

By the Committee on Fiscal Policy; the Appropriations Committee on Education; and Senator Avila

594-04282-23

20231430c2

1 A bill to be entitled
2 An act relating to education; amending s. 1002.20,
3 F.S.; requiring school districts to annually review
4 and confirm that specified information is accurate and
5 up to date; requiring school districts to send a
6 notification to parents under certain circumstances;
7 authorizing students to possess and use certain
8 medication while on school property or at a school-
9 sponsored events; amending s. 1002.33, F.S.; providing
10 clarifying language relating to admission and
11 dismissal procedures for charter schools; amending s.
12 1002.42, F.S.; conforming a cross-reference; creating
13 s. 1003.07, F.S.; creating the Year-round School Pilot
14 Program for a period of 4 school years beginning with
15 a specified school year; providing the purpose of the
16 program; providing for an application process for
17 participation in the program; requiring the
18 Commissioner of Education to select a certain number
19 of school districts to participate in the program;
20 providing requirements for participating school
21 districts; requiring the commissioner to submit a
22 report to the Governor and Legislature; providing
23 requirements for such report; authorizing the State
24 Board of Education to adopt rules; amending s.
25 1003.42, F.S.; requiring the history of Asian
26 Americans and Pacific Islanders to be included in
27 specified instruction; providing requirements for such
28 instruction; amending s. 1003.4282, F.S.; revising a
29 graduation requirement for certain students; amending

594-04282-23

20231430c2

30 s. 1004.04, F.S.; revising the core curricula for
31 certain teacher preparation programs; amending s.
32 1004.85, F.S.; revising terminology; deleting a
33 requirement that certain certification programs be
34 previously approved by the Department of Education;
35 revising requirements for certain competency-based
36 programs, certain teacher preparation field
37 experience, and participants in certain teacher
38 preparation programs; requiring the State Board of
39 Education to adopt specified rules relating to the
40 continued approval of certain teacher preparation
41 programs rather than by a determination of the
42 Commissioner of Education; amending s. 1005.04, F.S.;
43 requiring certain institutions to include specified
44 information relating to student fees and costs in a
45 disclosure to prospective students; requiring certain
46 institutions to provide information affirmatively
47 demonstrating compliance with fair consumer practice
48 requirements; creating s. 1005.11, F.S.; requiring the
49 Commission for Independent Education to annually
50 prepare an accountability report by a specified date;
51 providing requirements for such report; requiring
52 licensed institutions to annually provide certain data
53 to the commission by a specified date; providing
54 requirements for the determination of a specified
55 rate; requiring the commission to establish a common
56 set of data definitions; requiring the commission to
57 impose administrative fines for an institution that
58 fails to timely submit the data; providing

594-04282-23

20231430c2

59 requirements for such fines; providing authority for
60 the commission to require certain data reporting by
61 certain institutions; amending s. 1005.22, F.S.;
62 revising the powers and duties of the commission;
63 amending s. 1005.31, F.S.; revising the commission's
64 evaluation standards for licensure of an institution;
65 authorizing the commission to prohibit the enrollment
66 of new students in, or limit the number of students in
67 a program at, a licensed institution under certain
68 circumstances; authorizing the commission to take
69 specified actions relating to licensed institutions;
70 authorizing the commission to establish certain
71 benchmarks by rule; providing for the designation of
72 certain licensed institutions as high performing;
73 creating s. 1005.335, F.S.; requiring all programs at
74 licensed institutions to be disclosed to the
75 commission; requiring institutions to receive
76 institutional accreditation prior to obtaining
77 licensure for prelicensure professional nursing
78 programs; requiring the commission to adopt rules;
79 amending s. 1006.09, F.S.; providing requirements for
80 searches of students' personal belongings; amending s.
81 1006.13, F.S.; creating a rebuttable presumption for
82 certain disciplinary actions; amending s. 1006.148,
83 F.S.; conforming a cross-reference; amending s.
84 1007.27, F.S.; revising the articulated acceleration
85 mechanisms available to certain students; requiring
86 the state board and Board of Governors to identify
87 Florida College System institutions and state

594-04282-23

20231430c2

88 universities to develop certain courses and provide
89 specified training; requiring the department to take
90 specified actions relating to certain courses;
91 authorizing the department to partner with specified
92 organizations to develop certain assessments;
93 providing for the award of credit to certain students;
94 requiring the department to provide a report to the
95 Legislature by a specified date; providing
96 requirements for such report; amending s. 1007.271,
97 F.S.; requiring dual enrollment courses to be age and
98 developmentally appropriate; amending s. 1007.35,
99 F.S.; revising the responsibilities of the Florida
100 Partnership for Minority and Underrepresented Student
101 Achievement; conforming provisions to changes made by
102 the act; amending s. 1008.22, F.S.; authorizing school
103 districts to select the Classic Learning Test for an
104 annual districtwide administration for certain
105 students; amending s. 1008.34, F.S.; revising the
106 calculation of school grades for certain schools;
107 amending s. 1009.531, F.S.; revising the list of
108 courses that receive additional weights for the
109 purpose of calculating students' grade point averages
110 when determining initial eligibility for a Florida
111 Bright Futures Scholarship; authorizing students to
112 earn a concordant score on the Classic Learning Test
113 to meet the initial eligibility requirements for the
114 Florida Bright Futures Scholarship Program; amending
115 ss. 1009.534, 1009.535, and 1009.536, F.S.;

116 authorizing students to use a combination of volunteer

594-04282-23

20231430c2

117 service hours and paid work hours to meet certain
118 program eligibility requirements; providing that paid
119 work hours completed on or after a specified date
120 shall be used to meet certain program eligibility
121 requirements; amending s. 1012.22, F.S.; authorizing
122 district school boards to review and reappoint certain
123 staff; amending s. 1012.34, F.S.; providing that
124 school administrators are not precluded from taking
125 specified actions; amending s. 1012.56, F.S.; revising
126 requirements for a person seeking an educator
127 certification; revising criteria for the award of a
128 temporary certificate; revising the validity period
129 for certain temporary certificates; deleting
130 provisions relating to the department's ability to
131 extend the validity period of certain temporary
132 certificates; revising the requirements for the
133 approval and administration of such programs;
134 establishing professional education competency
135 programs; requiring school districts to develop and
136 maintain such a program; authorizing private schools
137 and state-supported schools to develop and maintain
138 such a program; amending s. 1012.57, F.S.; authorizing
139 charter school governing boards to issue adjunct
140 teaching certificates; requiring a charter school to
141 post specified requirements on its website and
142 annually report specified information relating to
143 adjunct teaching certificates to the Department of
144 Education; conforming a cross-reference; amending s.
145 1012.575, F.S.; conforming a cross-reference; amending

594-04282-23

20231430c2

146 s. 1012.585, F.S.; requiring certain applicants for
147 the renewal of a professional certificate to earn
148 specified college credit or inservice points;
149 providing requirements for such credit or points;
150 amending s. 1012.586, F.S.; conforming a cross-
151 reference; amending s. 1012.98, F.S.; defining the
152 term "professional learning"; prohibiting specified
153 meetings from being considered professional learning
154 and eligible for inservice points; providing and
155 revising requirements for certain professional
156 learning activities; revising department and school
157 district duties relating to such activities; providing
158 requirements for entities contracted with to provide
159 professional learning services and inservice education
160 for school districts; conforming a cross-reference and
161 provisions to changes made by the act; amending s.
162 1012.986, F.S.; renaming the "William Cecil Golden
163 Professional Development Program for School Leaders"
164 as the "William Cecil Golden Professional Learning
165 Program for School Leaders"; revising the goal of the
166 program; amending s. 1013.62, F.S.; revising the
167 charter school eligibility criteria for capital outlay
168 funding; amending s. 1014.05, F.S.; conforming cross-
169 references; authorizing certain students to meet
170 specified assessment graduation requirements by
171 earning specified concordant passing scores on
172 specified assessments; providing for the future
173 expiration of such provisions; providing a directive
174 to the Division of Law Revision; providing effective

594-04282-23

20231430c2

175 dates.

176
177 Be It Enacted by the Legislature of the State of Florida:

178
179 Section 1. Paragraph (d) of subsection (3) of section
180 1002.20, Florida Statutes, is amended, and paragraph (p) is
181 added to that subsection, to read:

182 1002.20 K-12 student and parent rights.—Parents of public
183 school students must receive accurate and timely information
184 regarding their child's academic progress and must be informed
185 of ways they can help their child to succeed in school. K-12
186 students and their parents are afforded numerous statutory
187 rights including, but not limited to, the following:

188 (3) HEALTH ISSUES.—

189 (d) *Reproductive health and disease education.*—A public
190 school student whose parent makes written request to the school
191 principal shall be exempted from the teaching of reproductive
192 health or any disease, including HIV/AIDS, in accordance with s.
193 1003.42(5).

194 1. Each school district shall, on the district's website
195 homepage, notify parents of this right and the process to
196 request an exemption. The homepage must include a link for a
197 student's parent to access and review the instructional
198 materials, as defined in s. 1006.29(2), used to teach the
199 curriculum.

200 2. Each school district shall annually review and confirm
201 that the information provided on the district's website homepage
202 under subparagraph 1. is accurate and up to date and shall
203 notify parents by physical or electronic means any time

594-04282-23

20231430c2

204 revisions are made to such information.

205 (p) Student use of medication.—A student may possess and
206 use a medication to relieve headaches while on school property
207 or at a school-sponsored event or activity without a physician's
208 note or prescription if the medication is regulated by the
209 United States Food and Drug Administration for over-the-counter
210 use to treat headaches.

211 Section 2. Paragraph (a) of subsection (7) of section
212 1002.33, Florida Statutes, is amended to read:

213 1002.33 Charter schools.—

214 (7) CHARTER.—The terms and conditions for the operation of
215 a charter school, including a virtual charter school, shall be
216 set forth by the sponsor and the applicant in a written
217 contractual agreement, called a charter. The sponsor and the
218 governing board of the charter school or virtual charter school
219 shall use the standard charter contract or standard virtual
220 charter contract, respectively, pursuant to subsection (21),
221 which shall incorporate the approved application and any addenda
222 approved with the application. Any term or condition of a
223 proposed charter contract or proposed virtual charter contract
224 that differs from the standard charter or virtual charter
225 contract adopted by rule of the State Board of Education shall
226 be presumed a limitation on charter school flexibility. The
227 sponsor may not impose unreasonable rules or regulations that
228 violate the intent of giving charter schools greater flexibility
229 to meet educational goals. The charter shall be signed by the
230 governing board of the charter school and the sponsor, following
231 a public hearing to ensure community input.

232 (a) The charter shall address and criteria for approval of

594-04282-23

20231430c2

233 the charter shall be based on:

234 1. The school's mission, the types of students to be
235 served, and, for a virtual charter school, the types of students
236 the school intends to serve who reside outside of the sponsoring
237 school district, and the ages and grades to be included.

238 2. The focus of the curriculum, the instructional methods
239 to be used, any distinctive instructional techniques to be
240 employed, and identification and acquisition of appropriate
241 technologies needed to improve educational and administrative
242 performance which include a means for promoting safe, ethical,
243 and appropriate uses of technology which comply with legal and
244 professional standards.

245 a. The charter shall ensure that reading is a primary focus
246 of the curriculum and that resources are provided to identify
247 and provide specialized instruction for students who are reading
248 below grade level. The curriculum and instructional strategies
249 for reading must be consistent with the Next Generation Sunshine
250 State Standards and grounded in scientifically based reading
251 research.

252 b. In order to provide students with access to diverse
253 instructional delivery models, to facilitate the integration of
254 technology within traditional classroom instruction, and to
255 provide students with the skills they need to compete in the
256 21st century economy, the Legislature encourages instructional
257 methods for blended learning courses consisting of both
258 traditional classroom and online instructional techniques.
259 Charter schools may implement blended learning courses which
260 combine traditional classroom instruction and virtual
261 instruction. Students in a blended learning course must be full-

594-04282-23

20231430c2

262 time students of the charter school pursuant to s.
263 1011.61(1)(a)1. Instructional personnel certified pursuant to s.
264 1012.55 who provide virtual instruction for blended learning
265 courses may be employees of the charter school or may be under
266 contract to provide instructional services to charter school
267 students. At a minimum, such instructional personnel must hold
268 an active state or school district adjunct certification under
269 s. 1012.57 for the subject area of the blended learning course.
270 The funding and performance accountability requirements for
271 blended learning courses are the same as those for traditional
272 courses.

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

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

279 b. How these baseline rates will be compared to rates of
280 academic progress achieved by these same students while
281 attending the charter school.

282 c. To the extent possible, how these rates of progress will
283 be evaluated and compared with rates of progress of other
284 closely comparable student populations.

285

286 A district school board is required to provide academic student
287 performance data to charter schools for each of their students
288 coming from the district school system, as well as rates of
289 academic progress of comparable student populations in the
290 district school system.

594-04282-23

20231430c2

291 4. The methods used to identify the educational strengths
292 and needs of students and how well educational goals and
293 performance standards are met by students attending the charter
294 school. The methods shall provide a means for the charter school
295 to ensure accountability to its constituents by analyzing
296 student performance data and by evaluating the effectiveness and
297 efficiency of its major educational programs. Students in
298 charter schools shall, at a minimum, participate in the
299 statewide assessment program created under s. 1008.22.

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

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

305 7. The admissions procedures and dismissal procedures,
306 including the school's code of student conduct. Admission or
307 dismissal must not be based on a student's academic performance,
308 except as authorized under subparagraph (10)(e)5.

309 8. The ways by which the school will achieve a
310 racial/ethnic balance reflective of the community it serves or
311 within the racial/ethnic range of other nearby public schools or
312 school districts.

313 9. The financial and administrative management of the
314 school, including a reasonable demonstration of the professional
315 experience or competence of those individuals or organizations
316 applying to operate the charter school or those hired or
317 retained to perform such professional services and the
318 description of clearly delineated responsibilities and the
319 policies and practices needed to effectively manage the charter

594-04282-23

20231430c2

320 school. A description of internal audit procedures and
321 establishment of controls to ensure that financial resources are
322 properly managed must be included. Both public sector and
323 private sector professional experience shall be equally valid in
324 such a consideration.

325 10. The asset and liability projections required in the
326 application which are incorporated into the charter and shall be
327 compared with information provided in the annual report of the
328 charter school.

329 11. A description of procedures that identify various risks
330 and provide for a comprehensive approach to reduce the impact of
331 losses; plans to ensure the safety and security of students and
332 staff; plans to identify, minimize, and protect others from
333 violent or disruptive student behavior; and the manner in which
334 the school will be insured, including whether or not the school
335 will be required to have liability insurance, and, if so, the
336 terms and conditions thereof and the amounts of coverage.

337 12. The term of the charter which shall provide for
338 cancellation of the charter if insufficient progress has been
339 made in attaining the student achievement objectives of the
340 charter and if it is not likely that such objectives can be
341 achieved before expiration of the charter. The initial term of a
342 charter shall be for 5 years, excluding 2 planning years. In
343 order to facilitate access to long-term financial resources for
344 charter school construction, charter schools that are operated
345 by a municipality or other public entity as provided by law are
346 eligible for up to a 15-year charter, subject to approval by the
347 sponsor. A charter lab school is eligible for a charter for a
348 term of up to 15 years. In addition, to facilitate access to

594-04282-23

20231430c2

349 long-term financial resources for charter school construction,
350 charter schools that are operated by a private, not-for-profit,
351 s. 501(c)(3) status corporation are eligible for up to a 15-year
352 charter, subject to approval by the sponsor. Such long-term
353 charters remain subject to annual review and may be terminated
354 during the term of the charter, but only according to the
355 provisions set forth in subsection (8).

356 13. The facilities to be used and their location. The
357 sponsor may not require a charter school to have a certificate
358 of occupancy or a temporary certificate of occupancy for such a
359 facility earlier than 15 calendar days before the first day of
360 school.

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

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

367 16. A timetable for implementing the charter which
368 addresses the implementation of each element thereof and the
369 date by which the charter shall be awarded in order to meet this
370 timetable.

371 17. In the case of an existing public school that is being
372 converted to charter status, alternative arrangements for
373 current students who choose not to attend the charter school and
374 for current teachers who choose not to teach in the charter
375 school after conversion in accordance with the existing
376 collective bargaining agreement or district school board rule in
377 the absence of a collective bargaining agreement. However,

594-04282-23

20231430c2

378 alternative arrangements shall not be required for current
379 teachers who choose not to teach in a charter lab school, except
380 as authorized by the employment policies of the state university
381 which grants the charter to the lab school.

382 18. Full disclosure of the identity of all relatives
383 employed by the charter school who are related to the charter
384 school owner, president, chairperson of the governing board of
385 directors, superintendent, governing board member, principal,
386 assistant principal, or any other person employed by the charter
387 school who has equivalent decisionmaking authority. For the
388 purpose of this subparagraph, the term "relative" means father,
389 mother, son, daughter, brother, sister, uncle, aunt, first
390 cousin, nephew, niece, husband, wife, father-in-law, mother-in-
391 law, son-in-law, daughter-in-law, brother-in-law, sister-in-law,
392 stepfather, stepmother, stepson, stepdaughter, stepbrother,
393 stepsister, half brother, or half sister.

