

Amendment No.

CHAMBER ACTION

Senate

House

.

Representative Trabulsy offered the following:

Amendment (with title amendment)

Remove everything after the enacting clause and insert:

Section 1. Subsection (5) of section 1001.02, Florida Statutes, is amended to read:

1001.02 General powers of State Board of Education.—

(5) The State Board of Education is responsible for reviewing and administering the state program of support for the Florida College System institutions and, ~~subject to existing law, shall establish the tuition and out-of-state fees for developmental education and for credit instruction that may be counted toward an associate in arts degree, an associate in~~

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14 ~~applied science degree, or an associate in science degree.~~

15 Section 2. Subsection (17) of section 1001.03, Florida
16 Statutes, is amended to read:

17 1001.03 Specific powers of State Board of Education.—

18 ~~(17) PLAN SPECIFYING GOALS AND OBJECTIVES.—By July 1,~~
19 ~~2013, the State Board of Education shall identify performance~~
20 ~~metrics for the Florida College System and develop a plan that~~
21 ~~specifies goals and objectives for each Florida College System~~
22 ~~institution. The plan must include:~~

23 ~~(a) Performance metrics and standards common for all~~
24 ~~institutions and metrics and standards unique to institutions~~
25 ~~depending on institutional core missions, including, but not~~
26 ~~limited to, remediation success, retention, graduation,~~
27 ~~employment, transfer rates, licensure passage, excess hours,~~
28 ~~student loan burden and default rates, job placement, faculty~~
29 ~~awards, and highly respected rankings for institution and~~
30 ~~program achievements.~~

31 ~~(b) Student enrollment and performance data delineated by~~
32 ~~method of instruction, including, but not limited to,~~
33 ~~traditional, online, and distance learning instruction.~~

34 Section 3. Paragraphs (c) and (d) of subsection (4) of
35 section 1002.3105, Florida Statutes, are amended to read:

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

38 (4) ACCEL REQUIREMENTS.—

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39 (c) If a student participates in an ACCEL option pursuant
40 to the parental request under subparagraph (b)1., a performance
41 contract is not required but may be used at the discretion of
42 the principal ~~must be executed by the student, the parent, and~~
43 ~~the principal. At a minimum, the performance contract must~~
44 ~~require compliance with:~~

45 1. ~~Minimum student attendance requirements.~~

46 2. ~~Minimum student conduct requirements.~~

47 3. ~~ACCEL option requirements established by the principal,~~
48 ~~which may include participation in extracurricular activities,~~
49 ~~educational outings, field trips, interscholastic competitions,~~
50 ~~and other activities related to the ACCEL option selected.~~

51 ~~(d)~~ If a principal initiates a student's participation in
52 an ACCEL option, the student's parent must be notified. A
53 performance contract, ~~pursuant to paragraph (c),~~ is not required
54 when a principal initiates participation but may be used at the
55 discretion of the principal.

56 Section 4. Section 1002.311, Florida Statutes, is
57 repealed.

58 Section 5. Subsection (19) of section 1002.34, Florida
59 Statutes, is amended to read:

60 1002.34 Charter technical career centers.—

61 ~~(19) EVALUATION; REPORT. The Commissioner of Education~~
62 ~~shall provide for an annual comparative evaluation of charter~~
63 ~~technical career centers and public technical centers. The~~

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64 ~~evaluation may be conducted in cooperation with the sponsor,~~
65 ~~through private contracts, or by department staff. At a minimum,~~
66 ~~the comparative evaluation must address the demographic and~~
67 ~~socioeconomic characteristics of the students served, the types~~
68 ~~and costs of services provided, and the outcomes achieved. By~~
69 ~~December 30 of each year, the Commissioner of Education shall~~
70 ~~submit to the Governor, the President of the Senate, the Speaker~~
71 ~~of the House of Representatives, and the Senate and House~~
72 ~~committees that have responsibility for secondary and~~
73 ~~postsecondary career and technical education a report of the~~
74 ~~comparative evaluation completed for the previous school year.~~

75 Section 6. Paragraphs (c) through (e) of subsection (1) of
76 section 1002.45, Florida Statutes, are redesignated as
77 paragraphs (b) through (d), respectively, and present paragraphs
78 (b), (c), and (e) of that subsection, subsection (2), paragraph
79 (d) of subsection (3), subsection (5), and paragraph (a) of
80 subsection (6) are amended to read:

