

By Senator Cruz

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1 A bill to be entitled
2 An act relating to standard high school diploma award
3 requirements; amending s. 1002.3105, F.S.; conforming
4 a cross-reference; adding a new requirement for the
5 award of a standard high school diploma to
6 Academically Challenging Curriculum to Enhance
7 Learning students; amending s. 1003.4282, F.S.;
8 requiring certain students to submit a Free
9 Application for Federal Student Aid in order to be
10 awarded a standard high school diploma; providing an
11 exception; amending s. 1003.5716, F.S.; conforming a
12 cross-reference; reenacting s. 1003.03(3)(c), F.S.,
13 relating to maximum class size, to incorporate the
14 amendment made to s. 1002.3105, F.S., in a reference
15 thereto; reenacting ss. 1002.20(8), 1003.4281(1),
16 1003.4285(1), 1003.5716(1), and 1011.62(1)(n), F.S.,
17 to incorporate the amendment made to s. 1003.4282,
18 F.S., in references thereto; reenacting ss.
19 409.1451(2)(a), 1002.33(7)(a), 1002.34(4)(g),
20 1002.45(4)(b), 1003.49(1), 1004.935(1), 1006.15(3)(a),
21 1009.531(1)(b), and 1009.893(4), F.S., relating to the
22 Road-to-Independence Program, charter schools, virtual
23 instruction, standard graduation requirements, the
24 Adults with Disabilities Workforce Education Program,
25 standards for participation in extracurricular student
26 activities, the Florida Bright Futures Scholarship
27 program, and the Benacquisto Scholarship Program,
28 respectively, to incorporate the amendments made to
29 ss. 1002.3105 and 1003.4282, F.S., in references

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30 thereto; providing an effective date.

31
32 Be It Enacted by the Legislature of the State of Florida:

33
34 Section 1. Subsection (5) of section 1002.3105, Florida
35 Statutes, is amended to read:

36 1002.3105 Academically Challenging Curriculum to Enhance
37 Learning (ACCEL) options.—

38 (5) AWARD OF A STANDARD HIGH SCHOOL DIPLOMA.—A student who
39 meets the applicable grade 9 cohort graduation requirements of
40 s. 1003.4282(3)(a)-(e) or s. 1003.4282(10)(a)1.-5. ~~s.~~

41 ~~1003.4282(9)(a)1.-5.,~~ (b)1.-5., (c)1.-5., or (d)1.-5., earns
42 three credits in electives, ~~and~~ earns a cumulative grade point
43 average (GPA) of 2.0 on a 4.0 scale, and complies with the Free
44 Application for Federal Student Aid requirement of s.

45 1003.4282(5) shall be awarded a standard high school diploma in
46 a form prescribed by the State Board of Education.

47 Section 2. Present subsections (5) through (12) of section
48 1003.4282, Florida Statutes, are redesignated as subsections (6)
49 through (13), respectively, and a new subsection (5) is added to
50 that section, to read:

51 1003.4282 Requirements for a standard high school diploma.—

52 (5) FREE APPLICATION FOR FEDERAL STUDENT AID REQUIREMENT.—
53 Beginning with students entering grade 9 in the 2022-2023 school
54 year, a student must submit a Free Application for Federal
55 Student Aid in order to be awarded a standard high school
56 diploma. However, a student is exempt from the requirements of
57 this subsection if the student's parent or the student, if such
58 student is 18 years of age or older, submits a letter to the

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59 school district declining to submit the Free Application for
60 Federal Student Aid.

61 Section 3. Paragraph (b) of subsection (2) of section
62 1003.5716, Florida Statutes, is amended to read:

63 1003.5716 Transition to postsecondary education and career
64 opportunities.—All students with disabilities who are 3 years of
65 age to 21 years of age have the right to a free, appropriate
66 public education. As used in this section, the term "IEP" means
67 individual education plan.