394 19. Implementation of the activities authorized under s.
395 1002.331 by the charter school when it satisfies the eligibility
396 requirements for a high-performing charter school. A high-
397 performing charter school shall notify its sponsor in writing by
398 March 1 if it intends to increase enrollment or expand grade
399 levels the following school year. The written notice shall
400 specify the amount of the enrollment increase and the grade
401 levels that will be added, as applicable.

402 Section 3. Subsection (13) of section 1002.42, Florida
403 Statutes, is amended to read:

404 1002.42 Private schools.—

405 (13) PROFESSIONAL LEARNING ~~DEVELOPMENT~~ SYSTEM.—An
406 organization of private schools that has no fewer than 10 member

594-04282-23

20231430c2

407 schools in this state may develop a professional learning
408 ~~development~~ system to be filed with the Department of Education
409 in accordance with s. 1012.98(7) ~~the provisions of s.~~
410 ~~1012.98(6)~~.

411 Section 4. Section 1003.07, Florida Statutes, is created to
412 read:

413 1003.07 Year-round School Pilot Program.—Beginning with the
414 2024-2025 school year, the Year-round School Pilot Program is
415 created for a period of 4 school years. The purpose of the
416 program is for the Department of Education to assist school
417 districts in establishing a year-round school program within at
418 least one elementary school in the district and study the
419 issues, benefits, and schedule options for instituting year-
420 round school programs for all students.

421 (1) (a) School districts shall apply to the Department of
422 Education, in a format and by a date prescribed by the
423 department, to participate in the program. The application must
424 include:

425 1. The number of students enrolled in the elementary school
426 or schools that will implement a year-round school program.

427 2. The academic performance of the students enrolled in
428 such school or schools.

429 3. The rate of absenteeism and tardiness of students
430 enrolled in such school or schools.

431 4. The commitment of such school's or schools'
432 instructional personnel and students to the year-round school
433 program.

434 5. An explanation of how the implementation of the year-
435 round school program will benefit the students.

594-04282-23

20231430c2

436 (b) The Commissioner of Education shall select five school
437 districts to participate in the program. To the extent possible,
438 the commissioner shall select school districts that represent a
439 variety of demographics, including, but not limited to, an
440 urban, suburban, and rural school district.

441 (2) A school district enrolled in a year-round school
442 program shall:

443 (a) Implement a single-track or multi-track schedule.

444 (b) Provide data to the department to allow for:

445 1. An assessment of the academic and safety benefits
446 associated with establishing a year-round school program.

447 2. An evaluation of any potential barriers for the school
448 district upon implementation of a year-round school program,
449 including, but not limited to:

450 a. Issues related to the commitment of instructional
451 personnel and students.

452 b. The provision of services during the summer months.

453 c. School district budgeting.

454 d. Parental engagement and participation.

455 e. Coordination with community services.

456 f. Student assessment and progression practices.

457 g. Student transportation.

458 3. The consideration of strategies for addressing such
459 potential barriers.

460 (3) Upon completion of the program, the commissioner shall
461 provide a report to the Governor, the President of the Senate,
462 and the Speaker of the House of Representatives. The report must
463 include:

464 (a) The number of students enrolled at participating

594-04282-23

20231430c2

465 schools.

466 (b) The number of students enrolled at participating
467 schools before and after the implementation of the year-round
468 school program.

469 (c) Any health, academic, and safety benefits for students
470 or instructional personnel from the implementation of the year-
471 round school program.

472 (d) An evaluation of any potential barriers for school
473 districts and families associated with a year-round school
474 program.

475 (e) The commissioner's recommendation on the adoption of
476 year-round school programs for all students.

477 (4) The State Board of Education may adopt rules to
478 administer the program.

479 Section 5. Subsection (2) of section 1003.42, Florida
480 Statutes, is amended to read:

481 1003.42 Required instruction.—

482 (2) Members of the instructional staff of the public
483 schools, subject to the rules of the State Board of Education
484 and the district school board, shall teach efficiently and
485 faithfully, using the books and materials required that meet the
486 highest standards for professionalism and historical accuracy,
487 following the prescribed courses of study, and employing
488 approved methods of instruction, the following:

489 (a) The history and content of the Declaration of
490 Independence, including national sovereignty, natural law, self-
491 evident truth, equality of all persons, limited government,
492 popular sovereignty, and inalienable rights of life, liberty,
493 and property, and how they form the philosophical foundation of

594-04282-23

20231430c2

494 our government.

495 (b) The history, meaning, significance, and effect of the
496 provisions of the Constitution of the United States and
497 amendments thereto, with emphasis on each of the 10 amendments
498 that make up the Bill of Rights and how the constitution
499 provides the structure of our government.

500 (c) The arguments in support of adopting our republican
501 form of government, as they are embodied in the most important
502 of the Federalist Papers.

503 (d) Flag education, including proper flag display and flag
504 salute.

505 (e) The elements of civil government, including the primary
506 functions of and interrelationships between the Federal
507 Government, the state, and its counties, municipalities, school
508 districts, and special districts.

509 (f) The history of the United States, including the period
510 of discovery, early colonies, the War for Independence, the
511 Civil War, the expansion of the United States to its present
512 boundaries, the world wars, and the civil rights movement to the
513 present. American history shall be viewed as factual, not as
514 constructed, shall be viewed as knowable, teachable, and
515 testable, and shall be defined as the creation of a new nation
516 based largely on the universal principles stated in the
517 Declaration of Independence.

518 (g)1. The history of the Holocaust (1933-1945), the
519 systematic, planned annihilation of European Jews and other
520 groups by Nazi Germany, a watershed event in the history of
521 humanity, to be taught in a manner that leads to an
522 investigation of human behavior, an understanding of the

594-04282-23

20231430c2

523 ramifications of prejudice, racism, and stereotyping, and an
524 examination of what it means to be a responsible and respectful
525 person, for the purposes of encouraging tolerance of diversity
526 in a pluralistic society and for nurturing and protecting
527 democratic values and institutions, including the policy,
528 definition, and historical and current examples of anti-
529 Semitism, as described in s. 1000.05(8), and the prevention of
530 anti-Semitism. Each school district must annually certify and
531 provide evidence to the department, in a manner prescribed by
532 the department, that the requirements of this paragraph are met.
533 The department shall prepare and offer standards and curriculum
534 for the instruction required by this paragraph and may seek
535 input from the Commissioner of Education's Task Force on
536 Holocaust Education or from any state or nationally recognized
537 Holocaust educational organizations. The department may contract
538 with any state or nationally recognized Holocaust educational
539 organizations to develop training for instructional personnel
540 and grade-appropriate classroom resources to support the
541 developed curriculum.

542 2. The second week in November shall be designated as
543 "Holocaust Education Week" in this state in recognition that
544 November is the anniversary of Kristallnacht, widely recognized
545 as a precipitating event that led to the Holocaust.

546 (h) The history of African Americans, including the history
547 of African peoples before the political conflicts that led to
548 the development of slavery, the passage to America, the
549 enslavement experience, abolition, and the history and
550 contributions of Americans of the African diaspora to society.
551 Students shall develop an understanding of the ramifications of

594-04282-23

20231430c2

552 prejudice, racism, and stereotyping on individual freedoms, and
553 examine what it means to be a responsible and respectful person,
554 for the purpose of encouraging tolerance of diversity in a
555 pluralistic society and for nurturing and protecting democratic
556 values and institutions. Instruction shall include the roles and
557 contributions of individuals from all walks of life and their
558 endeavors to learn and thrive throughout history as artists,
559 scientists, educators, businesspeople, influential thinkers,
560 members of the faith community, and political and governmental
561 leaders and the courageous steps they took to fulfill the
562 promise of democracy and unite the nation. Instructional
563 materials shall include the vital contributions of African
564 Americans to build and strengthen American society and celebrate
565 the inspirational stories of African Americans who prospered,
566 even in the most difficult circumstances. Instructional
567 personnel may facilitate discussions and use curricula to
568 address, in an age-appropriate manner, how the individual
569 freedoms of persons have been infringed by slavery, racial
570 oppression, racial segregation, and racial discrimination, as
571 well as topics relating to the enactment and enforcement of laws
572 resulting in racial oppression, racial segregation, and racial
573 discrimination and how recognition of these freedoms has
574 overturned these unjust laws. However, classroom instruction and
575 curriculum may not be used to indoctrinate or persuade students
576 to a particular point of view inconsistent with the principles
577 enumerated in subsection (3) or the state academic standards.
578 The department shall prepare and offer standards and curriculum
579 for the instruction required by this paragraph and may seek
580 input from the Commissioner of Education's African American

594-04282-23

20231430c2

581 History Task Force.

582 (i) The history of Asian Americans and Pacific Islanders,
583 including the history of Japanese internment camps and the
584 incarceration of Japanese-Americans during World War II; the
585 immigration, citizenship, civil rights, identity, and culture of
586 Asian Americans and Pacific Islanders; and the contributions of
587 Asian Americans and Pacific Islanders to American society.
588 Instructional materials shall include the contributions of Asian
589 Americans and Pacific Islanders to American society.

590 (j)~~(i)~~ The elementary principles of agriculture.

591 (k)~~(j)~~ The true effects of all alcoholic and intoxicating
592 liquors and beverages and narcotics upon the human body and
593 mind.

594 (l)~~(k)~~ Kindness to animals.

595 (m)~~(l)~~ The history of the state.

596 (n)~~(m)~~ The conservation of natural resources.

597 (o)~~(n)~~ Comprehensive age-appropriate and developmentally
598 appropriate K-12 instruction on:

599 1. Health education that addresses concepts of community
600 health, consumer health, environmental health, and family life,
601 including:

602 a. Injury prevention and safety.

603 b. Internet safety.

604 c. Nutrition.

605 d. Personal health.

606 e. Prevention and control of disease.

607 f. Substance use and abuse.

608 g. Prevention of child sexual abuse, exploitation, and
609 human trafficking.

594-04282-23

20231430c2

610 2. For students in grades 7 through 12, teen dating
611 violence and abuse. This component must include, but not be
612 limited to, the definition of dating violence and abuse, the
613 warning signs of dating violence and abusive behavior, the
614 characteristics of healthy relationships, measures to prevent
615 and stop dating violence and abuse, and community resources
616 available to victims of dating violence and abuse.

617 3. For students in grades 6 through 12, awareness of the
618 benefits of sexual abstinence as the expected standard and the
619 consequences of teenage pregnancy.

620 4. Life skills that build confidence, support mental and
621 emotional health, and enable students to overcome challenges,
622 including:

623 a. Self-awareness and self-management.

624 b. Responsible decisionmaking.

625 c. Resiliency.

626 d. Relationship skills and conflict resolution.

627 e. Understanding and respecting other viewpoints and
628 backgrounds.

629 f. For grades 9 through 12, developing leadership skills,
630 interpersonal skills, organization skills, and research skills;
631 creating a resume, including a digital resume; exploring career
632 pathways; using state career planning resources; developing and
633 practicing the skills necessary for employment interviews;
634 workplace ethics and workplace law; managing stress and
635 expectations; and self-motivation.

636

637 Health education and life skills instruction and materials may
638 not contradict the principles enumerated in subsection (3).

594-04282-23

20231430c2

639 (p)~~(e)~~ Such additional materials, subjects, courses, or
640 fields in such grades as are prescribed by law or by rules of
641 the State Board of Education and the district school board in
642 fulfilling the requirements of law.

643 (q)~~(e)~~ The study of Hispanic contributions to the United
644 States.

645 (r)~~(e)~~ The study of women's contributions to the United
646 States.

647 (s)~~(e)~~ The nature and importance of free enterprise to the
648 United States economy.

649 (t)~~(e)~~ Civic and character education on the qualities and
650 responsibilities of patriotism and citizenship, including
651 kindness; respect for authority, life, liberty, and personal
652 property; honesty; charity; racial, ethnic, and religious
653 tolerance; and cooperation and, for grades 11 and 12, voting
654 using the uniform primary and general election ballot described
655 in s. 101.151(9).

656 (u)~~(e)~~ In order to encourage patriotism, the sacrifices
657 that veterans and Medal of Honor recipients have made in serving
658 our country and protecting democratic values worldwide. Such
659 instruction must occur on or before Medal of Honor Day,
660 Veterans' Day, and Memorial Day. Members of the instructional
661 staff are encouraged to use the assistance of local veterans and
662 Medal of Honor recipients when practicable.

663

664 The State Board of Education is encouraged to adopt standards
665 and pursue assessment of the requirements of this subsection.
666 Instructional programming that incorporates the values of the
667 recipients of the Congressional Medal of Honor and that is

594-04282-23

20231430c2

668 offered as part of a social studies, English Language Arts, or
669 other schoolwide character building and veteran awareness
670 initiative meets the requirements of paragraph (u) ~~(t)~~.

671 Section 6. Paragraph (e) of subsection (3) of section
672 1003.4282, Florida Statutes, is amended to read:

673 1003.4282 Requirements for a standard high school diploma.—

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

676 (e) *One credit in fine or performing arts, speech and*
677 *debate, or career and technical education ~~practical arts~~.*—A The
678 practical arts course that incorporates ~~must incorporate~~
679 artistic content and techniques of creativity, interpretation,
680 and imagination satisfies the one credit requirement in fine or
681 performing arts, speech and debate, or career and technical
682 education. Eligible practical arts courses are identified in the
683 Course Code Directory.

684 Section 7. Paragraph (b) of subsection (2) of section
685 1004.04, Florida Statutes, is amended to read:

686 1004.04 Public accountability and state approval for
687 teacher preparation programs.—

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

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

692 1. Candidate instruction and assessment in the Florida
693 Educator Accomplished Practices across content areas.

694 2. The use of state-adopted content standards to guide
695 curricula and instruction.

696 3. Scientifically researched and evidence-based reading

594-04282-23

20231430c2

697 instructional strategies that improve reading performance for
698 all students, including explicit, systematic, and sequential
699 approaches to teaching phonemic awareness, phonics, vocabulary,
700 fluency, and text comprehension and multisensory intervention
701 strategies.

702 4. Content literacy and mathematics practices.

703 5. Strategies appropriate for the instruction of English
704 language learners.

705 6. Strategies appropriate for the instruction of students
706 with disabilities.

707 7. Strategies to differentiate instruction based on student
708 needs.

709 8. Strategies and practices to support evidence-based
710 content aligned to state standards and grading practices.

711 9. Strategies appropriate for the early identification of a
712 student in crisis or experiencing a mental health challenge and
713 the referral of such student to a mental health professional for
714 support.

715 10. Strategies to support the use of technology in
716 education and distance learning.

717 11. Strategies and practices to support effective,
718 research-based assessment and grading practices aligned to the
719 state's academic standards.

720 Section 8. Paragraph (a) of subsection (2) and subsections
721 (3), (4), and (5) of section 1004.85, Florida Statutes, are
722 amended to read:

723 1004.85 Postsecondary educator preparation institutes.—

724 (2) (a) Postsecondary institutions that are accredited or
725 approved as described in State Board of Education rule may seek

594-04282-23

20231430c2

726 approval from the Department of Education to create educator
727 preparation institutes for the purpose of providing any or all
728 of the following:

729 1. Professional learning development ~~development~~ instruction to assist
730 teachers in improving classroom instruction and in meeting
731 certification or recertification requirements.

732 2. Instruction to assist potential and existing substitute
733 teachers in performing their duties.

734 3. Instruction to assist paraprofessionals in meeting
735 education and training requirements.

736 4. Instruction for baccalaureate degree holders to become
737 certified teachers as provided in this section in order to
738 increase routes to the classroom for ~~mid-career~~ professionals
739 who hold a baccalaureate degree and college graduates who were
740 not education majors.

741 5. Instruction and professional learning development ~~development~~ for
742 part-time and full-time nondegreed teachers of career programs
743 under s. 1012.39(1)(c).

744 (3) Educator preparation institutes approved pursuant to
745 this section may offer competency-based certification programs
746 specifically designed for noneducation major baccalaureate
747 degree holders to enable program participants to meet the
748 educator certification requirements of s. 1012.56. An educator
749 preparation institute choosing to offer a competency-based
750 certification program pursuant to the provisions of this section
751 must implement a program ~~previously approved by the Department~~
752 ~~of Education for this purpose or a program~~ developed by the
753 institute and approved by the department for this purpose.
754 Approved programs shall be available for use by other approved

594-04282-23

20231430c2

755 educator preparation institutes.

756 (a) Within 90 days after receipt of a request for approval,
757 the Department of Education shall approve a preparation program
758 pursuant to the requirements of this subsection or issue a
759 statement of the deficiencies in the request for approval. The
760 department shall approve a certification program if the
761 institute provides evidence of the institute's capacity to
762 implement a competency-based program that instructs and assesses
763 each candidate in ~~includes each of~~ the following:

764 1.a. ~~Participant instruction and assessment in~~ The Florida
765 Educator Accomplished Practices approved by the state board
766 ~~across content areas.~~

767 b. The state academic use of state-adopted student content
768 standards provided under s. 1003.41, including scientifically
769 based reading instruction, content literacy, and mathematical
770 practices, for each subject identified on the statement of
771 status of eligibility or the temporary certificate to guide
772 ~~curriculum and instruction.~~

773 c. Scientifically researched and evidence-based reading
774 instructional strategies that improve reading performance for
775 all students, including explicit, systematic, and sequential
776 approaches to teaching phonemic awareness, phonics, vocabulary,
777 fluency, and text comprehension and multisensory intervention
778 strategies.

