. Provide content area specialists to provide support for  
895 teachers' individual needs and professional growth.

896 4. Provide instructional coaches for participating  
897 teachers.

898 5. Provide professional development opportunities.

899 (4) School districts participating in the pilot program  
900 must collaborate with the department, postsecondary educational  
901 institutions, regional education consortia, the University of  
902 Florida Lastinger Center, or other appropriate organizations to  
903 develop high-quality online professional development

904 opportunities accessible to instructional personnel statewide.

905 Such online professional development must:

906 (a) Be self-paced and available to teachers at any time.

907 (b) Align with standards for professional development as  
908 described in state board rule.

909 (c) Protect the private information of participants.





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910 (d) Satisfy requirements for renewal of an educator  
911 certificate.

912 (e) Include online assessments with timely feedback to  
913 evaluate participant learning measured against program goals.

914 (5) Participating school districts may use program funds to  
915 establish a master teacher program. The master teacher program  
916 provides accomplished teachers the opportunity to innovate and  
917 improve classroom practices, facilitate improved professional  
918 development, and improve instructional quality through  
919 collaboration with teachers and leaders. School districts shall  
920 determine the specific roles assigned to a master teacher.

921 (a) Each master teacher program must include, but is not  
922 limited to:

923 1. Providing release time for planning and meeting with  
924 teachers and leaders;

925 2. Additional professional development opportunities, to  
926 include participation in local and national conferences or  
927 payments for college credit courses to increase skills or obtain  
928 a higher university degree; and

929 3. Monetary compensation.

930 (b) School districts may select for the master teacher  
931 program teachers who were rated highly effective in the previous  
932 school year and may determine other selection criteria, which  
933 may include, but are not limited to, information in performance  
934 evaluations, peer reviews, demonstration of content expertise,  
935 principal recommendation, or candidate interviews.

936 (c) Each participating school district must collaborate  
937 with the department and with the University of Florida Lastinger  
938 Center to develop a master teacher academy to support



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939 instructional personnel statewide. The master teacher academy  
940 must:

941 1. Provide recommendations for the selection, training, and  
942 support of district master teachers.

943 2. Create a bank of online professional development tools  
944 that serve as exemplars for instructional best practices. Such  
945 content may include pedagogy, instructional delivery,  
946 professional learning communities, collaboration, personalized  
947 learning, teacher and student or parent conferencing, positive  
948 behavior supports, and using data to improve instruction.

949 3. Provide instructional coaching for school-based leaders  
950 and principal supervisors. The content must focus on providing  
951 teachers with actionable feedback on performance.

952 (6) Each school district participating in the PEER Pilot  
953 Program must annually, by August 1, report to the Governor, the  
954 President of the Senate, the Speaker of the House of  
955 Representatives, and the department on the performance of the  
956 pilot program. Each report must include, but is not limited to:

957 (a) The use of the pilot program funds.

958 (b) The impact of the pilot program on student achievement.

959 (c) The impact of the pilot program on teacher annual  
960 evaluations.

961 (d) The results of satisfaction surveys given to pilot  
962 program participants.

963 (e) Recommendations for continuation of the pilot program  
964 and for scaling the pilot program for statewide implementation.

965 (7) The State Board of Education shall adopt rules to  
966 administer this section.

967 (8) This section shall be implemented only to the extent



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968 specifically funded and authorized by law.

969 Section 14. Pathways in Technology Early College High  
970 School (P-TECH) program.—

971 (1) By December 1, 2020, the Commissioner of Education  
972 shall submit to the Governor, the President of the Senate, the  
973 Speaker of the House of Representatives, the Board of Governors,  
974 and the State Board of Education a report with recommendations  
975 that address the feasibility of implementing the Pathways in  
976 Technology Early College High School (P-TECH) program, or a  
977 similar program, in Florida. The P-TECH program must:

978 (a) Incorporate secondary and postsecondary education with  
979 workforce education and work experience through a flexible 6-  
980 year integrated model.

981 (b) Allow students to earn a high school diploma, an  
982 associate degree, and applicable industry certifications and  
983 gain work experience within 6 years after enrolling in the 9th  
984 grade.

985 (c) Have an open enrollment policy that encourages a  
986 diverse student body, including students from low-income  
987 families and first-generation college students.

988 (d) Support student success through flexible class  
989 scheduling, advising and mentoring components, and other wrap-  
990 around services.

991 (e) Provide seamless articulation with Florida's  
992 postsecondary institutions.

993 (2) The report must, at a minimum, include the following:

994 (a) Timelines for implementing a P-TECH program, or a  
995 similar program, as described in subsection (1), including  
996 courses of study which support program completion in 4 to 6



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997 years and which meet regional workforce demand.

998 (b) A funding model that provides the P-TECH program, or a  
999 similar program, at no cost to students. The funding model may  
1000 incorporate K-12, postsecondary, and workforce funding, grants,  
1001 scholarships, and other funding options.