68 (2) Beginning not later than the first IEP to be in effect
69 when the student attains the age of 16, or younger if determined
70 appropriate by the parent and the IEP team, the IEP must include
71 the following statements that must be updated annually:

72 (b) A statement of intent to receive a standard high school
73 diploma before the student attains the age of 22 and a
74 description of how the student will fully meet the requirements
75 in s. 1003.4282, including, but not limited to, a portfolio
76 pursuant to s. 1003.4282(11)(b) ~~s. 1003.4282(10)(b)~~ which meets
77 the criteria specified in State Board of Education rule. The IEP
78 must also specify the outcomes and additional benefits expected
79 by the parent and the IEP team at the time of the student's
80 graduation.

81 Section 4. For the purpose of incorporating the amendment
82 made by this act to section 1002.3105, Florida Statutes, in a
83 reference thereto, paragraph (c) of subsection (3) of section
84 1003.03, Florida Statutes, is reenacted to read:

85 1003.03 Maximum class size.—

86 (3) IMPLEMENTATION OPTIONS.—District school boards must
87 consider, but are not limited to, implementing the following

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88 items in order to meet the constitutional class size maximums
89 described in subsection (1):

90 (c)1. Repeal district school board policies that require
91 students to earn more than the 24 credits to graduate from high
92 school.

93 2. Implement the early graduation options provided in ss.
94 1002.3105(5) and 1003.4281.

95 Section 5. For the purpose of incorporating the amendment
96 made by this act to section 1003.4282, Florida Statutes, in a
97 reference thereto, subsection (8) of section 1002.20, Florida
98 Statutes, is reenacted to read:

99 1002.20 K-12 student and parent rights.—Parents of public
100 school students must receive accurate and timely information
101 regarding their child's academic progress and must be informed
102 of ways they can help their child to succeed in school. K-12
103 students and their parents are afforded numerous statutory
104 rights including, but not limited to, the following:

105 (8) STUDENTS WITH DISABILITIES.—Parents of public school
106 students with disabilities and parents of public school students
107 in residential care facilities are entitled to notice and due
108 process in accordance with the provisions of ss. 1003.57 and
109 1003.58. Public school students with disabilities must be
110 provided the opportunity to meet the graduation requirements for
111 a standard high school diploma as set forth in s. 1003.4282 in
112 accordance with the provisions of ss. 1003.57 and 1008.22.

113 Section 6. For the purpose of incorporating the amendment
114 made by this act to section 1003.4282, Florida Statutes, in a
115 reference thereto, subsection (1) of section 1003.4281, Florida
116 Statutes, is reenacted to read:

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117 1003.4281 Early high school graduation.—

118 (1) The purpose of this section is to provide a student the
119 option of early graduation and receipt of a standard high school
120 diploma if the student earns 24 credits and meets the graduation
121 requirements set forth in s. 1003.4282. For purposes of this
122 section, the term "early graduation" means graduation from high
123 school in less than 8 semesters or the equivalent.

124 Section 7. For the purpose of incorporating the amendment
125 made by this act to section 1003.4282, Florida Statutes, in a
126 reference thereto, subsection (1) of section 1003.4285, Florida
127 Statutes, is reenacted to read:

128 1003.4285 Standard high school diploma designations.—

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

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

135 1. Mathematics.—Earn one credit in Algebra II or an equally
136 rigorous course and one credit in statistics or an equally
137 rigorous course. Beginning with students entering grade 9 in the
138 2014-2015 school year, pass the Geometry statewide, standardized
139 assessment.

140 2. Science.—Pass the statewide, standardized Biology I EOC
141 assessment and earn one credit in chemistry or physics and one
142 credit in a course equally rigorous to chemistry or physics.
143 However, a student enrolled in an Advanced Placement (AP),
144 International Baccalaureate (IB), or Advanced International
145 Certificate of Education (AICE) Biology course who takes the

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146 respective AP, IB, or AICE Biology assessment and earns the
147 minimum score necessary to earn college credit as identified
148 pursuant to s. 1007.27(2) meets the requirement of this
149 subparagraph without having to take the statewide, standardized
150 Biology I EOC assessment.

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

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

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

165 (b) *Merit designation*.—In addition to the requirements of
166 s. 1003.4282, in order to earn the Merit designation, a student
167 must attain one or more industry certifications from the list
168 established under s. 1003.492.