779 ~~d. Content literacy and mathematical practices.~~

780 ~~e. Strategies appropriate for instruction of English~~
781 ~~language learners.~~

782 ~~f. Strategies appropriate for instruction of students with~~
783 ~~disabilities.~~

594-04282-23

20231430c2

784 ~~g. Strategies to differentiate instruction based on student~~
785 ~~needs.~~

786 ~~h. Strategies and practices to support evidence-based~~
787 ~~content aligned to state standards and grading practices.~~

788 ~~i. Strategies appropriate for the early identification of a~~
789 ~~student in crisis or experiencing a mental health challenge and~~
790 ~~the referral of such student to a mental health professional for~~
791 ~~support.~~

792 ~~j. Strategies to support the use of technology in education~~
793 ~~and distance learning.~~

794 2. An educational plan for each participant to meet
795 certification requirements and demonstrate his or her ability to
796 teach the subject area for which the participant is seeking
797 certification, which is based on an assessment of his or her
798 competency in the areas listed in subparagraph 1.

799 3. Field experiences appropriate to the certification
800 subject area specified in the educational plan ~~with a diverse~~
801 ~~population of students in a variety of challenging environments,~~
802 ~~including, but not limited to, high-poverty schools, urban~~
803 ~~schools, and rural schools,~~ under the supervision of qualified
804 educators. The state board shall determine in rule the amount of
805 field experience necessary to serve as the teacher of record,
806 beginning with candidates entering a program in the 2023-2024
807 school year.

808 4. A certification ombudsman to facilitate the process and
809 procedures required for participants who complete the program to
810 meet any requirements related to the background screening
811 pursuant to s. 1012.32 and educator professional or temporary
812 certification pursuant to s. 1012.56.

594-04282-23

20231430c2

813 (b) Each program participant must:

814 1. Meet certification requirements pursuant to s.
815 1012.56(1) by obtaining a statement of status of eligibility in
816 the certification subject area of the educational plan and meet
817 the requirements of s. 1012.56(2) (a)-(f).

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

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

836 (c) Upon completion of all requirements for a certification
837 program approved pursuant to this subsection, a participant
838 shall receive a credential from the sponsoring institution
839 signifying that the participant has completed a state-approved
840 competency-based certification program in the certification
841 subject area specified in the educational plan. A participant is

594-04282-23

20231430c2

842 eligible for educator certification through the Department of
843 Education upon satisfaction of all requirements for
844 certification set forth in s. 1012.56(2).

845 (4) The state board shall adopt rules for the continued
846 approval of each program approved pursuant to this section.
847 ~~shall be determined by the Commissioner of Education based upon~~
848 ~~a periodic review of the following areas:~~

849 ~~(a) Candidate readiness based on passage rates on educator~~
850 ~~certification examinations under s. 1012.56, as applicable.~~

851 ~~(b) Evidence of performance in each of the following areas:~~

852 ~~1. Performance of students in prekindergarten through grade~~
853 ~~12 who are assigned to in-field program completers on statewide~~
854 ~~assessments using the results of the student learning growth~~
855 ~~formula adopted under s. 1012.34.~~

856 ~~2. Results of program completers' annual evaluations in~~
857 ~~accordance with the timeline as set forth in s. 1012.34.~~

858 ~~3. Workforce contributions, including placement of program~~
859 ~~completers in instructional positions in Florida public and~~
860 ~~private schools, with additional weight given to production of~~
861 ~~program completers in statewide critical teacher shortage areas~~
862 ~~as identified in s. 1012.07.~~

863 (5) Each institute approved pursuant to this section shall
864 submit to the Department of Education annual performance
865 evaluations that measure the effectiveness of the programs,
866 including the pass rates of participants on all examinations
867 required for teacher certification, employment rates,
868 longitudinal retention rates, and satisfaction surveys of
869 employers and program completers. The satisfaction surveys must
870 be designed to measure the sufficient preparation of the

594-04282-23

20231430c2

871 ~~educator for the realities of the classroom and the institute's~~
872 ~~responsiveness to local school districts. These evaluations~~
873 ~~shall be used by the Department of Education for purposes of~~
874 ~~continued approval of an educator preparation institute's~~
875 ~~certification program.~~

876 Section 9. Section 1005.04, Florida Statutes, is amended to
877 read:

878 1005.04 Fair consumer practices.—

879 (1) Every institution that is under the jurisdiction of the
880 commission or is exempt from the jurisdiction or purview of the
881 commission pursuant to s. 1005.06(1)(c) or (f) and that either
882 directly or indirectly solicits for enrollment any student
883 shall:

884 (a) Disclose to each prospective student a statement of the
885 purpose of such institution, its educational programs and
886 curricula, a description of its physical facilities, its status
887 regarding licensure, its fee schedule and policies regarding
888 retaining student fees if a student withdraws, and a statement
889 regarding the transferability of credits to and from other
890 institutions. The institution shall make the required
891 disclosures in writing at least 1 week prior to enrollment or
892 collection of any tuition from the prospective student. The
893 required disclosures may be made in the institution's current
894 catalog;

895 (b) Use a reliable method to assess, before accepting a
896 student into a program, the student's ability to complete
897 successfully the course of study for which he or she has
898 applied;

899 (c) Inform each student accurately about financial

594-04282-23

20231430c2

900 assistance and obligations for repayment of loans; describe any
901 employment placement services provided and the limitations
902 thereof; and refrain from promising or implying guaranteed
903 placement, market availability, or salary amounts;

904 (d) Provide to prospective and enrolled students accurate
905 information regarding the relationship of its programs to state
906 licensure requirements for practicing related occupations and
907 professions in Florida;

908 (e) Ensure that all advertisements are accurate and not
909 misleading;

910 (f) Publish and follow an equitable prorated refund policy
911 for all students, and follow both the federal refund guidelines
912 for students receiving federal financial assistance and the
913 minimum refund guidelines set by commission rule;

914 (g) Follow the requirements of state and federal laws that
915 require annual reporting with respect to crime statistics and
916 physical plant safety and make those reports available to the
917 public; ~~and~~

918 (h) Publish and follow procedures for handling student
919 complaints, disciplinary actions, and appeals; and

920 (i) Prior to enrollment, provide a written disclosure to a
921 student or prospective student of all fees and costs that will
922 be incurred by a student, the institution's refund policy, any
923 exit examination requirements, and the grade point average
924 required for completion of the student's program or degree. The
925 disclosure shall include a statement regarding the scope of
926 accreditation, if applicable. Institutions licensed by the
927 Commission for Independent Education shall disclose the
928 information required pursuant to this paragraph in a format

594-04282-23

20231430c2

929 prescribed by the commission.

930 (2) In addition, institutions that are required to be
931 licensed by the commission shall disclose to prospective
932 students that additional information regarding the institution
933 may be obtained by contacting the Commission for Independent
934 Education, Department of Education, Tallahassee.

935 (3) In an application for licensure, the burden of
936 demonstrating compliance with fair consumer practice is upon the
937 person, entity, or institution asserting compliance. Determining
938 compliance with this section shall rest with the commission. The
939 commission may require further evidence and make such further
940 investigation, in addition to any information submitted, as may
941 be reasonably necessary in the commission's judgment.

942 Section 10. Section 1005.11, Florida Statutes, is created
943 to read:

944 1005.11 Accountability for institutions licensed by the
945 Commission for Independent Education.-

946 (1) By June 30, 2024, and by April 15 of each year
947 thereafter, the commission shall prepare an annual
948 accountability report for licensed institutions. The report must
949 contain, at a minimum, the graduation rates, including the
950 number of graduates by program, retention rates, and placement
951 rates for all licensed institutions.

952 (2) By March 15, 2024, and by November 30 of each year
953 thereafter, each licensed institution shall provide data to the
954 commission in a format prescribed by the commission. Placement
955 rates shall be determined using a methodology approved by the
956 commission.

957 (3) The commission shall establish a common set of data

594-04282-23

20231430c2

958 definitions for institutional reporting purposes.

959 (4) The commission shall impose an administrative fine of
960 not more than \$500 when a licensed institution fails to timely
961 submit the required data to the commission pursuant to this
962 section. Administrative fines collected under this subsection
963 shall be deposited into the Student Protection Fund.

964 (5) Notwithstanding s. 1005.32(3), the commission shall
965 have the authority to require licensed institutions to provide
966 institutional, graduate, and student data through reasonable
967 data collection efforts as required or necessitated by statute
968 or rule.

969 Section 11. Paragraph (p) is added to subsection (1) of
970 section 1005.22, Florida Statutes, to read:

971 1005.22 Powers and duties of commission.—

972 (1) The commission shall:

973 (p) Have the power, within its respective regulatory
974 jurisdiction, to examine and investigate the affairs of every
975 person, entity, or independent postsecondary institution in
976 order to determine whether the person, entity, or independent
977 postsecondary institution is operating in accordance with the
978 provisions of this chapter or has been or is engaged in any
979 unfair or deceptive act or practice prohibited by s. 1005.04.

980 Section 12. Subsections (6) and (7) of section 1005.31,
981 Florida Statutes, are renumbered as subsections (7) and (8),
982 respectively, subsections (2) and (8) are amended, and a new
983 subsection (6) is added to that section, to read:

984 1005.31 Licensure of institutions.—

985 (2) The commission shall develop minimum standards by which
986 to evaluate institutions for licensure. These standards must

594-04282-23

20231430c2

987 include, at a minimum, ~~at least~~ the institution's name,
988 financial stability, purpose, administrative organization,
989 admissions and recruitment, educational programs and curricula,
990 retention ~~and,~~ completion, including a retention and completion
991 management plan, career placement, faculty, learning resources,
992 student personnel services, physical plant and facilities,
993 publications, and disclosure statements about the status of the
994 institution with respect to professional certification and
995 licensure. The commission may adopt rules to ensure that
996 institutions licensed under this section meet these standards in
997 ways that are appropriate to achieve the stated intent of this
998 chapter, including provisions for nontraditional or distance
999 education programs and delivery.

1000 (a) The standard relating to admissions and recruitment
1001 shall include, but is not limited to, requirements for
1002 verification of high school graduation, high school equivalency,
1003 or qualifying scores on an ability-to-benefit test.

1004 (b) The commission may require a licensed institution to
1005 submit a management plan, prohibit a licensed institution from
1006 enrolling new students in the institution or a program of the
1007 institution, or limit the number of students in a program at a
1008 licensed institution, based upon the institution's performance
1009 on the licensure standards or criteria established pursuant to
1010 this chapter; the placement of the institution or a program of
1011 the institution on probation or the imposition of other adverse
1012 actions by the commission, an accrediting agency, or other
1013 regulatory agency, including the United States Department of
1014 Education; or similar circumstances that leave the institution
1015 unable to meet the needs of students or prospective students.

594-04282-23

20231430c2

1016 (6) The commission may establish, by rule, performance
1017 benchmarks to identify high-performing institutions licensed by
1018 the commission.

1019 ~~(8) An institution may not conduct a program unless~~
1020 ~~specific authority is granted in its license.~~

1021 Section 13. Section 1005.335, Florida Statutes, is created
1022 to read:

1023 1005.335 Accreditation requirements and programmatic
1024 approval.—

1025 (1) All programs offered by a licensed institution must be
1026 disclosed to the commission, including, but not limited to,
1027 avocational programs, examination preparation programs, contract
1028 training programs, continuing education, or professional
1029 development programs.

1030 (2) An institution must obtain institutional accreditation
1031 prior to obtaining approval from the commission to offer a
1032 prelicensure professional nursing program.

1033 (3) The commission shall adopt rules to implement this
1034 section.

1035 Section 14. Subsection (10) is added to section 1006.09,
1036 Florida Statutes, to read:

1037 1006.09 Duties of school principal relating to student
1038 discipline and school safety.—

1039 (10) Any search of a student's personal belongings,
1040 including a purse, backpack, or bookbag, must be conducted
1041 discreetly to maintain the privacy of the student's personal
1042 items within such belongings. Personal items that are not
1043 prohibited on school grounds must be immediately returned to the
1044 student's personal belongings.

594-04282-23

20231430c2

1045 Section 15. Paragraph (d) of subsection (2) of section
1046 1006.13, Florida Statutes, is amended to read:

1047 1006.13 Policy of zero tolerance for crime and
1048 victimization.—

1049 (2) Each district school board shall adopt a policy of zero
1050 tolerance that:

1051 (d) Minimizes the victimization of students, staff, or
1052 volunteers, including taking all steps necessary to protect the
1053 victim of any violent act ~~crime~~ from any further victimization.
1054 In a disciplinary action, there is a rebuttable presumption that
1055 the actions of a student who intervened, using only the amount
1056 of force necessary, to stop a violent act against a student,
1057 staff, or a volunteer were necessary to restore or maintain the
1058 safety of others.

1059 Section 16. Paragraph (c) of subsection (1) of section
1060 1006.148, Florida Statutes, is amended to read:

1061 1006.148 Dating violence and abuse prohibited.—

1062 (1) Each district school board shall adopt and implement a
1063 dating violence and abuse policy. The policy shall:

1064 (c) Define dating violence and abuse and provide for a teen
1065 dating violence and abuse component in the health education
1066 curriculum, according to s. 1003.42(2)(o)2. ~~s. 1003.42(2)(n)2.~~,
1067 with emphasis on prevention education.

1068 Section 17. Subsections (1), (2), and (5) of section
1069 1007.27, Florida Statutes, are amended, and subsection (9) is
1070 added to that section, to read:

1071 1007.27 Articulated acceleration mechanisms.—

1072 (1) (a) It is the intent of the Legislature that a variety
1073 of articulated acceleration mechanisms be available for

594-04282-23

20231430c2

1074 secondary and postsecondary students attending public
1075 educational institutions. It is intended that articulated
1076 acceleration serve to shorten the time necessary for a student
1077 to complete the requirements associated with the conference of a
1078 high school diploma and a postsecondary degree, broaden the
1079 scope of curricular options available to students, or increase
1080 the depth of study available for a particular subject.

1081 Articulated acceleration mechanisms shall include, but are not
1082 limited to, dual enrollment and early admission as provided for
1083 in s. 1007.271, ~~advanced placement~~, credit by examination, the
1084 College Board Advanced Placement Program, the International
1085 Baccalaureate Program, and the Advanced International
1086 Certificate of Education Program. Credit earned through the
1087 Florida Virtual School shall provide additional opportunities
1088 for early graduation and acceleration. Students of Florida
1089 public secondary schools enrolled pursuant to this subsection
1090 shall be deemed authorized users of the state-funded electronic
1091 library resources that are licensed for Florida College System
1092 institutions and state universities by the Florida Postsecondary
1093 Academic Library Network. Verification of eligibility shall be
1094 in accordance with rules established by the State Board of
1095 Education and regulations established by the Board of Governors
1096 and processes implemented by Florida College System institutions
1097 and state universities.

1098 (b) The State Board of Education and the Board of Governors
1099 shall identify Florida College System institutions and state
1100 universities to develop courses that align with s. 1007.25 for
1101 students in secondary education and provide the training
1102 required under s. 1007.35(6).

594-04282-23

20231430c2

1103 (2) (a) The Department of Education shall annually identify
1104 and publish the minimum scores, maximum credit, and course or
1105 courses for which credit is to be awarded for each course
1106 developed under paragraph (1) (b), College Level Examination
1107 Program (CLEP) subject examination, College Board Advanced
1108 Placement Program examination, Advanced International
1109 Certificate of Education examination, International
1110 Baccalaureate examination, Excelsior College subject
1111 examination, Defense Activity for Non-Traditional Education
1112 Support (DANTES) subject standardized test, and Defense Language
1113 Proficiency Test (DLPT).

1114 (b) The department may partner with an independent third-
1115 party testing or assessment organization to develop assessments
1116 that measure competencies consistent with the required course
1117 competencies identified by the Articulation Coordinating
1118 Committee for general education core courses under paragraph
1119 (1) (b). Postsecondary credit shall be limited to students who
1120 achieve a minimum score as established in this subsection.

1121 (c) The department shall use student performance data in
1122 subsequent postsecondary courses to determine the appropriate
1123 examination scores and courses for which credit is to be
1124 granted. Minimum scores may vary by subject area based on
1125 available performance data. In addition, the department shall
1126 identify such courses in the general education core curriculum
1127 of each state university and Florida College System institution.

1128 (5) Advanced courses include ~~placement shall be the~~
1129 enrollment of an eligible secondary student in a course offered
1130 through the Advanced Placement Program administered by the
1131 College Board or a course that prepares students for assessments

594-04282-23

20231430c2

1132 developed under paragraph (2) (b). Postsecondary credit for an
1133 advanced course or advanced placement course shall be limited to
1134 students who score a minimum of 3, on a 5-point scale, on the
1135 corresponding Advanced Placement Examination or at least the
1136 minimum score on an assessment identified in subsection (2). The
1137 specific courses for which students receive such credit shall be
1138 identified in the statewide articulation agreement required by
1139 s. 1007.23(1). Students of Florida public secondary schools
1140 enrolled pursuant to this subsection shall be exempt from the
1141 payment of any fees for administration of the examination
1142 regardless of whether or not the student achieves a passing
1143 score on the examination.