1002 (c) Partnerships with industries and businesses, which  
1003 include private investment, work-based training, internships,  
1004 and priority placement for job opportunities upon graduation.

1005 (d) Recommendations for modifications, if any, to the  
1006 school and school district accountability requirements of s.  
1007 1008.34, Florida Statutes.

1008 (3) This section shall take effect upon this act becoming a  
1009 law and shall expire on December 1, 2020.

1010 Section 15. Subsection (1) of section 1012.586, Florida  
1011 Statutes, is amended to read:

1012 1012.586 Additions or changes to certificates; duplicate  
1013 certificates.—A school district may process via a Department of  
1014 Education website certificates for the following applications of  
1015 public school employees:

1016 (1) Addition of a subject coverage or endorsement to a  
1017 valid Florida certificate on the basis of the completion of the  
1018 appropriate subject area testing requirements of s.

1019 1012.56(5)(b) ~~s. 1012.56(5)(a)~~ or the completion of the  
1020 requirements of an approved school district program or the  
1021 inservice components for an endorsement.

1022 (a) To reduce duplication, the department may recommend the  
1023 consolidation of endorsement areas and requirements to the State  
1024 Board of Education.

1025 (b) By July 1, 2018, and at least once every 5 years



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1026 thereafter, the department shall conduct a review of existing  
1027 subject coverage or endorsement requirements in the elementary,  
1028 reading, and exceptional student educational areas. The review  
1029 must include reciprocity requirements for out-of-state  
1030 certificates and requirements for demonstrating competency in  
1031 the reading instruction professional development topics listed  
1032 in s. 1012.98(4)(b)11. The review must also consider the award  
1033 of an endorsement to an individual who holds a certificate  
1034 issued by an internationally recognized organization that  
1035 establishes standards for providing evidence-based interventions  
1036 to struggling readers or who completes a postsecondary program  
1037 that is accredited by such organization. Any such certificate or  
1038 program must require an individual who completes the certificate  
1039 or program to demonstrate competence in reading intervention  
1040 strategies through clinical experience. At the conclusion of  
1041 each review, the department shall recommend to the state board  
1042 changes to the subject coverage or endorsement requirements  
1043 based upon any identified instruction or intervention strategies  
1044 proven to improve student reading performance. This paragraph  
1045 does not authorize the state board to establish any new  
1046 certification subject coverage.

1047  
1048         The employing school district shall charge the employee a  
1049 fee not to exceed the amount charged by the Department of  
1050 Education for such services. Each district school board shall  
1051 retain a portion of the fee as defined in the rules of the State  
1052 Board of Education. The portion sent to the department shall be  
1053 used for maintenance of the technology system, the web  
1054 application, and posting and mailing of the certificate.



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1055 Section 16. This act shall take effect July 1, 2020.

1056

1057 ===== T I T L E A M E N D M E N T =====

1058 And the title is amended as follows:

1059 Delete everything before the enacting clause

1060 and insert:

1061 A bill to be entitled

1062 An act relating to education; amending s. 1002.33,  
1063 F.S.; prohibiting sponsors from refusing to receive a  
1064 charter school application submitted during the  
1065 calendar year; authorizing charter schools to limit  
1066 the enrollment process to target certain additional  
1067 student populations; amending s. 1002.394, F.S.;  
1068 revising initial scholarship eligibility criteria for  
1069 the Family Empowerment Scholarship Program, beginning  
1070 with a specified school year; providing that  
1071 participation in certain virtual schools,  
1072 correspondence schools, or distance learning programs  
1073 does not make a student ineligible for a scholarship  
1074 under the program in certain circumstances; requiring,  
1075 rather than authorizing, an annual specified increase  
1076 in the maximum number of students participating in  
1077 such program; amending s. 1002.395, F.S.; revising  
1078 eligibility criteria for the Florida Tax Credit  
1079 Scholarship Program and applying the criteria only to  
1080 initial eligibility; requiring that priority be given  
1081 to students whose household incomes do not exceed a  
1082 specified amount; amending s. 1004.04, F.S.; requiring  
1083 that the rules to establish uniform core curricula for