169 Section 8. For the purpose of incorporating the amendment
170 made by this act to section 1003.4282, Florida Statutes, in a
171 reference thereto, subsection (1) of section 1003.5716, Florida
172 Statutes, is reenacted to read:

173 1003.5716 Transition to postsecondary education and career
174 opportunities.—All students with disabilities who are 3 years of

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175 age to 21 years of age have the right to a free, appropriate
176 public education. As used in this section, the term "IEP" means
177 individual education plan.

178 (1) To ensure quality planning for a successful transition
179 of a student with a disability to postsecondary education and
180 career opportunities, an IEP team shall begin the process of,
181 and develop an IEP for, identifying the need for transition
182 services before the student with a disability attains the age of
183 14 years in order for his or her postsecondary goals and career
184 goals to be identified and in place when he or she attains the
185 age of 16 years. This process must include, but is not limited
186 to:

187 (a) Consideration of the student's need for instruction in
188 the area of self-determination and self-advocacy to assist the
189 student's active and effective participation in an IEP meeting;
190 and

191 (b) Preparation for the student to graduate from high
192 school with a standard high school diploma pursuant to s.
193 1003.4282 with a Scholar designation unless the parent chooses a
194 Merit designation.

195 Section 9. For the purpose of incorporating the amendment
196 made by this act to section 1003.4282, Florida Statutes, in a
197 reference thereto, paragraph (n) of subsection (1) of section
198 1011.62, Florida Statutes, is reenacted to read:

199 1011.62 Funds for operation of schools.—If the annual
200 allocation from the Florida Education Finance Program to each
201 district for operation of schools is not determined in the
202 annual appropriations act or the substantive bill implementing
203 the annual appropriations act, it shall be determined as

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204 follows:

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

209 (n) *Calculation of additional full-time equivalent*
210 *membership based on college board advanced placement scores of*
211 *students and earning college board advanced placement capstone*
212 *diplomas.*—A value of 0.16 full-time equivalent student
213 membership shall be calculated for each student in each advanced
214 placement course who receives a score of 3 or higher on the
215 College Board Advanced Placement Examination for the prior year
216 and added to the total full-time equivalent student membership
217 in basic programs for grades 9 through 12 in the subsequent
218 fiscal year. A value of 0.3 full-time equivalent student
219 membership shall be calculated for each student who receives a
220 College Board Advanced Placement Capstone Diploma and meets the
221 requirements for a standard high school diploma under s.
222 1003.4282. Such value shall be added to the total full-time
223 equivalent student membership in basic programs for grades 9
224 through 12 in the subsequent fiscal year. Each district must
225 allocate at least 80 percent of the funds provided to the
226 district for advanced placement instruction, in accordance with
227 this paragraph, to the high school that generates the funds. The
228 school district shall distribute to each classroom teacher who
229 provided advanced placement instruction:

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

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233 Advanced Placement Examination.

234 2. An additional bonus of \$500 to each Advanced Placement
235 teacher in a school designated with a grade of "D" or "F" who
236 has at least one student scoring 3 or higher on the College
237 Board Advanced Placement Examination, regardless of the number
238 of classes taught or of the number of students scoring a 3 or
239 higher on the College Board Advanced Placement Examination.

240

241 Bonuses awarded under this paragraph shall be in addition to any
242 regular wage or other bonus the teacher received or is scheduled
243 to receive. For such courses, the teacher shall earn an
244 additional bonus of \$50 for each student who has a qualifying
245 score.

246 Section 10. For the purpose of incorporating the amendments
247 made by this act to sections 1002.3105 and 1003.4282, Florida
248 Statutes, in references thereto, paragraph (a) of subsection (2)
249 of section 409.1451, Florida Statutes, is reenacted to read:

250 409.1451 The Road-to-Independence Program.—

251 (2) POSTSECONDARY EDUCATION SERVICES AND SUPPORT.—

252 (a) A young adult is eligible for services and support
253 under this subsection if he or she:

254 1. Was living in licensed care on his or her 18th birthday
255 or is currently living in licensed care; or was at least 16
256 years of age and was adopted from foster care or placed with a
257 court-approved dependency guardian after spending at least 6
258 months in licensed care within the 12 months immediately
259 preceding such placement or adoption;