1144 (9) The department, in consultation with the Board of
1145 Governors, shall issue a report to the Legislature by January 1,
1146 2024, on the alignment between acceleration mechanisms available
1147 to secondary students and student success at the postsecondary
1148 level. At a minimum, the report must explain how:

1149 (a) Acceleration mechanisms align to secondary completion
1150 and rates of success.

1151 (b) Bonuses provided to classroom teachers for the
1152 completion or passage of acceleration courses by students impact
1153 school quality and performance.

1154 (c) Acceleration mechanisms align to postsecondary
1155 completion rates.

1156 (d) Acceleration course offerings align with general
1157 education core courses and reduce the amount of time needed for
1158 students to complete a postsecondary degree.

1159 (e) To improve acceptance of postsecondary credit earned
1160 through acceleration courses through agreements with other

594-04282-23

20231430c2

1161 states.

1162 Section 18. Subsection (14) of section 1007.271, Florida
1163 Statutes, is amended to read:

1164 1007.271 Dual enrollment programs.—

1165 (14) The Department of Education shall approve any course
1166 for inclusion in the dual enrollment program that is age and
1167 developmentally appropriate and contained within the statewide
1168 course numbering system. However, developmental education and
1169 physical education and other courses that focus on the physical
1170 execution of a skill rather than the intellectual attributes of
1171 the activity, may not be so approved but must be evaluated
1172 individually for potential inclusion in the dual enrollment
1173 program. This subsection may not be construed to mean that an
1174 independent postsecondary institution eligible for inclusion in
1175 a dual enrollment or early admission program pursuant to s.
1176 1011.62 must participate in the statewide course numbering
1177 system developed pursuant to s. 1007.24 to participate in a dual
1178 enrollment program.

1179 Section 19. Paragraph (a) of subsection (5) and subsection
1180 (6) of section 1007.35, Florida Statutes, are amended to read:

1181 1007.35 Florida Partnership for Minority and
1182 Underrepresented Student Achievement.—

1183 (5) Each public high school, including, but not limited to,
1184 schools and alternative sites and centers of the Department of
1185 Juvenile Justice, shall provide for the administration of the
1186 Preliminary SAT/National Merit Scholarship Qualifying Test
1187 (PSAT/NMSQT), or the PreACT to all enrolled 10th grade students.
1188 However, a written notice shall be provided to each parent which
1189 must include the opportunity to exempt his or her child from

594-04282-23

20231430c2

1190 taking the PSAT/NMSQT or the PreACT.

1191 (a) Test results will provide each high school with a
1192 database of student assessment data which certified school
1193 counselors will use to identify students who are prepared or who
1194 need additional work to be prepared to enroll and be successful
1195 in ~~AP courses or other~~ advanced high school courses.

1196 (6) The partnership shall:

1197 (a) Provide teacher training and professional development
1198 to enable teachers of ~~AP or other~~ advanced courses to have the
1199 necessary content knowledge and instructional skills to prepare
1200 students for success on assessments developed pursuant to s.
1201 1007.27(2) ~~AP or other advanced course examinations~~ and mastery
1202 of postsecondary general education core courses ~~course content~~.

1203 (b) Provide to middle school teachers and administrators
1204 professional development that will enable them to educate middle
1205 school students at the level necessary to prepare the students
1206 to enter high school ready to participate in advanced courses.

1207 (c) Provide teacher training and materials that are aligned
1208 with the state standards ~~Next Generation Sunshine State~~
1209 ~~Standards~~ and are consistent with best theory and practice
1210 regarding multiple learning styles and research on learning,
1211 instructional strategies, instructional design, and classroom
1212 assessment. Curriculum materials must be based on current,
1213 accepted, and essential academic knowledge.

1214 (d) Provide assessment of individual strengths and
1215 weaknesses as related to potential success in ~~AP or other~~
1216 advanced courses and readiness for college.

1217 (e) Provide college entrance exam preparation through a
1218 variety of means that may include, but are not limited to,

594-04282-23

20231430c2

1219 training teachers to provide courses at schools; training
1220 community organizations to provide courses at community centers,
1221 faith-based organizations, and businesses; and providing online
1222 courses.

1223 (f) Consider ways to incorporate Florida College System
1224 institutions in the mission of preparing all students for
1225 postsecondary success.

1226 (g) Provide a plan for communication and coordination of
1227 efforts with the Florida Virtual School's provision of online ~~AP~~
1228 ~~or other~~ advanced courses.

1229 (h) Work with school districts to identify minority and
1230 underrepresented students for participation in ~~AP or other~~
1231 advanced courses.

1232 (i) Work with school districts to provide information to
1233 students and parents that explains available opportunities for
1234 students to take ~~AP and other~~ advanced courses and that explains
1235 enrollment procedures that students must follow to enroll in
1236 such courses. Such information must also explain the value of
1237 such courses as they relate to:

1238 1. Preparing the student for postsecondary level
1239 coursework.

1240 2. Enabling the student to gain access to postsecondary
1241 education opportunities.

1242 3. Qualifying for scholarships and other financial aid
1243 opportunities.

1244 (j) Provide information to students, parents, teachers,
1245 counselors, administrators, districts, Florida College System
1246 institutions, and state universities regarding PSAT/NMSQT or the
1247 PreACT administration, including, but not limited to:

594-04282-23

20231430c2

- 1248 1. Test administration dates and times.
- 1249 2. That participation in the PSAT/NMSQT or the PreACT is
1250 open to all 10th grade students.
- 1251 3. The value of such tests in providing diagnostic feedback
1252 on student skills.
- 1253 4. The value of student scores in predicting the
1254 probability of success on ~~AP or other~~ advanced course
1255 examinations.
- 1256 (k) Cooperate with the department to provide information to
1257 administrators, teachers, and counselors, whenever possible,
1258 about partnership activities, opportunities, and priorities.
- 1259 (l) Partner with the Florida College System institutions
1260 and state universities identified by the State Board of
1261 Education and Board of Governors pursuant to s. 1007.25(3) to
1262 develop advanced courses and provide teacher training.
- 1263 Section 20. Paragraph (c) of subsection (3) of section
1264 1008.22, Florida Statutes, is amended to read:
- 1265 1008.22 Student assessment program for public schools.—
- 1266 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The
1267 Commissioner of Education shall design and implement a
1268 statewide, standardized assessment program aligned to the core
1269 curricular content established in the state academic standards.
1270 The commissioner also must develop or select and implement a
1271 common battery of assessment tools that will be used in all
1272 juvenile justice education programs in the state. These tools
1273 must accurately measure the core curricular content established
1274 in the state academic standards. Participation in the assessment
1275 program is mandatory for all school districts and all students
1276 attending public schools, including adult students seeking a

594-04282-23

20231430c2

1277 standard high school diploma under s. 1003.4282 and students in
1278 Department of Juvenile Justice education programs, except as
1279 otherwise provided by law. If a student does not participate in
1280 the assessment program, the school district must notify the
1281 student's parent and provide the parent with information
1282 regarding the implications of such nonparticipation. The
1283 statewide, standardized assessment program shall be designed and
1284 implemented as follows:

1285 (c) *Nationally recognized high school assessments.*— Each
1286 school district shall, by the 2023-2024 ~~2021-2022~~ school year
1287 and subject to appropriation, select either the SAT, ~~or~~ ACT, or
1288 Classic Learning Test for districtwide administration to each
1289 public school student in grade 11, including students attending
1290 public high schools, alternative schools, and Department of
1291 Juvenile Justice education programs.

1292 Section 21. Paragraph (b) of subsection (3) of section
1293 1008.34, Florida Statutes, is amended to read:

1294 1008.34 School grading system; school report cards;
1295 district grade.—

1296 (3) DESIGNATION OF SCHOOL GRADES.—

1297 (b)1. ~~Beginning with the 2014-2015 school year,~~ A school's
1298 grade shall be based on the following components, each worth 100
1299 points:

1300 a. The percentage of eligible students passing statewide,
1301 standardized assessments in English Language Arts under s.
1302 1008.22(3).

1303 b. The percentage of eligible students passing statewide,
1304 standardized assessments in mathematics under s. 1008.22(3).

1305 c. The percentage of eligible students passing statewide,

594-04282-23

20231430c2

1306 standardized assessments in science under s. 1008.22(3).

1307 d. The percentage of eligible students passing statewide,
1308 standardized assessments in social studies under s. 1008.22(3).

1309 e. The percentage of eligible students who make Learning
1310 Gains in English Language Arts as measured by statewide,
1311 standardized assessments administered under s. 1008.22(3).

1312 f. The percentage of eligible students who make Learning
1313 Gains in mathematics as measured by statewide, standardized
1314 assessments administered under s. 1008.22(3).

1315 g. The percentage of eligible students in the lowest 25
1316 percent in English Language Arts, as identified by prior year
1317 performance on statewide, standardized assessments, who make
1318 Learning Gains as measured by statewide, standardized English
1319 Language Arts assessments administered under s. 1008.22(3).

1320 h. The percentage of eligible students in the lowest 25
1321 percent in mathematics, as identified by prior year performance
1322 on statewide, standardized assessments, who make Learning Gains
1323 as measured by statewide, standardized Mathematics assessments
1324 administered under s. 1008.22(3).

1325 i. For schools comprised of middle grades 6 through 8 or
1326 grades 7 and 8, the percentage of eligible students passing high
1327 school level statewide, standardized end-of-course assessments
1328 or attaining national industry certifications identified in the
1329 CAPE Industry Certification Funding List pursuant to state board
1330 rule.

1331 j. Beginning in the 2023-2024 school year, for schools
1332 comprised of grade levels that include grade 3, the percentage
1333 of eligible students who score an achievement level 3 or higher
1334 on the grade 3 statewide, standardized English Language Arts

594-04282-23

20231430c2

1335 assessment administered under s. 1008.22(3).

1336
1337 In calculating Learning Gains for the components listed in sub-
1338 subparagraphs e.-h., the State Board of Education shall require
1339 that learning growth toward achievement levels 3, 4, and 5 is
1340 demonstrated by students who scored below each of those levels
1341 in the prior year. In calculating the components in sub-
1342 subparagraphs a.-d., the state board shall include the
1343 performance of English language learners only if they have been
1344 enrolled in a school in the United States for more than 2 years.

1345 2. For a school comprised of grades 9, 10, 11, and 12, or
1346 grades 10, 11, and 12, the school's grade shall also be based on
1347 the following components, each worth 100 points:

1348 a. The 4-year high school graduation rate of the school as
1349 defined by state board rule.

1350 b. The percentage of students who were eligible to earn
1351 college and career credit through an assessment identified
1352 pursuant to s. 1007.27(2), College Board Advanced Placement
1353 examinations, International Baccalaureate examinations, dual
1354 enrollment courses, including career dual enrollment courses
1355 resulting in the completion of 300 or more clock hours during
1356 high school which are approved by the state board as meeting the
1357 requirements of s. 1007.271, or Advanced International
1358 Certificate of Education examinations; who, at any time during
1359 high school, earned national industry certification identified
1360 in the CAPE Industry Certification Funding List, pursuant to
1361 rules adopted by the state board; ~~or, beginning with the 2022-~~
1362 ~~2023 school year,~~ who earned an Armed Services Qualification
1363 Test score that falls within Category II or higher on the Armed

594-04282-23

20231430c2

1364 Services Vocational Aptitude Battery and earned a minimum of two
1365 credits in Junior Reserve Officers' Training Corps courses from
1366 the same branch of the United States Armed Forces.

1367 Section 22. Paragraph (a) of subsection (3) and paragraph
1368 (c) of subsection (6) of section 1009.531, Florida Statutes, are
1369 amended to read:

1370 1009.531 Florida Bright Futures Scholarship Program;
1371 student eligibility requirements for initial awards.—

1372 (3) For purposes of calculating the grade point average to
1373 be used in determining initial eligibility for a Florida Bright
1374 Futures Scholarship, the department shall assign additional
1375 weights to grades earned in the following courses:

1376 (a) Courses identified in the course code directory as
1377 Advanced Placement, pre-International Baccalaureate,
1378 International Baccalaureate, International General Certificate
1379 of Secondary Education (pre-AICE), or Advanced International
1380 Certificate of Education, or advanced courses developed under s.
1381 1007.27(1)(b).

1382
1383 The department may assign additional weights to courses, other
1384 than those described in paragraphs (a) and (b), that are
1385 identified by the Department of Education as containing rigorous
1386 academic curriculum and performance standards. The additional
1387 weight assigned to a course pursuant to this subsection shall
1388 not exceed 0.5 per course. The weighted system shall be
1389 developed and distributed to all high schools in the state. The
1390 department may determine a student's eligibility status during
1391 the senior year before graduation and may inform the student of
1392 the award at that time.

594-04282-23

20231430c2

1393 (6)
1394 (c) To ensure that the required examination scores
1395 represent top student performance and are equivalent between the
1396 SAT, ~~and~~ ACT, and Classic Learning Test (CLT), the department
1397 shall develop a method for determining the required examination
1398 scores which incorporates all of the following:

1399 1. The minimum required SAT score for the Florida Academic
1400 Scholarship must be set no lower than the 89th national
1401 percentile on the SAT. The department may adjust the required
1402 SAT score only if the required score drops below the 89th
1403 national percentile, and any such adjustment must be applied to
1404 the bottom of the SAT score range that is concordant to the ACT
1405 and CLT.

1406 2. The minimum required SAT score for the Florida Medallion
1407 Scholarship must be set no lower than the 75th national
1408 percentile on the SAT. The department may adjust the required
1409 SAT score only if the required score drops below the 75th
1410 national percentile, and any such adjustment must be made to the
1411 bottom of the SAT score range that is concordant to the ACT and
1412 CLT.

1413 3. The required ACT and CLT scores must be made concordant
1414 to the required SAT scores, using the latest published national
1415 concordance table developed jointly by the College Board, ~~and~~
1416 ACT, Inc., and Classic Learning Initiatives.

1417 Section 23. Subsection (1) of section 1009.534, Florida
1418 Statutes, is amended to read:

1419 1009.534 Florida Academic Scholars award.—

1420 (1) A student is eligible for a Florida Academic Scholars
1421 award if he or she meets the general eligibility requirements

594-04282-23

20231430c2

1422 for the Florida Bright Futures Scholarship Program and:

1423 (a) Has achieved a 3.5 weighted grade point average as
1424 calculated pursuant to s. 1009.531, or its equivalent, in high
1425 school courses that are designated by the State Board of
1426 Education as college-preparatory academic courses and has
1427 attained at least the score required under s. 1009.531(6) (a) on
1428 the combined verbal and quantitative parts of the Scholastic
1429 Aptitude Test, the Scholastic Assessment Test, or the recentered
1430 Scholastic Assessment Test of the College Entrance Examination,
1431 or an equivalent score on the ACT Assessment Program;

1432 (b) Has attended a home education program according to s.
1433 1002.41 during grades 11 and 12, has completed the International
1434 Baccalaureate curriculum but failed to earn the International
1435 Baccalaureate Diploma, or has completed the Advanced
1436 International Certificate of Education curriculum but failed to
1437 earn the Advanced International Certificate of Education
1438 Diploma, and has attained at least the score required under s.
1439 1009.531(6) (a) on the combined verbal and quantitative parts of
1440 the Scholastic Aptitude Test, the Scholastic Assessment Test, or
1441 the recentered Scholastic Assessment Test of the College
1442 Entrance Examination, or an equivalent score on the ACT
1443 Assessment Program;

1444 (c) Has been awarded an International Baccalaureate Diploma
1445 from the International Baccalaureate Office or an Advanced
1446 International Certificate of Education Diploma from the
1447 University of Cambridge International Examinations Office;

1448 (d) Has been recognized by the merit or achievement
1449 programs of the National Merit Scholarship Corporation as a
1450 scholar or finalist; or

594-04282-23

20231430c2

1451 (e) Has been recognized by the National Hispanic
1452 Recognition Program as a scholar recipient.

1453
1454 The student must complete a program of volunteer service or,
1455 beginning with a high school student graduating in the 2022-2023
1456 academic year and thereafter, paid work, as approved by the
1457 district school board, the administrators of a nonpublic school,
1458 or the Department of Education for home education program
1459 students, which must include 100 hours of volunteer service, ~~or~~
1460 paid work, or a combination of both. Eligible paid work
1461 completed on or after June 27, 2022, shall be included in the
1462 student's total of paid work hours. The student may identify a
1463 social or civic issue or a professional area that interests him
1464 or her and develop a plan for his or her personal involvement in
1465 addressing the issue or learning about the area. The student
1466 must, through papers or other presentations, evaluate and
1467 reflect upon his or her volunteer service or paid work
1468 experience. Such volunteer service or paid work may include, but
1469 is not limited to, a business or governmental internship, work
1470 for a nonprofit community service organization, or activities on
1471 behalf of a candidate for public office. The hours of volunteer
1472 service or paid work must be documented in writing, and the
1473 document must be signed by the student, the student's parent or
1474 guardian, and a representative of the organization for which the
1475 student performed the volunteer service or paid work.