81 1002.45 Virtual instruction programs.—

82 (1) PROGRAM.—

83 ~~(b)1. Each school district shall provide at least one~~
84 ~~option for part-time and full-time virtual instruction for~~
85 ~~students residing within the school district. All school~~
86 ~~districts must provide parents with timely written notification~~
87 ~~of at least one open enrollment period for full-time students of~~
88 ~~90 days or more which ends 30 days before the first day of the~~

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89 | ~~school year. A school district virtual instruction program shall~~
90 | ~~consist of the following:~~

91 | ~~a. Full-time and part-time virtual instruction for~~
92 | ~~students enrolled in kindergarten through grade 12.~~

93 | ~~b. Full-time or part-time virtual instruction for students~~
94 | ~~enrolled in dropout prevention and academic intervention~~
95 | ~~programs under s. 1003.53, Department of Juvenile Justice~~
96 | ~~education programs under s. 1003.52, core-curricula courses to~~
97 | ~~meet class size requirements under s. 1003.03, or Florida~~
98 | ~~College System institutions under this section.~~

99 | ~~2. Each virtual instruction program established under~~
100 | ~~paragraph (c) by a school district either directly or through a~~
101 | ~~contract with an approved virtual instruction program provider~~
102 | ~~shall operate under its own Master School Identification Number~~
103 | ~~as prescribed by the department.~~

104 | ~~(b)(e)~~ To provide students residing within the school
105 | district the option of participating in virtual instruction
106 | programs ~~as required by paragraph (b)~~, a school district may:

107 | 1. Contract with the Florida Virtual School or establish a
108 | franchise of the Florida Virtual School pursuant to s.
109 | 1002.37(2) ~~for the provision of a program under paragraph (b)~~.

110 | 2. Contract with an approved virtual instruction program
111 | provider under subsection (2) ~~for the provision of a full-time~~
112 | ~~or part-time program under paragraph (b)~~.

113 | 3. Enter into an agreement with other school districts to

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114 allow the participation of its students in an approved virtual
115 instruction program provided by the other school district. The
116 agreement must indicate a process for the transfer of funds
117 required by paragraph (6) (b) .

118 4. Establish school district operated part-time or full-
119 time kindergarten through grade 12 virtual instruction programs.

120 5. Enter into an agreement with a virtual charter school
121 authorized by the school district under s. 1002.33.

122

123 Contracts under subparagraph 1. or subparagraph 2. may include
124 multidistrict contractual arrangements executed by a regional
125 consortium service organization established pursuant to s.
126 1001.451 for its member districts. A multidistrict contractual
127 arrangement or an agreement under subparagraph 3. is not subject
128 to s. 1001.42(4)(d) and does not require the participating
129 school districts to be contiguous. ~~These arrangements may be
130 used to fulfill the requirements of paragraph (b).~~

131 (d)~~(e)~~ Each school district shall:

132 1. Provide to the department by each October 1~~7~~, a copy of
133 each contract and the amount paid per unweighted full-time
134 equivalent virtual student for services procured pursuant to
135 subparagraphs (b)1. and 2. ~~(e)1. and 2.~~

136 2. Expend any difference in the amount of funds per
137 unweighted full-time equivalent virtual student allocated to the
138 school district pursuant to subsection (6) and the amount paid

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139 per unweighted full-time equivalent virtual student by the
140 school district for a contract executed pursuant to subparagraph
141 (b)1. ~~(e)1.~~ or subparagraph (b)2. ~~(e)2.~~ on acquiring computer
142 and device hardware and associated operating system software
143 that comply with the requirements of s. 1001.20(4)(a)1.b.

144 3. Provide to the department by September 1 of each year
145 an itemized list of items acquired in subparagraph 2.

146 4. Limit the enrollment of full-time equivalent virtual
147 students residing outside of the school district providing the
148 virtual instruction pursuant to paragraph (b) ~~(e)~~ to no more
149 than those that can be funded from state Florida Education
150 Finance Program funds.

151 (2) PROVIDER QUALIFICATIONS.—

152 (a) The department shall annually publish on its website a
153 list of providers approved by the State Board of Education to
154 offer virtual instruction programs. To be approved, a virtual
155 instruction program provider must document that it:

156 1. ~~Is nonsectarian in its programs, admission policies,~~
157 ~~employment practices, and operations;~~

158 2. Complies with the antidiscrimination provisions of s.
159 1000.05;

160 2.3. ~~Locates an administrative office or offices in this~~
161 ~~state, requires its administrative staff to be state residents,~~
162 ~~requires all instructional staff to be Florida-certified~~
163 ~~teachers under chapter 1012 and conducts background screenings~~