260 2. Spent at least 6 months in licensed care before reaching
261 his or her 18th birthday;

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262 3. Earned a standard high school diploma pursuant to s.
263 1002.3105(5), s. 1003.4281, or s. 1003.4282, or its equivalent
264 pursuant to s. 1003.435;

265 4. Has been admitted for enrollment as a full-time student
266 or its equivalent in an eligible postsecondary educational
267 institution as provided in s. 1009.533. For purposes of this
268 section, the term "full-time" means 9 credit hours or the
269 vocational school equivalent. A student may enroll part-time if
270 he or she has a recognized disability or is faced with another
271 challenge or circumstance that would prevent full-time
272 attendance. A student needing to enroll part-time for any reason
273 other than having a recognized disability must get approval from
274 his or her academic advisor;

275 5. Has reached 18 years of age but is not yet 23 years of
276 age;

277 6. Has applied, with assistance from the young adult's
278 caregiver and the community-based lead agency, for any other
279 grants and scholarships for which he or she may qualify;

280 7. Submitted a Free Application for Federal Student Aid
281 which is complete and error free; and

282 8. Signed an agreement to allow the department and the
283 community-based care lead agency access to school records.

284 Section 11. For the purpose of incorporating the amendments
285 made by this act to sections 1002.3105 and 1003.4282, Florida
286 Statutes, in references thereto, paragraph (a) of subsection (7)
287 of section 1002.33, Florida Statutes, is reenacted to read:

288 1002.33 Charter schools.—

289 (7) CHARTER.—The terms and conditions for the operation of
290 a charter school shall be set forth by the sponsor and the

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291 applicant in a written contractual agreement, called a charter.
292 The sponsor and the governing board of the charter school shall
293 use the standard charter contract pursuant to subsection (21),
294 which shall incorporate the approved application and any addenda
295 approved with the application. Any term or condition of a
296 proposed charter contract that differs from the standard charter
297 contract adopted by rule of the State Board of Education shall
298 be presumed a limitation on charter school flexibility. The
299 sponsor may not impose unreasonable rules or regulations that
300 violate the intent of giving charter schools greater flexibility
301 to meet educational goals. The charter shall be signed by the
302 governing board of the charter school and the sponsor, following
303 a public hearing to ensure community input.

304 (a) The charter shall address and criteria for approval of
305 the charter shall be based on:

306 1. The school's mission, the students to be served, and the
307 ages and grades to be included.

308 2. The focus of the curriculum, the instructional methods
309 to be used, any distinctive instructional techniques to be
310 employed, and identification and acquisition of appropriate
311 technologies needed to improve educational and administrative
312 performance which include a means for promoting safe, ethical,
313 and appropriate uses of technology which comply with legal and
314 professional standards.

315 a. The charter shall ensure that reading is a primary focus
316 of the curriculum and that resources are provided to identify
317 and provide specialized instruction for students who are reading
318 below grade level. The curriculum and instructional strategies
319 for reading must be consistent with the Next Generation Sunshine

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320 State Standards and grounded in scientifically based reading
321 research.

322 b. In order to provide students with access to diverse
323 instructional delivery models, to facilitate the integration of
324 technology within traditional classroom instruction, and to
325 provide students with the skills they need to compete in the
326 21st century economy, the Legislature encourages instructional
327 methods for blended learning courses consisting of both
328 traditional classroom and online instructional techniques.
329 Charter schools may implement blended learning courses which
330 combine traditional classroom instruction and virtual
331 instruction. Students in a blended learning course must be full-
332 time students of the charter school pursuant to s.
333 1011.61(1)(a)1. Instructional personnel certified pursuant to s.
334 1012.55 who provide virtual instruction for blended learning
335 courses may be employees of the charter school or may be under
336 contract to provide instructional services to charter school
337 students. At a minimum, such instructional personnel must hold
338 an active state or school district adjunct certification under
339 s. 1012.57 for the subject area of the blended learning course.
340 The funding and performance accountability requirements for
341 blended learning courses are the same as those for traditional
342 courses.