1476 Section 24. Subsection (1) of section 1009.535, Florida
1477 Statutes, is amended to read:

1478 1009.535 Florida Medallion Scholars award.—

1479 (1) A student is eligible for a Florida Medallion Scholars

594-04282-23

20231430c2

1480 award if he or she meets the general eligibility requirements
1481 for the Florida Bright Futures Scholarship Program and:

1482 (a) Has achieved a weighted grade point average of 3.0 as
1483 calculated pursuant to s. 1009.531, or the equivalent, in high
1484 school courses that are designated by the State Board of
1485 Education as college-preparatory academic courses and has
1486 attained at least the score required under s. 1009.531(6)(b) on
1487 the combined verbal and quantitative parts of the Scholastic
1488 Aptitude Test, the Scholastic Assessment Test, or the recentered
1489 Scholastic Assessment Test of the College Entrance Examination,
1490 or an equivalent score on the ACT Assessment Program;

1491 (b) Has completed the International Baccalaureate
1492 curriculum but failed to earn the International Baccalaureate
1493 Diploma or has completed the Advanced International Certificate
1494 of Education curriculum but failed to earn the Advanced
1495 International Certificate of Education Diploma, and has attained
1496 at least the score required under s. 1009.531(6)(b) on the
1497 combined verbal and quantitative parts of the Scholastic
1498 Aptitude Test, the Scholastic Assessment Test, or the recentered
1499 Scholastic Assessment Test of the College Entrance Examination,
1500 or an equivalent score on the ACT Assessment Program;

1501 (c) Has attended a home education program according to s.
1502 1002.41 during grades 11 and 12 and has attained at least the
1503 score required under s. 1009.531(6)(b) on the combined verbal
1504 and quantitative parts of the Scholastic Aptitude Test, the
1505 Scholastic Assessment Test, or the recentered Scholastic
1506 Assessment Test of the College Entrance Examination, or an
1507 equivalent score on the ACT Assessment Program;

1508 (d) Has been recognized by the merit or achievement program

594-04282-23

20231430c2

1509 of the National Merit Scholarship Corporation as a scholar or
1510 finalist but has not completed the program of volunteer service
1511 or paid work required under s. 1009.534; or

1512 (e) Has been recognized by the National Hispanic
1513 Recognition Program as a scholar, but has not completed the
1514 program of volunteer service or paid work required under s.
1515 1009.534.

1516

1517 A high school student must complete a program ~~at least 75 hours~~
1518 of volunteer service or, beginning with a high school student
1519 graduating in the 2022-2023 academic year and thereafter, ~~100~~
1520 ~~hours of~~ paid work approved by the district school board, the
1521 administrators of a nonpublic school, or the Department of
1522 Education for home education program students, which must
1523 include 75 hours of volunteer service, 100 hours of paid work,
1524 or 100 hours of a combination of both. Eligible paid work
1525 completed on or after June 27, 2022, shall be included in a
1526 student's total of required paid work hours. The student may
1527 identify a social or civic issue or a professional area that
1528 interests him or her and develop a plan for his or her personal
1529 involvement in addressing the issue or learning about the area.
1530 The student must, through papers or other presentations,
1531 evaluate and reflect upon his or her volunteer service or paid
1532 work experience. Such volunteer service or paid work may
1533 include, but is not limited to, a business or governmental
1534 internship, work for a nonprofit community service organization,
1535 or activities on behalf of a candidate for public office. The
1536 hours of volunteer service or paid work must be documented in
1537 writing, and the document must be signed by the student, the

594-04282-23

20231430c2

1538 student's parent or guardian, and a representative of the
1539 organization for which the student performed the volunteer
1540 service or paid work.

1541 Section 25. Paragraph (e) of subsection (1) and paragraph
1542 (b) of subsection (2) of section 1009.536, Florida Statutes, are
1543 amended to read:

1544 1009.536 Florida Gold Seal Vocational Scholars and Florida
1545 Gold Seal CAPE Scholars awards.—The Florida Gold Seal Vocational
1546 Scholars award and the Florida Gold Seal CAPE Scholars award are
1547 created within the Florida Bright Futures Scholarship Program to
1548 recognize and reward academic achievement and career preparation
1549 by high school students who wish to continue their education.

1550 (1) A student is eligible for a Florida Gold Seal
1551 Vocational Scholars award if he or she meets the general
1552 eligibility requirements for the Florida Bright Futures
1553 Scholarship Program and:

1554 (e) Completes at least 30 hours of volunteer service or,
1555 beginning with high school students graduating in the 2022-2023
1556 academic year and thereafter, 100 hours of paid work, approved
1557 by the district school board, the administrators of a nonpublic
1558 school, or the Department of Education for home education
1559 program students, or 100 hours of a combination of both.
1560 Eligible paid work completed on or after June 27, 2022, shall be
1561 included in a student's total of required paid work hours. The
1562 student may identify a social or civic issue or a professional
1563 area that interests him or her and develop a plan for his or her
1564 personal involvement in addressing the issue or learning about
1565 the area. The student must, through papers or other
1566 presentations, evaluate and reflect upon his or her volunteer

594-04282-23

20231430c2

1567 service or paid work experience. Such volunteer service or paid
1568 work may include, but is not limited to, a business or
1569 governmental internship, work for a nonprofit community service
1570 organization, or activities on behalf of a candidate for public
1571 office. The hours of volunteer service or paid work must be
1572 documented in writing, and the document must be signed by the
1573 student, the student's parent or guardian, and a representative
1574 of the organization for which the student performed the
1575 volunteer service or paid work.

1576 (2) A student is eligible for a Florida Gold Seal CAPE
1577 Scholars award if he or she meets the general eligibility
1578 requirements for the Florida Bright Futures Scholarship Program,
1579 and the student:

1580 (b) Completes at least 30 hours of volunteer service or,
1581 beginning with a high school student graduating in the 2022-2023
1582 academic year and thereafter, 100 hours of paid work, approved
1583 by the district school board, the administrators of a nonpublic
1584 school, or the Department of Education for home education
1585 program students, or 100 hours of a combination of both.

1586 Eligible paid work completed on or after June 27, 2022, shall be
1587 included in a student's total required paid work hours. The
1588 student may identify a social or civic issue or a professional
1589 area that interests him or her and develop a plan for his or her
1590 personal involvement in addressing the issue or learning about
1591 the area. The student must, through papers or other
1592 presentations, evaluate and reflect upon his or her experience.
1593 Such volunteer service or paid work may include, but is not
1594 limited to, a business or governmental internship, work for a
1595 nonprofit community service organization, or activities on

594-04282-23

20231430c2

1596 behalf of a candidate for public office. The hours of volunteer
1597 service or paid work must be documented in writing, and the
1598 document must be signed by the student, the student's parent or
1599 guardian, and a representative of the organization for which the
1600 student performed the volunteer service or paid work.

1601 Section 26. Paragraph (a) of subsection (1) of section
1602 1012.22, Florida Statutes, is amended to read:

1603 1012.22 Public school personnel; powers and duties of the
1604 district school board.—The district school board shall:

1605 (1) Designate positions to be filled, prescribe
1606 qualifications for those positions, and provide for the
1607 appointment, compensation, promotion, suspension, and dismissal
1608 of employees as follows, subject to the requirements of this
1609 chapter:

1610 (a) *Positions, qualifications, and appointments.*—

1611 1. The district school board shall act upon written
1612 recommendations submitted by the district school superintendent
1613 for positions to be filled, for minimum qualifications for
1614 personnel for the various positions, and for the persons
1615 nominated to fill such positions.

1616 2. The district school board may reject for good cause any
1617 employee nominated.

1618 3. If the third nomination by the district school
1619 superintendent for any position is rejected for good cause, if
1620 the district school superintendent fails to submit a nomination
1621 for initial employment within a reasonable time as prescribed by
1622 the district school board, or if the district school
1623 superintendent fails to submit a nomination for reemployment
1624 within the time prescribed by law, the district school board may

594-04282-23

20231430c2

1625 proceed on its own motion to fill such position.

1626 4. The district school board's decision to reject a
1627 person's nomination does not give that person a right of action
1628 to sue over the rejection and may not be used as a cause of
1629 action by the nominated employee.

1630 5. The district school board may review and reappoint any
1631 member of the district executive staff. This provision does not
1632 apply to a school district with an elected superintendent.

1633 Section 27. Paragraph (a) of subsection (3) of section
1634 1012.34, Florida Statutes, is amended to read:

1635 1012.34 Personnel evaluation procedures and criteria.—

1636 (3) EVALUATION PROCEDURES AND CRITERIA.—Instructional
1637 personnel and school administrator performance evaluations must
1638 be based upon the performance of students assigned to their
1639 classrooms or schools, as provided in this section. Pursuant to
1640 this section, a school district's performance evaluation system
1641 is not limited to basing unsatisfactory performance of
1642 instructional personnel and school administrators solely upon
1643 student performance, but may include other criteria to evaluate
1644 instructional personnel and school administrators' performance,
1645 or any combination of student performance and other criteria.
1646 Evaluation procedures and criteria must comply with, but are not
1647 limited to, the following:

1648 (a) A performance evaluation must be conducted for each
1649 employee at least once a year, except that a classroom teacher,
1650 as defined in s. 1012.01(2)(a), excluding substitute teachers,
1651 who is newly hired by the district school board must be observed
1652 and evaluated at least twice in the first year of teaching in
1653 the school district. The performance evaluation must be based

594-04282-23

20231430c2

1654 upon sound educational principles and contemporary research in
1655 effective educational practices. The evaluation criteria must
1656 include:

1657 1. Performance of students.—At least one-third of a
1658 performance evaluation must be based upon data and indicators of
1659 student performance, as determined by each school district. This
1660 portion of the evaluation must include growth or achievement
1661 data of the teacher's students or, for a school administrator,
1662 the students attending the school over the course of at least 3
1663 years. If less than 3 years of data are available, the years for
1664 which data are available must be used. The proportion of growth
1665 or achievement data may be determined by instructional
1666 assignment.

1667 2. Instructional practice.—For instructional personnel, at
1668 least one-third of the performance evaluation must be based upon
1669 instructional practice. Evaluation criteria used when annually
1670 observing classroom teachers, as defined in s. 1012.01(2)(a),
1671 excluding substitute teachers, must include indicators based
1672 upon each of the Florida Educator Accomplished Practices adopted
1673 by the State Board of Education. For instructional personnel who
1674 are not classroom teachers, evaluation criteria must be based
1675 upon indicators of the Florida Educator Accomplished Practices
1676 and may include specific job expectations related to student
1677 support. This section does not preclude a school administrator
1678 from visiting and observing classroom teachers throughout the
1679 school year for purposes of providing mentorship, training,
1680 instructional feedback, or professional learning.

1681 3. Instructional leadership.—For school administrators, at
1682 least one-third of the performance evaluation must be based on

594-04282-23

20231430c2

1683 instructional leadership. Evaluation criteria for instructional
1684 leadership must include indicators based upon each of the
1685 leadership standards adopted by the State Board of Education
1686 under s. 1012.986, including performance measures related to the
1687 effectiveness of classroom teachers in the school, the
1688 administrator's appropriate use of evaluation criteria and
1689 procedures, recruitment and retention of effective and highly
1690 effective classroom teachers, improvement in the percentage of
1691 instructional personnel evaluated at the highly effective or
1692 effective level, and other leadership practices that result in
1693 student learning growth. The system may include a means to give
1694 parents and instructional personnel an opportunity to provide
1695 input into the administrator's performance evaluation.

1696 4. Other indicators of performance.—For instructional
1697 personnel and school administrators, the remainder of a
1698 performance evaluation may include, but is not limited to,
1699 professional and job responsibilities as recommended by the
1700 State Board of Education or identified by the district school
1701 board and, for instructional personnel, peer reviews,
1702 objectively reliable survey information from students and
1703 parents based on teaching practices that are consistently
1704 associated with higher student achievement, and other valid and
1705 reliable measures of instructional practice.

1706 Section 28. Subsections (9) through (16) of section
1707 1012.56, Florida Statutes, are renumbered as subsections (10)
1708 through (17), respectively, subsection (1), paragraphs (d), (g),
1709 and (i) of subsection (2), and subsections (6), (7), and (8) are
1710 amended, and a new subsection (9) is added to that section, to
1711 read:

594-04282-23

20231430c2

1712 1012.56 Educator certification requirements.—

1713 (1) APPLICATION.—Each person seeking certification pursuant
1714 to this chapter shall submit a completed application containing
1715 the applicant's social security number to the Department of
1716 Education and remit the fee required pursuant to s. 1012.59 and
1717 rules of the State Board of Education. Pursuant to the federal
1718 Personal Responsibility and Work Opportunity Reconciliation Act
1719 of 1996, each party is required to provide his or her social
1720 security number in accordance with this section. Disclosure of
1721 social security numbers obtained through this requirement is
1722 limited to the purpose of administration of the Title IV-D
1723 program of the Social Security Act for child support
1724 enforcement.

1725 (a) Pursuant to s. 120.60, the department shall issue
1726 within 90 calendar days after receipt of the completed
1727 application a professional certificate to a qualifying applicant
1728 covering the classification, level, and area for which the
1729 applicant is deemed qualified and a document explaining the
1730 requirements for renewal of the professional certificate.

1731 (b) The department shall issue a temporary certificate to a
1732 qualifying applicant within 14 calendar days after receipt of a
1733 request from an employer with a professional education
1734 competence demonstration program pursuant to paragraph
1735 ~~paragraphs~~ (6) (f) and subsection (9) ~~(8) (b)~~. The temporary
1736 certificate must cover the classification, level, and area for
1737 which the applicant is deemed qualified. The department shall
1738 electronically notify the applicant's employer that the
1739 temporary certificate has been issued and provide the applicant
1740 an official statement of status of eligibility at the time the

594-04282-23

20231430c2

1741 certificate is issued.

1742 (c) Pursuant to s. 120.60, the department shall issue
1743 within 90 calendar days after receipt of the completed
1744 application, if an applicant does not meet the requirements for
1745 either certificate, an official statement of status of
1746 eligibility.

1747
1748 The statement of status of eligibility must be provided
1749 electronically and must advise the applicant of any
1750 qualifications that must be completed to qualify for
1751 certification. Each method by which an applicant can complete
1752 the qualifications for a professional certificate must be
1753 included in the statement of status of eligibility. Each
1754 statement of status of eligibility is valid for 5 ~~3~~ years after
1755 its date of issuance, except as provided in paragraph (2) (d).

1756 (2) ELIGIBILITY CRITERIA.—To be eligible to seek
1757 certification, a person must:

1758 (d) Submit to background screening in accordance with
1759 subsection (11) ~~(10)~~. If the background screening indicates a
1760 criminal history or if the applicant acknowledges a criminal
1761 history, the applicant's records shall be referred to the
1762 investigative section in the Department of Education for review
1763 and determination of eligibility for certification. If the
1764 applicant fails to provide the necessary documentation requested
1765 by the department within 90 days after the date of the receipt
1766 of the certified mail request, the statement of eligibility and
1767 pending application shall become invalid.

1768 (g) Demonstrate mastery of general knowledge, pursuant to
1769 subsection (3), ~~if the person serves as a classroom teacher~~

594-04282-23

20231430c2

1770 ~~pursuant to s. 1012.01(2)(a).~~

1771 (i) Demonstrate mastery of professional preparation and
1772 education competence, pursuant to subsection (6), if the person
1773 serves as a classroom teacher or school administrator as
1774 classified in s. 1012.01(2)(a) and (3)(c), respectively.

1775 (6) MASTERY OF PROFESSIONAL PREPARATION AND EDUCATION
1776 COMPETENCE.—Acceptable means of demonstrating mastery of
1777 professional preparation and education competence are:

1778 (a) Successful completion of an approved teacher
1779 preparation program at a postsecondary educational institution
1780 within this state and achievement of a passing score on the
1781 professional education competency examination required by state
1782 board rule;

1783 (b) Successful completion of a teacher preparation program
1784 at a postsecondary educational institution outside Florida and
1785 achievement of a passing score on the professional education
1786 competency examination required by state board rule;

1787 (c) Documentation of a valid professional standard teaching
1788 certificate issued by another state;

1789 (d) Documentation of a valid certificate issued by the
1790 National Board for Professional Teaching Standards or a national
1791 educator credentialing board approved by the State Board of
1792 Education;

1793 (e) Documentation of two semesters of successful, full-time
1794 or part-time teaching in a Florida College System institution,
1795 state university, or private college or university that awards
1796 an associate or higher degree and is an accredited institution
1797 or an institution of higher education identified by the
1798 Department of Education as having a quality program and

594-04282-23

20231430c2

1799 achievement of a passing score on the professional education
1800 competency examination required by state board rule;

1801 (f) Successful completion of professional preparation
1802 courses as specified in state board rule, successful completion
1803 of a professional ~~preparation and~~ education competence program
1804 pursuant to subsection (9) ~~paragraph (8)(b)~~, and achievement of
1805 a passing score on the professional education competency
1806 examination required by state board rule;

1807 (g) Successful completion of a professional learning
1808 ~~development~~ certification and ~~education competency~~ program,
1809 outlined in subsection (8) ~~paragraph (8)(a)~~; or

1810 (h) Successful completion of a competency-based
1811 certification program pursuant to s. 1004.85 and achievement of
1812 a passing score on the professional education competency
1813 examination required by rule of the State Board of Education.