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164 for all employees or contracted personnel, as required by s.
165 1012.32, using state and national criminal history records;
166 ~~3.4.~~ Electronically provides to parents and students
167 specific information that includes, but is not limited to, the
168 following teacher-parent and teacher-student contact information
169 for each course:
170 a. How to contact the instructor via phone, e-mail, or
171 online messaging tools.
172 b. How to contact technical support via phone, e-mail, or
173 online messaging tools.
174 c. How to contact the administration office via phone, e-
175 mail, or online messaging tools.
176 d. Any requirement for regular contact with the instructor
177 for the course and clear expectations for meeting the
178 requirement.
179 e. The requirement that the instructor in each course
180 must, at a minimum, conduct one contact with the parent and the
181 student each month;
182 ~~4.5.~~ Possesses prior, successful experience offering
183 virtual instruction courses to elementary, middle, or high
184 school students as demonstrated by quantified student learning
185 gains in each subject area and grade level provided for
186 consideration as an instructional program option. However, for a
187 virtual instruction program provider without sufficient prior,
188 successful experience offering online courses, the State Board

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189 of Education may conditionally approve the virtual instruction
190 program provider to offer courses measured pursuant to
191 subparagraph (7)(a)2. Conditional approval shall be valid for 1
192 school year only and, based on the virtual instruction program
193 provider's experience in offering the courses, the State Board
194 of Education may grant approval to offer a virtual instruction
195 program;

196 ~~5.6.~~ Is accredited by a regional accrediting association
197 as defined by State Board of Education rule;

198 ~~6.7.~~ Ensures instructional and curricular quality through
199 a detailed curriculum and student performance accountability
200 plan that addresses every subject and grade level it intends to
201 provide through contract with the school district, including:

202 a. Courses and programs that meet the standards of the
203 International Association for K-12 Online Learning and the
204 Southern Regional Education Board.

205 b. Instructional content and services that align with, and
206 measure student attainment of, student proficiency in the state
207 academic standards.

208 c. Mechanisms that determine and ensure that a student has
209 satisfied requirements for grade level promotion and high school
210 graduation with a standard diploma, as appropriate;

211 ~~7.8.~~ Publishes, in accordance with disclosure requirements
212 adopted in rule by the State Board of Education, as part of its
213 application as an approved virtual instruction program provider

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214 and in all contracts negotiated pursuant to this section:
215 a. Information and data about the curriculum of each full-
216 time and part-time virtual instruction program.
217 b. School policies and procedures.
218 c. Certification status and physical location of all
219 administrative and instructional personnel.
220 d. Hours and times of availability of instructional
221 personnel.
222 e. Student-teacher ratios.
223 f. Student completion and promotion rates.
224 g. Student, educator, and school performance
225 accountability outcomes;
226 ~~8.9.~~ If the approved virtual instruction program provider
227 is a Florida College System institution, employs instructors who
228 meet the certification requirements for instructional staff
229 under chapter 1012; and
230 ~~9.10.~~ Performs an annual financial audit of its accounts
231 and records conducted by an independent auditor who is a
232 certified public accountant licensed under chapter 473. The
233 independent auditor shall conduct the audit in accordance with
234 rules adopted by the Auditor General and in compliance with
235 generally accepted auditing standards, and include a report on
236 financial statements presented in accordance with generally
237 accepted accounting principles. The audit report shall be
238 accompanied by a written statement from the approved virtual

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239 instruction program provider in response to any deficiencies
240 identified within the audit report and shall be submitted by the
241 approved virtual instruction program provider to the State Board
242 of Education and the Auditor General no later than 9 months
243 after the end of the preceding fiscal year.

244 (b) An approved virtual instruction program provider that
245 maintains compliance with all requirements of this section shall
246 retain its approved status for a period of 3 school years after
247 the date of approval by the State Board of Education.

248 (3) VIRTUAL INSTRUCTION PROGRAM REQUIREMENTS.—Each virtual
249 instruction program under this section must:

250 (d) Provide each full-time student enrolled in the virtual
251 instruction program who qualifies for free or reduced-price
252 school lunches under the National School Lunch Act, or who is on
253 the direct certification list, and who does not have a computer
254 or Internet access in his or her home with:

255 1. All equipment necessary for participants in the virtual
256 instruction program, including, but not limited to, a computer,
257 computer monitor, and printer, if a printer is necessary to
258 participate in the virtual instruction program; and

259 2. Access to or reimbursement for all Internet services
260 necessary for online delivery of instruction.

261
262 A school district may provide each full-time student enrolled in
263 the virtual instruction program with the equipment and access

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264 necessary for participation in the program.