343 3. The current incoming baseline standard of student
344 academic achievement, the outcomes to be achieved, and the
345 method of measurement that will be used. The criteria listed in
346 this subparagraph shall include a detailed description of:

347 a. How the baseline student academic achievement levels and
348 prior rates of academic progress will be established.

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349 b. How these baseline rates will be compared to rates of
350 academic progress achieved by these same students while
351 attending the charter school.

352 c. To the extent possible, how these rates of progress will
353 be evaluated and compared with rates of progress of other
354 closely comparable student populations.

355

356 The district school board is required to provide academic
357 student performance data to charter schools for each of their
358 students coming from the district school system, as well as
359 rates of academic progress of comparable student populations in
360 the district school system.

361 4. The methods used to identify the educational strengths
362 and needs of students and how well educational goals and
363 performance standards are met by students attending the charter
364 school. The methods shall provide a means for the charter school
365 to ensure accountability to its constituents by analyzing
366 student performance data and by evaluating the effectiveness and
367 efficiency of its major educational programs. Students in
368 charter schools shall, at a minimum, participate in the
369 statewide assessment program created under s. 1008.22.

370 5. In secondary charter schools, a method for determining
371 that a student has satisfied the requirements for graduation in
372 s. 1002.3105(5), s. 1003.4281, or s. 1003.4282.

373 6. A method for resolving conflicts between the governing
374 board of the charter school and the sponsor.

375 7. The admissions procedures and dismissal procedures,
376 including the school's code of student conduct. Admission or
377 dismissal must not be based on a student's academic performance.

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378 8. The ways by which the school will achieve a
379 racial/ethnic balance reflective of the community it serves or
380 within the racial/ethnic range of other public schools in the
381 same school district.

382 9. The financial and administrative management of the
383 school, including a reasonable demonstration of the professional
384 experience or competence of those individuals or organizations
385 applying to operate the charter school or those hired or
386 retained to perform such professional services and the
387 description of clearly delineated responsibilities and the
388 policies and practices needed to effectively manage the charter
389 school. A description of internal audit procedures and
390 establishment of controls to ensure that financial resources are
391 properly managed must be included. Both public sector and
392 private sector professional experience shall be equally valid in
393 such a consideration.

394 10. The asset and liability projections required in the
395 application which are incorporated into the charter and shall be
396 compared with information provided in the annual report of the
397 charter school.

398 11. A description of procedures that identify various risks
399 and provide for a comprehensive approach to reduce the impact of
400 losses; plans to ensure the safety and security of students and
401 staff; plans to identify, minimize, and protect others from
402 violent or disruptive student behavior; and the manner in which
403 the school will be insured, including whether or not the school
404 will be required to have liability insurance, and, if so, the
405 terms and conditions thereof and the amounts of coverage.

406 12. The term of the charter which shall provide for

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407 cancellation of the charter if insufficient progress has been
408 made in attaining the student achievement objectives of the
409 charter and if it is not likely that such objectives can be
410 achieved before expiration of the charter. The initial term of a
411 charter shall be for 5 years, excluding 2 planning years. In
412 order to facilitate access to long-term financial resources for
413 charter school construction, charter schools that are operated
414 by a municipality or other public entity as provided by law are
415 eligible for up to a 15-year charter, subject to approval by the
416 district school board. A charter lab school is eligible for a
417 charter for a term of up to 15 years. In addition, to facilitate
418 access to long-term financial resources for charter school
419 construction, charter schools that are operated by a private,
420 not-for-profit, s. 501(c)(3) status corporation are eligible for
421 up to a 15-year charter, subject to approval by the district
422 school board. Such long-term charters remain subject to annual
423 review and may be terminated during the term of the charter, but
424 only according to the provisions set forth in subsection (8).

425 13. The facilities to be used and their location. The
426 sponsor may not require a charter school to have a certificate
427 of occupancy or a temporary certificate of occupancy for such a
428 facility earlier than 15 calendar days before the first day of
429 school.

430 14. The qualifications to be required of the teachers and
431 the potential strategies used to recruit, hire, train, and
432 retain qualified staff to achieve best value.

433 15. The governance structure of the school, including the
434 status of the charter school as a public or private employer as
435 required in paragraph (12)(i).