1814
1815 The State Board of Education shall adopt rules to implement this
1816 subsection ~~by December 31, 2014~~, including rules to approve
1817 specific teacher preparation programs that are not identified in
1818 this subsection which may be used to meet requirements for
1819 mastery of professional preparation and education competence.

1820 (7) TYPES AND TERMS OF CERTIFICATION.—

1821 (a) The Department of Education shall issue a professional
1822 certificate for a period not to exceed 5 years to any applicant
1823 who fulfills one of the following:

1824 1. Meets all the applicable requirements outlined in
1825 subsection (2).

1826 2. For a professional certificate covering grades 6 through
1827 12:

594-04282-23

20231430c2

- 1828 a. Meets the applicable requirements of paragraphs (2) (a)-
1829 (h) .
- 1830 b. Holds a master's or higher degree in the area of
1831 science, technology, engineering, or mathematics.
- 1832 c. Teaches a high school course in the subject of the
1833 advanced degree.
- 1834 d. Is rated highly effective as determined by the teacher's
1835 performance evaluation under s. 1012.34, based in part on
1836 student performance as measured by a statewide, standardized
1837 assessment or an Advanced Placement, Advanced International
1838 Certificate of Education, or International Baccalaureate
1839 examination.
- 1840 e. Achieves a passing score on the Florida professional
1841 education competency examination required by state board rule.
- 1842 3. Meets the applicable requirements of paragraphs (2) (a)-
1843 (h) and completes a professional learning certification
1844 ~~preparation and education competence~~ program approved by the
1845 department pursuant to paragraph (8) (b) ~~(8) (e)~~ or an educator
1846 preparation institute approved by the department pursuant to s.
1847 1004.85. An applicant who completes one of these programs and is
1848 rated highly effective as determined by his or her performance
1849 evaluation under s. 1012.34 is not required to take or achieve a
1850 passing score on the professional education competency
1851 examination in order to be awarded a professional certificate.
- 1852 (b) The department shall issue a temporary certificate to
1853 any applicant who:
- 1854 1. Completes the requirements outlined in paragraphs
1855 (2) (a)-(f) and completes the subject area content requirements
1856 specified in state board rule or demonstrates mastery of subject

594-04282-23

20231430c2

1857 area knowledge pursuant to subsection (5) and holds an
1858 accredited degree or a degree approved by the Department of
1859 Education at the level required for the subject area
1860 specialization in state board rule; ~~or~~

1861 2. For a subject area specialization for which the state
1862 board otherwise requires a bachelor's degree, documents 48
1863 months of active-duty military service with an honorable
1864 discharge or a medical separation; completes the requirements
1865 outlined in paragraphs (2)(a), (b), and (d)-(f); completes the
1866 subject area content requirements specified in state board rule
1867 or demonstrates mastery of subject area knowledge pursuant to
1868 subsection (5); and documents completion of 60 college credits
1869 with a minimum cumulative grade point average of 2.5 on a 4.0
1870 scale, as provided by one or more accredited institutions of
1871 higher learning or a nonaccredited institution of higher
1872 learning identified by the Department of Education as having a
1873 quality program resulting in a bachelor's degree or higher; or-

1874 3. Is enrolled in a state-approved teacher preparation
1875 program under s. 1004.04; is actively completing the required
1876 program field experience or internship at a public school;
1877 completes the requirements outlined in paragraphs (2)(a), (b),
1878 (d), (e), and (f); completes the subject area content
1879 requirements specified in state board rule or demonstrates
1880 mastery of subject area knowledge pursuant to subsection (5);
1881 and documents completion of 60 college credits with a minimum
1882 cumulative grade point average of 2.5 on a 4.0 scale, as
1883 provided by one or more accredited institutions of higher
1884 learning or a nonaccredited institution of higher learning
1885 identified by the Department of Education as having a quality

594-04282-23

20231430c2

1886 program resulting in a bachelor's degree or higher.

1887 (c) The department shall issue one nonrenewable 2-year
1888 temporary certificate and one nonrenewable 5-year professional
1889 certificate to a qualified applicant who holds a bachelor's
1890 degree in the area of speech-language impairment to allow for
1891 completion of a master's degree program in speech-language
1892 impairment.

1893 (d) A person who is issued a temporary certificate under
1894 subparagraph (b)2. must be assigned a teacher mentor for a
1895 minimum of 2 school years after commencing employment. Each
1896 teacher mentor selected by the school district, charter school,
1897 or charter management organization must:

1898 1. Hold a valid professional certificate issued pursuant to
1899 this section;

1900 2. Have earned at least 3 years of teaching experience in
1901 prekindergarten through grade 12; and

1902 3. Have earned an effective or highly effective rating on
1903 the prior year's performance evaluation under s. 1012.34.

1904 ~~(e)(e)1. A temporary certificate issued under subparagraph~~
1905 ~~(b)1. is valid for 3 school fiscal years and is nonrenewable.~~

1906 ~~2. A temporary certificate issued under subparagraph (b)2.~~
1907 is valid for 5 school fiscal years, is limited to a one-time
1908 issuance, and is nonrenewable.

1909
1910 At least 1 year before an individual's temporary certificate is
1911 set to expire, the department shall electronically notify the
1912 individual of the date on which his or her certificate will
1913 expire and provide a list of each method by which the
1914 qualifications for a professional certificate can be completed.

594-04282-23

20231430c2

1915 ~~The State Board of Education shall adopt rules to allow the~~
 1916 ~~department to extend the validity period of a temporary~~
 1917 ~~certificate for 2 years when the requirements for the~~
 1918 ~~professional certificate were not completed due to the serious~~
 1919 ~~illness or injury of the applicant, the military service of an~~
 1920 ~~applicant's spouse, other extraordinary extenuating~~
 1921 ~~circumstances, or if the certificateholder is rated highly~~
 1922 ~~effective in the immediate prior year's performance evaluation~~
 1923 ~~pursuant to s. 1012.34 or has completed a 2-year mentorship~~
 1924 ~~program pursuant to subsection (8). The department shall extend~~
 1925 ~~the temporary certificate upon approval by the Commissioner of~~
 1926 ~~Education. A written request for extension of the certificate~~
 1927 ~~shall be submitted by the district school superintendent, the~~
 1928 ~~governing authority of a university lab school, the governing~~
 1929 ~~authority of a state-supported school, or the governing~~
 1930 ~~authority of a private school.~~

1931 (8) PROFESSIONAL LEARNING DEVELOPMENT CERTIFICATION ~~AND~~
 1932 ~~EDUCATION COMPETENCY~~ PROGRAM.—

1933 (a) The Department of Education shall develop and each
 1934 school district, charter school, and charter management
 1935 organization may provide a cohesive competency-based
 1936 professional learning development certification ~~and education~~
 1937 ~~competency~~ program by which instructional staff may satisfy the
 1938 mastery of professional preparation and education competence
 1939 requirements specified in subsection (6) and rules of the State
 1940 Board of Education. Participants must hold a state-issued
 1941 temporary certificate. A school district, charter school, or
 1942 charter management organization that implements the program
 1943 shall provide a competency-based certification program developed

594-04282-23

20231430c2

1944 by the Department of Education or developed by the district,
 1945 charter school, or charter management organization and approved
 1946 by the Department of Education. These entities may collaborate
 1947 with other supporting agencies or educational entities for
 1948 implementation. The program shall include the following:

1949 ~~1. A minimum period of initial preparation before assuming~~
 1950 ~~duties as the teacher of record.~~

1951 ~~2. An option for collaboration with other supporting~~
 1952 ~~agencies or educational entities for implementation.~~

1953 ~~1.3.~~ A teacher mentorship and induction component.

1954 a. Each individual selected by the district, charter
 1955 school, or charter management organization as a mentor:

1956 (I) Must hold a valid professional certificate issued
 1957 pursuant to this section;

1958 (II) Must have earned at least 3 years of teaching
 1959 experience in prekindergarten through grade 12;

1960 (III) Must have completed ~~specialized~~ training in clinical
 1961 supervision and participate in ongoing mentor training provided
 1962 through the coordinated system of professional learning
 1963 ~~development~~ under s. 1012.98(4) ~~s. 1012.98(3)(c)~~;

1964 (IV) Must have earned an effective or highly effective
 1965 rating on the prior year's performance evaluation ~~under s.~~
 1966 ~~1012.34~~; and

1967 (V) May be a peer evaluator under the district's evaluation
 1968 system approved under s. 1012.34.

1969 b. The teacher mentorship and induction component must, at
 1970 a minimum, provide routine ~~weekly~~ opportunities for mentoring
 1971 and induction activities, including ~~common planning time,~~
 1972 ongoing professional learning as described in s. 1012.98

594-04282-23

20231430c2

1973 ~~development~~ targeted to a teacher's needs, opportunities for a
1974 teacher to observe other teachers, co-teaching experiences, and
1975 reflection and followup discussions. Professional learning must
1976 meet the criteria established in s. 1012.98(3). Mentorship and
1977 induction activities must be provided for an applicant's first
1978 year in the program and may be provided until the applicant
1979 attains his or her professional certificate in accordance with
1980 this section. ~~A principal who is rated highly effective as~~
1981 ~~determined by his or her performance evaluation under s. 1012.34~~
1982 ~~must be provided flexibility in selecting professional~~
1983 ~~development activities under this paragraph; however, the~~
1984 ~~activities must be approved by the department as part of the~~
1985 ~~district's, charter school's, or charter management~~
1986 ~~organization's program.~~

1987 2.4. An assessment of teaching performance aligned to the
1988 district's, charter school's, or charter management
1989 organization's system for personnel evaluation under s. 1012.34
1990 which provides for:

1991 a. An initial evaluation of each educator's competencies to
1992 determine an appropriate individualized professional learning
1993 ~~development~~ plan.

1994 b. A summative evaluation to assure successful completion
1995 of the program.

1996 3.5. Professional education preparation content knowledge,
1997 which must be included in the mentoring and induction activities
1998 under subparagraph 1. 3., that includes, but is not limited to,
1999 the following:

2000 a. The state academic standards provided under s. 1003.41,
2001 including scientifically based reading instruction, content

594-04282-23

20231430c2

2002 literacy, and mathematical practices, for each subject
2003 identified on the temporary certificate.

2004 b. The educator-accomplished practices approved by the
2005 state board.

2006 ~~e. A variety of data indicators for monitoring student
2007 progress.~~

2008 ~~d. Methodologies for teaching students with disabilities.~~

2009 ~~e. Methodologies for teaching students of limited English
2010 proficiency appropriate for each subject area identified on the
2011 temporary certificate.~~

2012 ~~f. Techniques and strategies for operationalizing the role
2013 of the teacher in assuring a safe learning environment for
2014 students.~~

2015 4.6. Required achievement of passing scores on the subject
2016 area and professional education competency examination required
2017 by State Board of Education rule. Mastery of general knowledge
2018 must be demonstrated as described in subsection (3).

2019 5.7. Beginning with candidates entering a program in the
2020 2022-2023 school year, a candidate for certification in a
2021 coverage area identified pursuant to s. 1012.585(3)(f) must
2022 successfully complete all competencies for a reading
2023 endorsement, including completion of the endorsement practicum
2024 through the candidate's demonstration of mastery of professional
2025 preparation and education competence under paragraph (b).

2026 ~~(b)1. Each school district must and a private school or
2027 state-supported public school, including a charter school, may
2028 develop and maintain a system by which members of the
2029 instructional staff may demonstrate mastery of professional
2030 preparation and education competence as required by law. Each~~

594-04282-23

20231430c2

2031 ~~program must be based on classroom application of the Florida~~
2032 ~~Educator Accomplished Practices and instructional performance~~
2033 ~~and, for public schools, must be aligned with the district's or~~
2034 ~~state-supported public school's evaluation system established~~
2035 ~~under s. 1012.34, as applicable.~~

2036 ~~2. The Commissioner of Education shall determine the~~
2037 ~~continued approval of programs implemented under this paragraph,~~
2038 ~~based upon the department's review of performance data. The~~
2039 ~~department shall review the performance data as a part of the~~
2040 ~~periodic review of each school district's professional~~
2041 ~~development system required under s. 1012.98.~~

2042 ~~(b) (c) No later than December 31, 2017, The department~~
2043 ~~State Board of Education shall adopt rules standards for the~~
2044 ~~approval and continued approval of professional learning~~
2045 ~~development certification and education competency programs~~
2046 ~~aligned to, including standards for the teacher mentorship and~~
2047 ~~induction component, under paragraph (a). Standards for the~~
2048 ~~teacher mentorship and induction component must include program~~
2049 ~~administration and evaluation; mentor roles, selection, and~~
2050 ~~training; beginning teacher assessment and professional~~
2051 ~~development; and teacher content knowledge and practices aligned~~
2052 ~~to the Florida Educator Accomplished Practices. Each school~~
2053 ~~district or charter school with a program under this subsection~~
2054 ~~must submit its program, including the teacher mentorship and~~
2055 ~~induction component, to the department for approval no later~~
2056 ~~than June 30, 2018. After December 31, 2018, A teacher may not~~
2057 ~~satisfy requirements for a professional certificate through a~~
2058 ~~professional learning development certification and education~~
2059 ~~competency program under paragraph (a) unless the program has~~

594-04282-23

20231430c2

2060 been approved by the department pursuant to this paragraph.

2061 (9) PROFESSIONAL EDUCATION COMPETENCY PROGRAM.—

2062 (a) Each school district must and a private school or
2063 state-supported public school, including a charter school, may
2064 develop and maintain a system by which members of the
2065 instructional staff may demonstrate mastery of professional
2066 preparation and education competence as required by law. Each
2067 program must be based on classroom application of the Florida
2068 Educator Accomplished Practices and instructional performance
2069 and, for public schools, must be aligned with the district's or
2070 state-supported public school's evaluation system established
2071 under s. 1012.34, as applicable.

2072 (b) The Commissioner of Education shall determine the
2073 continued approval of programs implemented under this paragraph,
2074 based upon the department's review of performance data. The
2075 department shall review the performance data as a part of the
2076 periodic review of each school district's professional learning
2077 system required under s. 1012.98.

2078 ~~(d) The Commissioner of Education shall determine the~~
2079 ~~continued approval of programs implemented under paragraph (a)~~
2080 ~~based upon the department's periodic review of the following:~~

2081 ~~1. Evidence that the requirements in paragraph (a) are~~
2082 ~~consistently met; and~~

2083 ~~2. Evidence of performance in each of the following areas:~~
2084 ~~a. Rate of retention for employed program completers in~~
2085 ~~instructional positions in Florida public schools.~~

2086 ~~b. Performance of students in prekindergarten through grade~~
2087 ~~12 who are assigned to in-field program completers on statewide~~
2088 ~~assessments using the results of the student learning growth~~

594-04282-23

20231430c2

2089 ~~formula adopted under s. 1012.34.~~

2090 ~~e. Performance of students in prekindergarten through grade~~
2091 ~~12 who are assigned to in-field program completers aggregated by~~
2092 ~~student subgroups, as defined in the federal Elementary and~~
2093 ~~Secondary Education Act (ESEA), 20 U.S.C. s.~~

2094 ~~6311(b)(2)(C)(v)(II), as a measure of how well the program~~
2095 ~~prepares teachers to work with a variety of students in Florida~~
2096 ~~public schools.~~

2097 ~~d. Results of program completers' annual evaluations in~~
2098 ~~accordance with the timeline as set forth in s. 1012.34.~~

2099 ~~e. Production of program completers in statewide critical~~
2100 ~~teacher shortage areas as defined in s. 1012.07.~~

2101 Section 29. Section 1012.57, Florida Statutes, is amended
2102 to read:

2103 1012.57 Certification of adjunct educators.—

2104 (1) Notwithstanding the provisions of ss. 1012.32, 1012.55,
2105 and 1012.56, or any other provision of law or rule to the
2106 contrary, district school boards and charter school governing
2107 boards shall adopt rules to allow for the issuance of an adjunct
2108 teaching certificate to any applicant who fulfills the
2109 requirements of s. 1012.56(2)(a)-(f) and (11) ~~s. 1012.56(2)(a)-~~
2110 ~~(f) and (10)~~ and who has expertise in the subject area to be
2111 taught. An applicant shall be considered to have expertise in
2112 the subject area to be taught if the applicant demonstrates
2113 sufficient subject area mastery through passage of a subject
2114 area test.

2115 (2) The Legislature intends that this section allow school
2116 districts and charter schools to tap the wealth of talent and
2117 expertise represented in Florida's citizens who may wish to

594-04282-23

20231430c2

2118 teach in a Florida public school by permitting school districts
2119 and charter schools to issue adjunct certificates to qualified
2120 applicants.

2121 (3) Adjunct certificateholders should be used primarily as
2122 a strategy to enhance the diversity of course offerings offered
2123 to all students. School districts and charter schools may use
2124 the expertise of individuals in the state who wish to provide
2125 online instruction to students by issuing adjunct certificates
2126 to qualified applicants.