265 (5) STUDENT PARTICIPATION REQUIREMENTS.—Each student
266 enrolled in the school district's virtual instruction program
267 authorized pursuant to paragraph (1)(b) ~~(1)(e)~~ must:

268 (a) Comply with the compulsory attendance requirements of
269 s. 1003.21. Student attendance must be verified by the school
270 district.

271 (b) Take statewide assessments pursuant to s. 1008.22 and
272 participate in the coordinated screening and progress monitoring
273 system under s. 1008.25(9). Statewide assessments and progress
274 monitoring may be administered within the school district in
275 which such student resides, or as specified in the contract in
276 accordance with s. 1008.24(3). If requested by the approved
277 virtual instruction program provider or virtual charter school,
278 the district of residence must provide the student with access
279 to the district's testing facilities.

280 (6) VIRTUAL INSTRUCTION PROGRAM AND VIRTUAL CHARTER SCHOOL
281 FUNDING.—

282 (a) All virtual instruction programs established pursuant
283 to paragraph (1)(b) ~~(1)(e)~~ are subject to the requirements of s.
284 1011.61(1)(c)1.b.(III), (IV), (VI), and (4), and the school
285 district providing the virtual instruction program shall report
286 the full-time equivalent students in a manner prescribed by the
287 department. A school district may report a full-time equivalent
288 student for credit earned by a student who is enrolled in a

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289 virtual instruction course provided by the district which was
290 completed after the end of the regular school year if the full-
291 time equivalent student is reported no later than the deadline
292 for amending the final full-time equivalent student membership
293 report for that year.

294 Section 7. Paragraph (a) of subsection (1) of section
295 1002.61, Florida Statutes, is amended to read:

296 1002.61 Summer prekindergarten program delivered by public
297 schools and private prekindergarten providers.—

298 (1)(a) Each school district shall administer the Voluntary
299 Prekindergarten Education Program at the district level for
300 students enrolled under s. 1002.53(3)(b) in a summer
301 prekindergarten program delivered by a public school. A school
302 district may satisfy this requirement by contracting with
303 private prekindergarten providers.

304 Section 8. Paragraph (e) of subsection (2) of section
305 1002.82, Florida Statutes, is amended to read:

306 1002.82 Department of Education; powers and duties.—

307 (2) The department shall:

308 (e) Review each early learning coalition's school
309 readiness program plan every 3 ~~2~~ years and provide final
310 approval of the plan and any amendments submitted.

311 Section 9. Subsection (2) of section 1002.85, Florida
312 Statutes, is amended to read:

313 1002.85 Early learning coalition plans.—

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314 (2) Each early learning coalition must ~~biennially~~ submit a
315 school readiness program plan every 3 years to the department
316 before the expenditure of funds. A coalition may not implement
317 its school readiness program plan until it receives approval
318 from the department. A coalition may not implement any revision
319 to its school readiness program plan until the coalition submits
320 the revised plan to and receives approval from the department.
321 If the department rejects a plan or revision, the coalition must
322 continue to operate under its previously approved plan. The plan
323 must include, but is not limited to:

324 (a) The coalition's operations, including its membership
325 and business organization, and the coalition's articles of
326 incorporation and bylaws if the coalition is organized as a
327 corporation. If the coalition is not organized as a corporation
328 or other business entity, the plan must include the contract
329 with a fiscal agent.

330 (b) The coalition's procedures for implementing the
331 requirements of this part, including:

- 332 1. Single point of entry.
- 333 2. Uniform waiting list.
- 334 3. Eligibility and enrollment processes and local
335 eligibility priorities for children pursuant to s. 1002.87.
- 336 4. Parent access and choice.
- 337 5. Sliding fee scale and policies on applying the waiver
338 or reduction of fees in accordance with s. 1002.84(9).

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339 6. Use of preassessments and postassessments, as
340 applicable.

341 7. Use of contracted slots, as applicable, based on the
342 results of the assessment required under paragraph (i).

343 (c) A detailed description of the coalition's quality
344 activities and services, including, but not limited to:

345 1. Resource and referral and school-age child care.

346 2. Infant and toddler early learning.

347 3. Inclusive early learning programs.

348 4. Quality improvement strategies that strengthen teaching
349 practices and increase child outcomes.

350 (d) A detailed budget that outlines estimated expenditures
351 for state, federal, and local matching funds at the lowest level
352 of detail available by other-cost-accumulator code number; all
353 estimated sources of revenue with identifiable descriptions; a
354 listing of full-time equivalent positions; contracted
355 subcontractor costs with related annual compensation amount or
356 hourly rate of compensation; and a capital improvements plan
357 outlining existing fixed capital outlay projects and proposed
358 capital outlay projects that will begin during the budget year.