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436 16. A timetable for implementing the charter which
437 addresses the implementation of each element thereof and the
438 date by which the charter shall be awarded in order to meet this
439 timetable.

440 17. In the case of an existing public school that is being
441 converted to charter status, alternative arrangements for
442 current students who choose not to attend the charter school and
443 for current teachers who choose not to teach in the charter
444 school after conversion in accordance with the existing
445 collective bargaining agreement or district school board rule in
446 the absence of a collective bargaining agreement. However,
447 alternative arrangements shall not be required for current
448 teachers who choose not to teach in a charter lab school, except
449 as authorized by the employment policies of the state university
450 which grants the charter to the lab school.

451 18. Full disclosure of the identity of all relatives
452 employed by the charter school who are related to the charter
453 school owner, president, chairperson of the governing board of
454 directors, superintendent, governing board member, principal,
455 assistant principal, or any other person employed by the charter
456 school who has equivalent decisionmaking authority. For the
457 purpose of this subparagraph, the term "relative" means father,
458 mother, son, daughter, brother, sister, uncle, aunt, first
459 cousin, nephew, niece, husband, wife, father-in-law, mother-in-
460 law, son-in-law, daughter-in-law, brother-in-law, sister-in-law,
461 stepfather, stepmother, stepson, stepdaughter, stepbrother,
462 stepsister, half brother, or half sister.

463 19. Implementation of the activities authorized under s.
464 1002.331 by the charter school when it satisfies the eligibility

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465 requirements for a high-performing charter school. A high-
466 performing charter school shall notify its sponsor in writing by
467 March 1 if it intends to increase enrollment or expand grade
468 levels the following school year. The written notice shall
469 specify the amount of the enrollment increase and the grade
470 levels that will be added, as applicable.

471 Section 12. For the purpose of incorporating the amendments
472 made by this act to sections 1002.3105 and 1003.4282, Florida
473 Statutes, in references thereto, paragraph (g) of subsection (4)
474 of section 1002.34, Florida Statutes, is reenacted to read:

475 1002.34 Charter technical career centers.—

476 (4) CHARTER.—A sponsor may designate centers as provided in
477 this section. An application to establish a center may be
478 submitted by a sponsor or another organization that is
479 determined, by rule of the State Board of Education, to be
480 appropriate. However, an independent school is not eligible for
481 status as a center. The charter must be signed by the governing
482 body of the center and the sponsor and must be approved by the
483 district school board and Florida College System institution
484 board of trustees in whose geographic region the facility is
485 located. If a charter technical career center is established by
486 the conversion to charter status of a public technical center
487 formerly governed by a district school board, the charter status
488 of that center takes precedence in any question of governance.
489 The governance of the center or of any program within the center
490 remains with its board of directors unless the board agrees to a
491 change in governance or its charter is revoked as provided in
492 subsection (15). Such a conversion charter technical career
493 center is not affected by a change in the governance of public

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494 technical centers or of programs within other centers that are
495 or have been governed by district school boards. A charter
496 technical career center, or any program within such a center,
497 that was governed by a district school board and transferred to
498 a Florida College System institution prior to the effective date
499 of this act is not affected by this provision. An applicant who
500 wishes to establish a center must submit to the district school
501 board or Florida College System institution board of trustees,
502 or a consortium of one or more of each, an application on a form
503 developed by the Department of Education which includes:

504 (g) A method for determining whether a student has
505 satisfied the requirements for graduation specified in s.
506 1002.3105(5), s. 1003.4281, or s. 1003.4282 and for completion
507 of a postsecondary certificate or degree.

508
509 Students at a center must meet the same testing and academic
510 performance standards as those established by law and rule for
511 students at public schools and public technical centers. The
512 students must also meet any additional assessment indicators
513 that are included within the charter approved by the district
514 school board or Florida College System institution board of
515 trustees.