2127 (4) Each adjunct teaching certificate is valid through the
2128 term of the annual contract between the educator and the school
2129 district or charter school. An additional annual certification
2130 and an additional annual contract may be awarded by the district
2131 or charter school at the district's or charter school's
2132 discretion but only if the applicant is rated effective or
2133 highly effective under s. 1012.34 during each year of teaching
2134 under adjunct teaching certification. A school district and
2135 charter school may issue an adjunct teaching certificate for a
2136 part-time or full-time teaching position; however, an adjunct
2137 teaching certificate issued for a full-time teaching position is
2138 valid for no more than 3 years and is nonrenewable.

2139 (5) Individuals who are certified and employed under this
2140 section shall have the same rights and protection of laws as
2141 teachers certified under s. 1012.56.

2142 (6) Each school district and charter school shall:

2143 (a) Post requirements on its website for the issuance of an
2144 adjunct teaching certificate, which must specify the subject
2145 area test through which an applicant demonstrates subject area
2146 mastery.

594-04282-23

20231430c2

2147 (b) Annually report to the department the number of adjunct
2148 teaching certificates issued for part-time teaching positions
2149 and full-time teaching positions pursuant to this section.

2150 Section 30. Section 1012.575, Florida Statutes, is amended
2151 to read:

2152 1012.575 Alternative preparation programs for certified
2153 teachers to add additional coverage.—A district school board, or
2154 an organization of private schools or a consortium of charter
2155 schools with an approved professional learning development
2156 system as described in s. 1012.98(7) ~~s. 1012.98(6)~~, may design
2157 alternative teacher preparation programs to enable persons
2158 already certificated to add an additional coverage to their
2159 certificates. Each alternative teacher preparation program shall
2160 be reviewed and approved by the Department of Education to
2161 assure that persons who complete the program are competent in
2162 the necessary areas of subject matter specialization. Two or
2163 more school districts may jointly participate in an alternative
2164 preparation program for teachers.

2165 Section 31. Paragraph (g) of subsection (3) of section
2166 1012.585, Florida Statutes, is redesignated as paragraph (h),
2167 and a new paragraph (g) is added to that subsection, to read:

2168 1012.585 Process for renewal of professional certificates.—

2169 (3) For the renewal of a professional certificate, the
2170 following requirements must be met:

2171 (g) An applicant for renewal of a professional certificate
2172 in educational leadership from a Level I program under s.
2173 1012.562(2) or Level II program under s. 1012.562(3), with a
2174 beginning validity date of July 1, 2025, or thereafter, must
2175 earn a minimum of 1 college credit or 20 inservice points in

594-04282-23

20231430c2

2176 Florida's educational leadership standards, as established in
2177 rule by the State Board of Education. The requirement in this
2178 paragraph may not add to the total hours required by the
2179 department for continuing education or inservice training.

2180 Section 32. Paragraph (a) of subsection (1) of section
2181 1012.586, Florida Statutes, is amended to read:

2182 1012.586 Additions or changes to certificates; duplicate
2183 certificates; reading endorsement pathways.-

2184 (1) A school district may process via a Department of
2185 Education website certificates for the following applications of
2186 public school employees:

2187 (a) Addition of a subject coverage or endorsement to a
2188 valid Florida certificate on the basis of the completion of the
2189 appropriate subject area testing requirements of s.
2190 1012.56(5) (a) or the completion of the requirements of an
2191 approved school district program or the inservice components for
2192 an endorsement.

2193 1. To reduce duplication, the department may recommend the
2194 consolidation of endorsement areas and requirements to the State
2195 Board of Education.

2196 2. At least once every 5 years, the department shall
2197 conduct a review of existing subject coverage or endorsement
2198 requirements in the elementary, reading, and exceptional student
2199 educational areas. The review must include reciprocity
2200 requirements for out-of-state certificates and requirements for
2201 demonstrating competency in the reading instruction professional
2202 learning development topics listed in s. 1012.98(5) (b)11 ~~s.~~
2203 ~~1012.98(4) (b)11~~. The review must also consider the award of an
2204 endorsement to an individual who holds a certificate issued by

594-04282-23

20231430c2

2205 an internationally recognized organization that establishes
2206 standards for providing evidence-based interventions to
2207 struggling readers or who completes a postsecondary program that
2208 is accredited by such organization. Any such certificate or
2209 program must require an individual who completes the certificate
2210 or program to demonstrate competence in reading intervention
2211 strategies through clinical experience. At the conclusion of
2212 each review, the department shall recommend to the state board
2213 changes to the subject coverage or endorsement requirements
2214 based upon any identified instruction or intervention strategies
2215 proven to improve student reading performance. This subparagraph
2216 does not authorize the state board to establish any new
2217 certification subject coverage.

2218
2219 The employing school district shall charge the employee a fee
2220 not to exceed the amount charged by the Department of Education
2221 for such services. Each district school board shall retain a
2222 portion of the fee as defined in the rules of the State Board of
2223 Education. The portion sent to the department shall be used for
2224 maintenance of the technology system, the web application, and
2225 posting and mailing of the certificate.

2226 Section 33. Section 1012.98, Florida Statutes, is amended
2227 to read:

2228 1012.98 School Community Professional Learning Development
2229 Act.—

2230 (1) The Department of Education, public postsecondary
2231 educational institutions, public school districts, public
2232 schools, state education foundations, consortia, and
2233 professional organizations in this state shall work

594-04282-23

20231430c2

2234 collaboratively to establish a coordinated system of
2235 professional learning. For the purposes of this section, the
2236 term "professional learning" means learning that is aligned to
2237 the state's standards for effective professional learning,
2238 educator practices, and leadership practices; incorporates
2239 active learning; is collaborative; provides models; and is
2240 sustained and continuous ~~development~~. The purpose of the
2241 professional learning ~~development~~ system is to increase student
2242 achievement, enhance classroom instructional strategies that
2243 promote rigor and relevance throughout the curriculum, and
2244 prepare students for continuing education and the workforce. The
2245 system of professional learning ~~development~~ must align to the
2246 standards adopted by the state. Routine informational meetings
2247 may not be considered professional learning and are not eligible
2248 for inservice points and ~~support the framework for standards~~
2249 ~~adopted by the National Staff Development Council~~.

2250 (2) The school community includes students and parents,
2251 administrative personnel, managers, instructional personnel,
2252 support personnel, members of district school boards, members of
2253 school advisory councils, business partners, and personnel that
2254 provide health and social services to students.

2255 (3) Professional learning activities linked to student
2256 learning and professional growth for instructional and
2257 administrative staff must meet the following criteria:

2258 (a) For instructional personnel, utilize materials aligned
2259 to the state's academic standards.

2260 (b) For school administrators, utilize materials aligned to
2261 the state's educational leadership standards.

2262 (c) Have clear, defined, and measurable outcomes for both

594-04282-23

20231430c2

2263 individual inservice activities and multiple day sessions.

2264 (d) Employ multiple measurement tools for data on teacher
2265 growth, participants' use of new knowledge and skills, student
2266 learning outcomes, instructional growth outcomes, and leadership
2267 growth outcomes, as applicable.

2268 (e) Utilize active learning and engage participants
2269 directly in designing and trying out strategies, providing
2270 participants with the opportunity to engage in authentic
2271 teaching and leadership experiences.

2272 (f) Utilize artifacts, interactive activities, and other
2273 strategies to provide deeply embedded and highly contextualized
2274 professional learning.

2275 (g) Create opportunities for collaboration.

2276 (h) Utilize coaching and expert support to involve the
2277 sharing of expertise about content and evidence-based practices,
2278 focused directly on instructional personnel and school
2279 administrator needs.

2280 (i) Provide opportunities for instructional personnel and
2281 school administrators to think about, receive input on, and make
2282 changes to practice by facilitating reflection and providing
2283 feedback.

2284 (j) Provide sustained duration with followup for
2285 instructional personnel and school administrators to have
2286 adequate time to learn, practice, implement, and reflect upon
2287 new strategies that facilitate changes in practice.

2288 (4)(3) The activities designed to implement this section
2289 must:

2290 (a) Support and increase the success of educators through
2291 collaboratively developed school improvement plans that focus

594-04282-23

20231430c2

2292 on:

2293 1. Enhanced and differentiated instructional strategies to
2294 engage students in a rigorous and relevant curriculum based on
2295 state and local educational standards, goals, and initiatives;

2296 2. Increased opportunities to provide meaningful
2297 relationships between teachers and all students; and

2298 3. Increased opportunities for professional collaboration
2299 among and between teachers, certified school counselors,
2300 instructional leaders, postsecondary educators engaged in
2301 preservice training for new teachers, and the workforce
2302 community.

2303 (b) Assist the school community in providing stimulating,
2304 scientific research-based educational activities that encourage
2305 and motivate students to achieve at the highest levels and to
2306 participate as active learners and that prepare students for
2307 success at subsequent educational levels and the workforce.

2308 (c) Provide continuous support for all education
2309 professionals as well as temporary intervention for education
2310 professionals who need improvement in knowledge, skills, and
2311 performance.

2312 (d) Provide ~~middle grades~~ instructional personnel and
2313 school administrators with the knowledge, skills, and best
2314 practices necessary to support excellence in classroom
2315 instruction and educational leadership.

2316 (e) Provide training to teacher mentors as part of the
2317 professional learning development certification program under s.
2318 1012.56(8) and the professional education competency program
2319 under s. 1012.56(9) ~~s. 1012.56(8)(a)~~. The training must include
2320 components on teacher development, peer coaching, time

594-04282-23

20231430c2

2321 management, and other related topics as determined by the
2322 Department of Education.

2323 (5)~~(4)~~ The Department of Education, school districts,
2324 schools, Florida College System institutions, and state
2325 universities share the responsibilities described in this
2326 section. These responsibilities include the following:

2327 (a)1. The department shall create a high-quality
2328 professional learning marketplace list that acts as a guide and
2329 tool for teachers, schools, school administrators, and districts
2330 across the state to identify high-quality professional learning
2331 provider programs and resources that meet the criteria described
2332 in subsection (3) and have demonstrated success in meeting
2333 identified student needs.

2334 ~~2.(a)1. The department shall disseminate to the school~~
2335 ~~community, through a centralized professional learning webpage,~~
2336 ~~the marketplace list under subparagraph 1 research-based~~
2337 ~~professional development methods and programs that have~~
2338 ~~demonstrated success in meeting identified student needs. The~~
2339 ~~Commissioner of Education shall use data on student achievement~~
2340 ~~to identify student needs. The methods of dissemination must~~
2341 ~~include a web-based statewide performance support system,~~
2342 ~~including a database of exemplary professional development~~
2343 ~~activities, a listing of available professional development~~
2344 ~~resources, training programs, and available assistance.~~

2345 ~~2. The web-based statewide performance support system~~
2346 ~~established pursuant to subparagraph 1. must include for middle~~
2347 ~~grades, subject to appropriation, materials related to classroom~~
2348 ~~instruction, including integrated digital instruction and~~
2349 ~~competency-based instruction; CAPE Digital Tool certificates and~~

594-04282-23

20231430c2

2350 ~~CAPE industry certifications; classroom management; student~~
2351 ~~behavior and interaction; extended learning opportunities for~~
2352 ~~students; and instructional leadership.~~

2353 (b) Each school district shall develop a professional
2354 learning development system as specified in subsection (4) ~~(3)~~.
2355 The system shall be developed in consultation with teachers,
2356 teacher-educators of Florida College System institutions and
2357 state universities, business and community representatives, and
2358 local education foundations, consortia, and professional
2359 organizations. The professional learning development system
2360 must:

2361 1. Be reviewed and approved by the department for
2362 compliance with s. 1003.42(3) and this section. Effective March
2363 1, 2024, the department shall establish a calendar for the
2364 review and approval of all professional learning systems. A
2365 professional learning system must be reviewed and approved every
2366 5 years. Any ~~All~~ substantial revisions to the system shall be
2367 submitted to the department for review and ~~for continued~~
2368 approval. The department shall establish a format for the review
2369 and approval of a professional learning system.

2370 2. Be based on analyses of student achievement data and
2371 instructional strategies and methods that support rigorous,
2372 relevant, and challenging curricula for all students. Schools
2373 and districts, in developing and refining the professional
2374 learning development system, shall also review and monitor
2375 school discipline data; school environment surveys; assessments
2376 of parental satisfaction; performance appraisal data of
2377 teachers, managers, and administrative personnel; and other
2378 performance indicators to identify school and student needs that

594-04282-23

20231430c2

2379 can be met by improved professional performance.

2380 3. Provide inservice activities coupled with followup
2381 support appropriate to accomplish district-level and school-
2382 level improvement goals and standards. The inservice activities
2383 for instructional and school administrative personnel shall
2384 focus on analysis of student achievement data, ongoing formal
2385 and informal assessments of student achievement, identification
2386 and use of enhanced and differentiated instructional strategies
2387 that emphasize rigor, relevance, and reading in the content
2388 areas, enhancement of subject content expertise, integrated use
2389 of classroom technology that enhances teaching and learning,
2390 classroom management, parent involvement, and school safety.

2391 4. Provide inservice activities and support targeted to the
2392 individual needs of new teachers participating in the
2393 professional learning development certification and education
2394 competency program under s. 1012.56(8) (a).

2395 5. Include a professional learning catalog ~~master plan~~ for
2396 inservice activities, pursuant to rules of the State Board of
2397 Education, for all district employees from all fund sources. The
2398 catalog ~~master plan~~ shall be updated annually by September 1,
2399 must be based on input from teachers and district and school
2400 instructional leaders, and must use the latest available student
2401 achievement data and research to enhance rigor and relevance in
2402 the classroom. Each district inservice catalog ~~plan~~ must be
2403 aligned to and support the school-based inservice catalog ~~plans~~
2404 and school improvement plans pursuant to s. 1001.42(18). Each
2405 district inservice catalog ~~plan~~ must provide a description of
2406 the training that middle grades instructional personnel and
2407 school administrators receive on the district's code of student

594-04282-23

20231430c2

2408 conduct adopted pursuant to s. 1006.07; integrated digital
2409 instruction and competency-based instruction and CAPE Digital
2410 Tool certificates and CAPE industry certifications; classroom
2411 management; student behavior and interaction; extended learning
2412 opportunities for students; and instructional leadership.
2413 District plans must be approved by the district school board
2414 annually in order to ensure compliance with subsection (1) and
2415 to allow for dissemination of research-based best practices to
2416 other districts. District school boards must submit verification
2417 of their approval to the Commissioner of Education no later than
2418 October 1, annually. Each school principal may establish and
2419 maintain an individual professional learning development plan
2420 for each instructional employee assigned to the school as a
2421 seamless component to the school improvement plans developed
2422 pursuant to s. 1001.42(18). An individual professional learning
2423 ~~development~~ plan must be related to specific performance data
2424 for the students to whom the teacher is assigned, define the
2425 inservice objectives and specific measurable improvements
2426 expected in student performance as a result of the inservice
2427 activity, and include an evaluation component that determines
2428 the effectiveness of the professional learning development plan.

2429 6. Include inservice activities for school administrative
2430 personnel, aligned to the state's educational leadership
2431 standards, that address updated skills necessary for
2432 instructional leadership and effective school management
2433 pursuant to s. 1012.986.

2434 7. Provide for systematic consultation with regional and
2435 state personnel designated to provide technical assistance and
2436 evaluation of local professional learning development programs.

594-04282-23

20231430c2

2437 8. Provide for delivery of professional learning
2438 ~~development~~ by distance learning and other technology-based
2439 delivery systems to reach more educators at lower costs.

2440 9. Provide for the continuous evaluation of the quality and
2441 effectiveness of professional learning ~~development~~ programs in
2442 order to eliminate ineffective programs and strategies and to
2443 expand effective ones. Evaluations must consider the impact of
2444 such activities on the performance of participating educators
2445 and their students' achievement and behavior.

2446 10. For all ~~middle~~ grades, emphasize:

2447 a. Interdisciplinary planning, collaboration, and
2448 instruction.

2449 b. Alignment of curriculum and instructional materials to
2450 the state academic standards adopted pursuant to s. 1003.41.

2451 c. Use of small learning communities; problem-solving,
2452 inquiry-driven research and analytical approaches for students;
2453 strategies and tools based on student needs; competency-based
2454 instruction; integrated digital instruction; and project-based
2455 instruction.

2456
2457 Each school that includes any of grades 6, 7, or 8 must include
2458 in its school improvement plan, required under s. 1001.42(18), a
2459 description of the specific strategies used by the school to
2460 implement each item listed in this subparagraph.

2461 11. Provide training to reading coaches, classroom
2462 teachers, and school administrators in effective methods of
2463 identifying characteristics of conditions such as dyslexia and
2464 other causes of diminished phonological processing skills;
2465 incorporating instructional techniques into the general

594-04282-23

20231430c2

2466 education setting which are proven to improve reading
2467 performance for all students; and using predictive and other
2468 data to make instructional decisions based on individual student
2469 needs. The training must help teachers integrate phonemic
2470 awareness; phonics, word study, and spelling; reading fluency;
2471 vocabulary, including academic vocabulary; and text
2472 comprehension strategies into an explicit, systematic, and
2473 sequential approach to reading instruction, including
2474 multisensory intervention strategies. Each district must provide
2475 all elementary grades instructional personnel access to training
2476 sufficient to meet the requirements of s. 1012.585(3)(f).