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1084 each state-approved teacher preparation program  
1085 include evidence-based reading instructional  
1086 strategies and mental health strategies and support;  
1087 requiring state-approved teacher preparation programs  
1088 include opportunities to complete endorsements and  
1089 complete training required of instructional personnel;  
1090 removing admission requirements, and deleting a  
1091 provision allowing teacher preparation programs to  
1092 waive admission requirements for up to 10 percent of  
1093 the students admitted; requiring an assessment of  
1094 student proficiency is employer surveys; amending s.  
1095 1004.85, F.S.; expanding requirements for the  
1096 certification program of a postsecondary educator  
1097 preparation institute to be approved by the Department  
1098 of Education; amending s. 1008.22, F.S.; requiring  
1099 school districts to provide the SAT or ACT to grade 11  
1100 students beginning in a specified school year;  
1101 requiring school districts to choose which assessment  
1102 to administer; amending s. 1011.61, F.S.; providing  
1103 that a certain scholarship award is not subject to the  
1104 maximum value for funding a student under the Florida  
1105 Education Finance Program; amending s. 1011.62, F.S.;  
1106 changing the calculation of full-time equivalent  
1107 student membership for dual enrollment purposes;  
1108 amending s. 1012.56, F.S.; providing that for a  
1109 subject requiring only a baccalaureate degree, a  
1110 baccalaureate degree with a major in the subject area,  
1111 conferred within the last 10 years, is an acceptable  
1112 means of demonstrating mastery of subject area



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1113 knowledge; amending s. 1012.585, F.S.; specifying that  
1114 teachers may earn inservice points only once during a  
1115 certain time period for any mandatory training topic  
1116 not linked to student learning or professional growth;  
1117 amending s. 1012.79, F.S.; directing the Commissioner  
1118 of Education, with the advice and consent of the chair  
1119 of the Education Practices Commission, to appoint an  
1120 executive director who is exempt from career service  
1121 and may be removed by the commissioner; specifying  
1122 that the executive director will have administrative  
1123 duties, as determined by the commissioner; making a  
1124 technical change; amending s. 1012.98, F.S.; requiring  
1125 district school boards to calculate a proportionate  
1126 share of professional development funds for each  
1127 classroom teacher; authorizing classroom teachers to  
1128 use up to a certain amount of such funds for certain  
1129 purposes; requiring the Department of Education to  
1130 identify professional development opportunities for  
1131 classroom teachers to demonstrate proficiency in a  
1132 specific classroom practice; requiring the department  
1133 to create and develop a model annual and 5-year  
1134 calendar of professional development by a specified  
1135 date; requiring school districts to develop annual and  
1136 5-year calendars of professional development for  
1137 inclusion in the department's professional development  
1138 system by a specified date; requiring the department  
1139 to maintain a statewide registry of approved  
1140 professional development providers and professional  
1141 development activities for use by teachers; requiring





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1142 professional development providers to be approved by  
1143 the department; specifying requirements for  
1144 professional development providers; requiring the  
1145 department to review professional development provider  
1146 applications for compliance and to approve or deny an  
1147 application within a certain timeframe; providing for  
1148 provider reapplication; requiring each school district  
1149 to accept an approved professional development  
1150 activity for a certain purpose; requiring the  
1151 department to determine the number of inservice hours  
1152 to be awarded for completion of an activity; creating  
1153 the Professional Development Choice Pilot Program to  
1154 be administered by the department for a specified  
1155 period; providing the pilot program's purpose;  
1156 authorizing the use of pilot program grants for  
1157 specified purposes; providing requirements for the use  
1158 of such grants; providing eligibility requirements for  
1159 receiving pilot program grants; providing requirements  
1160 and limits for grant disbursements; providing certain  
1161 duties of each school district; requiring the  
1162 department to maintain a registry of approved provider  
1163 and professional development activities; requiring the  
1164 department to establish an application form by a  
1165 specified date; creating s. 1012.981, F.S.; creating  
1166 the Professional Education Excellence Resources (PEER)  
1167 Pilot Program in specified counties; authorizing  
1168 school districts implementing the pilot program to  
1169 engage in certain activities; authorizing school  
1170 districts to use program funds for certain purposes;



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1171 requiring school districts participating in the  
1172 program to collaborate with the department and other  
1173 entities to develop high-quality online professional  
1174 development opportunities accessible to instructional  
1175 personnel statewide; providing requirements for such  
1176 professional online development opportunities;  
1177 authorizing participating school districts to use  
1178 program funds to establish a master teacher program;  
1179 providing requirements for the master teacher program;  
1180 requiring participating school districts to  
1181 collaborate with the department and the University of  
1182 Florida Lastinger Center to develop a master teacher  
1183 academy; providing duties for the master teacher  
1184 academy; requiring each school district participating  
1185 in the PEER Pilot Program to report annually to the  
1186 Governor, the Legislature, and the department on the  
1187 performance of the pilot program; requiring the annual  
1188 report to contain certain information; requiring the  
1189 State Board of Education to adopt rules; specifying  
1190 that the pilot program be implemented only to the  
1191 extent specifically funded and authorized by law;  
1192 requiring the Commissioner of Education to submit to  
1193 certain entities by a specified date a report with  
1194 recommendations relating to the implementation of the  
1195 Pathways in Technology Early College High School  
1196 program, or a similar program; providing requirements  
1197 for such program and report; providing for expiration;  
1198 amending s. 1012.586, F.S.; conforming a cross-  
1199 reference; providing an effective date.