516 Section 13. For the purpose of incorporating the amendments
517 made by this act to sections 1002.3105 and 1003.4282, Florida
518 Statutes, in references thereto, paragraph (b) of subsection (4)
519 of section 1002.45, Florida Statutes, is reenacted to read:

520 1002.45 Virtual instruction programs.—

521 (4) CONTRACT REQUIREMENTS.—Each contract with an approved
522 provider must at minimum:

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523 (b) Provide a method for determining that a student has
524 satisfied the requirements for graduation in s. 1002.3105(5), s.
525 1003.4281, or s. 1003.4282 if the contract is for the provision
526 of a full-time virtual instruction program to students in grades
527 9 through 12.

528 Section 14. For the purpose of incorporating the amendments
529 made by this act to sections 1002.3105 and 1003.4282, Florida
530 Statutes, in references thereto, subsection (1) of section
531 1003.49, Florida Statutes, is reenacted to read:

532 1003.49 Graduation and promotion requirements for publicly
533 operated schools.—

534 (1) Each state or local public agency, including the
535 Department of Children and Families, the Department of
536 Corrections, the boards of trustees of universities and Florida
537 College System institutions, and the Board of Trustees of the
538 Florida School for the Deaf and the Blind, which agency is
539 authorized to operate educational programs for students at any
540 level of grades kindergarten through 12, shall be subject to all
541 applicable requirements of ss. 1002.3105(5), 1003.4281,
542 1003.4282, 1008.23, and 1008.25. Within the content of these
543 cited statutes each such state or local public agency or entity
544 shall be considered a "district school board."

545 Section 15. For the purpose of incorporating the amendments
546 made by this act to sections 1002.3105 and 1003.4282, Florida
547 Statutes, in references thereto, subsection (1) of section
548 1004.935, Florida Statutes, is reenacted to read:

549 1004.935 Adults with Disabilities Workforce Education
550 Program.—

551 (1) The Adults with Disabilities Workforce Education

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552 Program is established in the Department of Education in Hardee,
553 DeSoto, Manatee, and Sarasota Counties to provide the option of
554 receiving a scholarship for instruction at private schools for
555 up to 30 students who:

556 (a) Have a disability;

557 (b) Are 22 years of age;

558 (c) Are receiving instruction from an instructor in a
559 private school to meet the high school graduation requirements
560 in s. 1002.3105(5) or s. 1003.4282;

561 (d) Do not have a standard high school diploma or a special
562 high school diploma; and

563 (e) Receive "supported employment services," which means
564 employment that is located or provided in an integrated work
565 setting with earnings paid on a commensurate wage basis and for
566 which continued support is needed for job maintenance.

567

568 As used in this section, the term "student with a disability"
569 includes a student who is documented as having an intellectual
570 disability; a speech impairment; a language impairment; a
571 hearing impairment, including deafness; a visual impairment,
572 including blindness; a dual sensory impairment; an orthopedic
573 impairment; another health impairment; an emotional or
574 behavioral disability; a specific learning disability,
575 including, but not limited to, dyslexia, dyscalculia, or
576 developmental aphasia; a traumatic brain injury; a developmental
577 delay; or autism spectrum disorder.

578 Section 16. For the purpose of incorporating the amendments
579 made by this act to sections 1002.3105 and 1003.4282, Florida
580 Statutes, in references thereto, paragraph (a) of subsection (3)

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581 of section 1006.15, Florida Statutes, is reenacted to read:

582 1006.15 Student standards for participation in
583 interscholastic and intrascholastic extracurricular student
584 activities; regulation.—

585 (3) (a) As used in this section and s. 1006.20, the term
586 “eligible to participate” includes, but is not limited to, a
587 student participating in tryouts, off-season conditioning,
588 summer workouts, preseason conditioning, in-season practice, or
589 contests. The term does not mean that a student must be placed
590 on any specific team for interscholastic or intrascholastic
591 extracurricular activities. To be eligible to participate in
592 interscholastic extracurricular student activities, a student
593 must:

594 1. Maintain a grade point average of 2.0 or above on a 4.0
595 scale, or its equivalent, in the previous semester or a
596 cumulative grade point average of 2.0 or above on a 4.0 scale,
597 or its equivalent, in the courses required by s. 1002.3105(5) or
598 s. 1003.4282.