2477 (6)~~(5)~~ Each district school board shall provide funding for
2478 the professional learning development system as required by s.
2479 1011.62 and the General Appropriations Act, and shall direct
2480 expenditures from other funding sources to continuously
2481 strengthen the system in order to increase student achievement
2482 and support instructional staff in enhancing rigor and relevance
2483 in the classroom. The department shall identify professional
2484 learning development opportunities that require the teacher to
2485 demonstrate proficiency in specific classroom practices, with
2486 priority given to implementing training to complete a reading
2487 endorsement pathway adopted pursuant to s. 1012.586(2)(a). A
2488 school district may coordinate its professional learning
2489 ~~development~~ program with that of another district, with an
2490 educational consortium, or with a Florida College System
2491 institution or university, especially in preparing and educating
2492 personnel. Each district school board shall make available
2493 inservice activities to instructional personnel of nonpublic
2494 schools in the district and the state certified teachers who are

594-04282-23

20231430c2

2495 not employed by the district school board on a fee basis not to
2496 exceed the cost of the activity per all participants.

2497 (7)~~(6)~~ An organization of private schools or consortium of
2498 charter schools which has no fewer than 10 member schools in
2499 this state, which publishes and files with the Department of
2500 Education copies of its standards, and the member schools of
2501 which comply with the provisions of part II of chapter 1003,
2502 relating to compulsory school attendance, or a public or private
2503 college or university with a teacher preparation program
2504 approved pursuant to s. 1004.04, may also develop a professional
2505 learning development system that includes a professional
2506 learning catalog ~~master plan~~ for inservice activities. The
2507 system and inservice catalog ~~plan~~ must be submitted to the
2508 commissioner for approval pursuant to state board rules.

2509 (8) (a)~~(7) (a)~~ The Department of Education shall disseminate,
2510 using web-based technology, research-based best practice methods
2511 by which the state and district school boards may evaluate and
2512 improve the professional learning development system. The best
2513 practices must include data that indicate the progress of all
2514 students. The department shall report annually to the State
2515 Board of Education and the Legislature any school district that,
2516 in the determination of the department, has failed to provide an
2517 adequate professional learning development system. This report
2518 must include the results of the department's investigation and
2519 of any intervention provided.

2520 (b) The department shall also disseminate, using web-based
2521 technology, professional learning development in the use of
2522 integrated digital instruction at schools that include middle
2523 grades. The professional learning development must provide

594-04282-23

20231430c2

2524 training and materials that districts can use to provide
2525 instructional personnel with the necessary knowledge, skills,
2526 and strategies to effectively blend digital instruction into
2527 subject-matter curricula. The professional learning development
2528 must emphasize online learning and research techniques, reading
2529 instruction, the use of digital devices to supplement the
2530 delivery of curricular content to students, and digital device
2531 management and security. Districts are encouraged to incorporate
2532 the professional learning development as part of their
2533 professional learning development system.

2534 (9)~~(8)~~ The State Board of Education may adopt rules
2535 pursuant to ss. 120.536(1) and 120.54 to administer this
2536 section.

2537 (10)~~(9)~~ This section does not limit or discourage a
2538 district school board from contracting with independent entities
2539 for professional learning development services and inservice
2540 education if the district school board can demonstrate to the
2541 Commissioner of Education that, through such a contract, a
2542 better product can be acquired or its goals for education
2543 improvement can be better met. Such entities shall have 3 or
2544 more years of experience providing professional learning with
2545 demonstrative success in instructional or school administrator
2546 growth. The school district must verify that such entities and
2547 contracted professional learning activities from such entities
2548 meet the criteria established in subsection (3) for training
2549 linked to student learning or professional growth.

2550 (11)~~(10)~~ For instructional personnel and administrative
2551 personnel who have been evaluated as less than effective, a
2552 district school board shall require participation in specific

594-04282-23

20231430c2

2553 professional learning development programs as provided in
2554 subparagraph (5) (b) 5. ~~(4) (b) 5.~~ as part of the improvement
2555 prescription.

2556 (12) ~~(11)~~ The department shall disseminate to the school
2557 community proven model professional learning development
2558 programs that have demonstrated success in increasing rigorous
2559 and relevant content, increasing student achievement and
2560 engagement, meeting identified student needs, and providing
2561 effective mentorship activities to new teachers and training to
2562 teacher mentors. The methods of dissemination must include a
2563 web-based statewide performance-support system including a
2564 database of exemplary professional learning development
2565 activities, a listing of available professional learning
2566 ~~development~~ resources, training programs, and available
2567 technical assistance. Professional learning development
2568 resources must include sample course-at-a-glance and unit
2569 overview templates that school districts may use when developing
2570 curriculum. The templates must provide an organized structure
2571 for addressing the Florida Standards, grade-level expectations,
2572 evidence outcomes, and 21st century skills that build to
2573 students' mastery of the standards at each grade level. Each
2574 template must support teaching to greater intellectual depth and
2575 emphasize transfer and application of concepts, content, and
2576 skills. At a minimum, each template must:

2577 (a) Provide course or year-long sequencing of concept-based
2578 unit overviews based on the Florida Standards.

2579 (b) Describe the knowledge and vocabulary necessary for
2580 comprehension.

2581 (c) Promote the instructional shifts required within the

594-04282-23

20231430c2

2582 Florida Standards.

2583 (d) Illustrate the interdependence of grade-level
2584 expectations within and across content areas within a grade.

2585 (13)~~(12)~~ The department shall require teachers in grades K-
2586 12 to participate in continuing education training provided by
2587 the Department of Children and Families on identifying and
2588 reporting child abuse and neglect.

2589 Section 34. Subsection (1) of section 1012.986, Florida
2590 Statutes, is amended to read:

2591 1012.986 William Cecil Golden Professional Learning
2592 ~~Development~~ Program for School Leaders.—

2593 (1) There is established the William Cecil Golden
2594 Professional Learning ~~Development~~ Program for School Leaders to
2595 provide high-quality standards and sustained support for
2596 educational leaders. For purposes of this section, the term
2597 “educational leader” means teacher leaders, assistant
2598 principals, principals, or school district leaders. The program
2599 shall consist of a collaborative network of school districts,
2600 state-approved educational leadership programs, regional
2601 consortia, charter management organizations, and state and
2602 national professional leadership organizations to respond to
2603 educational leadership needs throughout the state. The network
2604 shall support the human-resource learning ~~development~~ needs of
2605 educational leaders using the framework of leadership standards
2606 adopted by the State Board of Education. The goal of the network
2607 leadership program is to:

2608 (a) Provide resources to support and enhance the roles of
2609 educational leaders.

2610 (b) Maintain a clearinghouse and disseminate data-supported

594-04282-23

20231430c2

2611 information related to the continued enhancement of student
2612 achievement and learning, civic education, coaching and
2613 mentoring, mental health awareness, technology in education,
2614 distance learning, and school safety based on educational
2615 research and best practices.

2616 (c) Increase the quality and capacity of educational
2617 leadership learning ~~development~~ programs.

2618 (d) Support evidence-based leadership practices through
2619 dissemination and modeling at the preservice and inservice
2620 levels for educational leaders.

2621 (e) Support the professional growth of instructional
2622 personnel who provide reading instruction and interventions by
2623 training school administrators on classroom observation,
2624 instructional coaching, and teacher evaluation practices aligned
2625 to evidence-based reading instruction and intervention
2626 strategies.

2627 Section 35. Paragraph (a) of subsection (1) of section
2628 1013.62, Florida Statutes, is amended to read:

2629 1013.62 Charter schools capital outlay funding.—

2630 (1) For the 2022-2023 fiscal year, charter school capital
2631 outlay funding shall consist of state funds appropriated in the
2632 2022-2023 General Appropriations Act. Beginning in fiscal year
2633 2023-2024, charter school capital outlay funding shall consist
2634 of state funds when such funds are appropriated in the General
2635 Appropriations Act and revenue resulting from the discretionary
2636 millage authorized in s. 1011.71(2) if the amount of state funds
2637 appropriated for charter school capital outlay in any fiscal
2638 year is less than the average charter school capital outlay
2639 funds per unweighted full-time equivalent student for the 2018-

594-04282-23

20231430c2

2640 2019 fiscal year, multiplied by the estimated number of charter
2641 school students for the applicable fiscal year, and adjusted by
2642 changes in the Consumer Price Index issued by the United States
2643 Department of Labor from the previous fiscal year. Nothing in
2644 this subsection prohibits a school district from distributing to
2645 charter schools funds resulting from the discretionary millage
2646 authorized in s. 1011.71(2).

2647 (a) To be eligible to receive capital outlay funds, a
2648 charter school must:

2649 1.a. Have been in operation for 2 or more years;

2650 b. Be governed by a governing board established in the
2651 state for 2 or more years which operates both charter schools
2652 and conversion charter schools within the state;

2653 c. Be an expanded feeder chain of a charter school within
2654 the same school district that is currently receiving charter
2655 school capital outlay funds;

2656 d. Have been accredited by a regional accrediting
2657 association as defined by State Board of Education rule;

2658 e. Serve students in facilities that are provided by a
2659 business partner for a charter school-in-the-workplace pursuant
2660 to s. 1002.33(15) (b); or

2661 f. Be operated by a hope operator pursuant to s. 1002.333.

2662 2. Have an annual audit that does not reveal any of the
2663 financial emergency conditions provided in s. 218.503(1) for the
2664 most recent fiscal year for which such audit results are
2665 available.

2666 3. Have not earned two consecutive grades of "F", three
2667 consecutive grades below a "C", or two consecutive school
2668 improvement ratings of "Unsatisfactory" ~~satisfactory student~~

594-04282-23

20231430c2

2669 ~~achievement based on state accountability standards applicable~~
2670 ~~to the charter school.~~

2671 4. Have received final approval from its sponsor pursuant
2672 to s. 1002.33 for operation during that fiscal year.

2673 5. Serve students in facilities that are not provided by
2674 the charter school's sponsor.

2675 Section 36. Paragraphs (d) and (f) of subsection (1) of
2676 section 1014.05, Florida Statutes, are amended to read:

2677 1014.05 School district notifications on parental rights.—

2678 (1) Each district school board shall, in consultation with
2679 parents, teachers, and administrators, develop and adopt a
2680 policy to promote parental involvement in the public school
2681 system. Such policy must include:

2682 (d) Procedures, pursuant to s. 1002.20(3)(d), for a parent
2683 to withdraw his or her minor child from any portion of the
2684 school district's comprehensive health education required under
2685 s. 1003.42(2)(o) ~~s. 1003.42(2)(n)~~ that relates to sex education
2686 or instruction in acquired immune deficiency syndrome education
2687 or any instruction regarding sexuality if the parent provides a
2688 written objection to his or her minor child's participation.
2689 Such procedures must provide for a parent to be notified in
2690 advance of such course content so that he or she may withdraw
2691 his or her minor child from those portions of the course.

2692 (f) Procedures for a parent to learn about parental rights
2693 and responsibilities under general law, including all of the
2694 following:

2695 1. Pursuant to s. 1002.20(3)(d), the right to opt his or
2696 her minor child out of any portion of the school district's
2697 comprehensive health education required under s. 1003.42(2)(o)

594-04282-23

20231430c2

2698 ~~s. 1003.42(2)(n)~~ that relates to sex education instruction in
2699 acquired immune deficiency syndrome education or any instruction
2700 regarding sexuality.

2701 2. A plan to disseminate information, pursuant to s.
2702 1002.20(6), about school choice options, including open
2703 enrollment.

2704 3. In accordance with s. 1002.20(3)(b), the right of a
2705 parent to exempt his or her minor child from immunizations.

2706 4. In accordance with s. 1008.22, the right of a parent to
2707 review statewide, standardized assessment results.

2708 5. In accordance with s. 1003.57, the right of a parent to
2709 enroll his or her minor child in gifted or special education
2710 programs.

2711 6. In accordance with s. 1006.28(2)(a)1., the right of a
2712 parent to inspect school district instructional materials.

2713 7. In accordance with s. 1008.25, the right of a parent to
2714 access information relating to the school district's policies
2715 for promotion or retention, including high school graduation
2716 requirements.

2717 8. In accordance with s. 1002.20(14), the right of a parent
2718 to receive a school report card and be informed of his or her
2719 minor child's attendance requirements.

2720 9. In accordance with s. 1002.23, the right of a parent to
2721 access information relating to the state public education
2722 system, state standards, report card requirements, attendance
2723 requirements, and instructional materials requirements.

2724 10. In accordance with s. 1002.23(4), the right of a parent
2725 to participate in parent-teacher associations and organizations
2726 that are sanctioned by a district school board or the Department

594-04282-23

20231430c2

2727 of Education.

2728 11. In accordance with s. 1002.222(1)(a), the right of a
2729 parent to opt out of any district-level data collection relating
2730 to his or her minor child not required by law.

2731 Section 37. Effective upon this act becoming law:

2732 (1) Notwithstanding rule 6A-1.09422, Florida Administrative
2733 Code, students who are in the 2022-2023 graduating class who
2734 have not yet earned their required passing score may:

2735 (a) Satisfy the Grade 10 statewide, standardized English
2736 Language Arts (ELA) assessment requirement to qualify for a high
2737 school diploma by earning a concordant passing score on the
2738 respective section of the SAT or ACT. For eligible students, the
2739 concordant passing scale score shall be a score equal to or
2740 greater than 430 on the 200 to 800 scale for the SAT Evidence-
2741 Based Reading and Writing (EBRW) section, equal to or greater
2742 than 24 on the 10 to 40 scale of the SAT Reading Subtest
2743 section, or equal to or greater than 19 on the 1 to 36 scale on
2744 the ACT Reading section.

2745 (b) Satisfy the Algebra 1 end-of-course (EOC) assessment
2746 requirement to qualify for a high school diploma by earning a
2747 comparative passing score on the mathematics section of the
2748 Postsecondary Education Readiness Test (PERT), the Preliminary
2749 SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), the
2750 SAT, or the ACT or the Geometry EOC assessment. For eligible
2751 students, the comparative passing scale score shall be a score
2752 equal to or greater than 114 on the 50 to 150 scale for the PERT
2753 mathematics section, equal to or greater than 430 on the 160 to
2754 760 scale for the PSAT/NMSQT mathematics section, equal to or
2755 greater than 420 on the 200 to 800 scale for the SAT mathematics

594-04282-23

20231430c2

2756 section, equal to or greater than 16 on the 1 to 36 scale for
2757 the ACT mathematics section, or equal to or greater than an
2758 achievement level 3 on the range from achievement level 1 to
2759 achievement level 5 for the Geometry EOC assessment.

2760 (2) Beginning with students who entered grade 9 in the
2761 2020-2021 school year, students and adults who have not yet
2762 earned their required passing score on the Grade 10 statewide,
2763 standardized ELA Assessment may meet this testing requirement to
2764 qualify for a high school diploma by earning a concordant
2765 passing score on the EBRW section of the SAT or the average of
2766 the English and Reading subject test scores for the ACT. For
2767 eligible students, the concordant passing scale score for the
2768 SAT EBRW shall be a score equal to or greater than 480 on the
2769 200 to 800 scale, and the concordant passing scale score for the
2770 average of the English and Reading subject test scores on the
2771 ACT shall be a score equal to or greater than 18 on the 1 to 36
2772 scale. The State Board of Education shall, by rule, establish a
2773 concordant passing score for the sum of the Grammar/Writing and
2774 Verbal Reasoning subject test scores on the Classic Learning
2775 Test (CLT). For the ACT, if the average of the two subject test
2776 scores results in a decimal of 0.5, the score shall be rounded
2777 up to the next whole number. The scores for the English and
2778 Reading subject tests on the ACT or the Grammar/Writing and
2779 Verbal Reasoning subject tests on the CLT are not required to
2780 come from the same test administration.

2781 (3) Beginning with students who entered grade 9 in the
2782 2020-2021 school year, students and adults who have not yet
2783 earned their required passing score on the Algebra 1 EOC
2784 assessment may meet this testing requirement to qualify for a

594-04282-23

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2785 high school diploma by earning a comparative passing score on
2786 the mathematics section of the PSAT/NMSQT, the SAT, or the ACT
2787 or on the Geometry EOC assessment. For eligible students, the
2788 comparative passing scale score shall be a score equal to or
2789 greater than 430 on the 160 to 760 scale for the PSAT/NMSQT
2790 mathematics section, equal to or greater than 420 on the 200 to
2791 800 scale for the SAT mathematics section, equal to or greater
2792 than 16 on the 1 to 36 scale for the ACT mathematics section, or
2793 equal to or greater than an achievement level 3 on the range
2794 from achievement level 1 to achievement level 5 for the Geometry
2795 EOC assessment. The State Board of Education shall, by rule,
2796 establish a concordant passing score for the Quantitative
2797 Reasoning subject test on the CLT.

2798 (4) This section expires on July 1, 2025.

2799 Section 38. The Division of Law Revision shall prepare a
2800 reviser's bill for the 2024 Regular Session of the Legislature
2801 to replace references to the term "professional development"
2802 where it occurs within chapters 1000 through 1013, Florida
2803 Statutes, with the term "professional learning."

2804 Section 39. Except as otherwise expressly provided in this
2805 act and except for this section, which shall take effect upon
2806 this act becoming a law, this act shall take effect July 1,
2807 2023.