599 2. Execute and fulfill the requirements of an academic
600 performance contract between the student, the district school
601 board, the appropriate governing association, and the student’s
602 parents, if the student’s cumulative grade point average falls
603 below 2.0, or its equivalent, on a 4.0 scale in the courses
604 required by s. 1002.3105(5) or s. 1003.4282. At a minimum, the
605 contract must require that the student attend summer school, or
606 its graded equivalent, between grades 9 and 10 or grades 10 and
607 11, as necessary.

608 3. Have a cumulative grade point average of 2.0 or above on
609 a 4.0 scale, or its equivalent, in the courses required by s.

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610 1002.3105(5) or s. 1003.4282 during his or her junior or senior
611 year.

612 4. Maintain satisfactory conduct, including adherence to
613 appropriate dress and other codes of student conduct policies
614 described in s. 1006.07(2). If a student is convicted of, or is
615 found to have committed, a felony or a delinquent act that would
616 have been a felony if committed by an adult, regardless of
617 whether adjudication is withheld, the student's participation in
618 interscholastic extracurricular activities is contingent upon
619 established and published district school board policy.

620 Section 17. For the purpose of incorporating the amendments
621 made by this act to sections 1002.3105 and 1003.4282, Florida
622 Statutes, in references thereto, paragraph (b) of subsection (1)
623 of section 1009.531, Florida Statutes, is reenacted to read:

624 1009.531 Florida Bright Futures Scholarship Program;
625 student eligibility requirements for initial awards.-

626 (1) In order to be eligible for an initial award from any
627 of the scholarships under the Florida Bright Futures Scholarship
628 Program, a student must:

629 (b) Earn a standard Florida high school diploma pursuant to
630 s. 1002.3105(5), s. 1003.4281, or s. 1003.4282 or a high school
631 equivalency diploma pursuant to s. 1003.435 unless:

632 1. The student completes a home education program according
633 to s. 1002.41;

634 2. The student earns a high school diploma from a non-
635 Florida school while living with a parent or guardian who is on
636 military or public service assignment away from Florida; or

637 3. The student earns a high school diploma from a Florida
638 private school operating pursuant to s. 1002.42.

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639 Section 18. For the purpose of incorporating the amendments
640 made by this act to sections 1002.3105 and 1003.4282, Florida
641 Statutes, in references thereto, subsection (4) of section
642 1009.893, Florida Statutes, is reenacted to read:

643 1009.893 Benacquisto Scholarship Program.—

644 (4) In order to be eligible for an initial award under the
645 scholarship program, a student must meet the requirements of
646 paragraph (a) or paragraph (b).

647 (a) A student who is a resident of this state, as
648 determined in s. 1009.40 and rules of the State Board of
649 Education, must:

650 1. Earn a standard Florida high school diploma or its
651 equivalent pursuant to s. 1002.3105, s. 1003.4281, s. 1003.4282,
652 or s. 1003.435 unless:

653 a. The student completes a home education program according
654 to s. 1002.41; or

655 b. The student earns a high school diploma from a non-
656 Florida school while living with a parent who is on military or
657 public service assignment out of this state;

658 2. Be accepted by and enroll in a Florida public or
659 independent postsecondary educational institution that is
660 regionally accredited; and

661 3. Be enrolled full-time in a baccalaureate degree program
662 at an eligible regionally accredited Florida public or
663 independent postsecondary educational institution during the
664 fall academic term following high school graduation.

665 (b) A student who initially enrolls in a baccalaureate
666 degree program in the 2018-2019 academic year or later and who
667 is not a resident of this state, as determined in s. 1009.40 and

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668 rules of the State Board of Education, must:

669 1. Physically reside in this state on or near the campus of
670 the postsecondary educational institution in which the student
671 is enrolled;

672 2. Earn a high school diploma from a school outside Florida
673 which is comparable to a standard Florida high school diploma or
674 its equivalent pursuant to s. 1002.3105, s. 1003.4281, s.
675 1003.4282, or s. 1003.435 or must complete a home education
676 program in another state; and

677 3. Be accepted by and enrolled full-time in a baccalaureate
678 degree program at an eligible regionally accredited Florida
679 public or independent postsecondary educational institution
680 during the fall academic term following high school graduation.

681 Section 19. This act shall take effect July 1, 2021.