359 (e) A detailed accounting, in the format prescribed by the
360 department, of all revenues and expenditures during the 2
361 previous state fiscal years ~~year~~. Revenue sources should be
362 identifiable, and expenditures should be reported by two
363 categories: state and federal funds and local matching funds.

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364 (f) Updated policies and procedures, including those
365 governing procurement, maintenance of tangible personal
366 property, maintenance of records, information technology
367 security, and disbursement controls.

368 (g) A description of the procedures for monitoring school
369 readiness program providers, including in response to a parental
370 complaint, to determine that the standards prescribed in ss.
371 1002.82 and 1002.88 are met using a standard monitoring tool
372 adopted by the department. Providers determined to be high risk
373 by the coalition as demonstrated by substantial findings of
374 violations of law shall be monitored more frequently.

375 (h) Documentation that the coalition has solicited and
376 considered comments regarding the proposed school readiness
377 program plan from the local community.

378 (i) An assessment of local priorities within the county or
379 multicounty region based on the needs of families and provider
380 capacity using available community data.

381 Section 10. Paragraph (a) of subsection (4) of section
382 1003.435, Florida Statutes, is amended to read:

383 1003.435 High school equivalency diploma program.—

384 (4)(a) A candidate who has filed a formal declaration of
385 intent to terminate school enrollment pursuant to 1003.21(1)(c)
386 may take for a high school equivalency diploma shall be at least
387 18 years of age on the date of the examination, except that in
388 extraordinary circumstances, as provided for in rules of the

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389 ~~district school board of the district in which the candidate~~
390 ~~resides or attends school, a candidate may take the examination~~
391 ~~after reaching the age of 16.~~

392 Section 11. Subsection (3) of section 1003.4935, Florida
393 Statutes, is amended to read:

394 1003.4935 Middle grades career and professional academy
395 courses and career-themed courses.—

396 ~~(3) Beginning with the 2012-2013 school year, if a school~~
397 ~~district implements a middle school career and professional~~
398 ~~academy or a career-themed course, the Department of Education~~
399 ~~shall collect and report student achievement data pursuant to~~
400 ~~performance factors identified under s. 1003.492(3) for students~~
401 ~~enrolled in an academy or a career-themed course.~~

402 Section 12. Section 1003.4995, Florida Statutes, is
403 repealed.

404 Section 13. Section 1003.4996, Florida Statutes, is
405 repealed.

406 Section 14. Subsection (2) of section 1003.49965, Florida
407 Statutes, is amended to read:

408 1003.49965 Art in the Capitol Competition.—

409 (2) A ~~Each~~ school district may ~~shall~~ annually hold an Art
410 in the Capitol Competition for all public, private, and home
411 education students in grades 6 through 8. Submissions shall be
412 judged by a selection committee consisting of art teachers whose
413 students have not submitted artwork for consideration.

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414 Section 15. Paragraphs (s) and (t) of subsection (2) of
415 section 1003.51, Florida Statutes, are redesignated as
416 paragraphs (r) and (s), respectively, and present paragraphs (g)
417 and (r) of that subsection are amended to read:

418 1003.51 Other public educational services.—

419 (2) The State Board of Education shall adopt rules
420 articulating expectations for effective education programs for
421 students in Department of Juvenile Justice programs, including,
422 but not limited to, education programs in juvenile justice
423 prevention, day treatment, residential, and detention programs.
424 The rule shall establish policies and standards for education
425 programs for students in Department of Juvenile Justice programs
426 and shall include the following:

427 (g) Assessment procedures that, ~~which:~~

428 ~~1. For prevention, day treatment, and residential~~
429 ~~programs, include appropriate academic and career assessments~~
430 ~~administered at program entry and exit that are selected by the~~
431 ~~Department of Education in partnership with representatives from~~
432 ~~the Department of Juvenile Justice, district school boards, and~~
433 ~~education providers. Assessments must be completed within the~~
434 ~~first 10 school days after a student's entry into the program.~~

435 ~~2.~~ provide for determination of the areas of academic need
436 and strategies for appropriate intervention and instruction for
437 each student in a detention facility within 5 school days after
438 the student's entry into the program and for the administration

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439 ~~of administer~~ a research-based assessment that will assist the
440 student in determining his or her educational and career options
441 and goals within 22 school days after the student's entry into
442 the program. The results of ~~the these~~ assessments required under
443 this paragraph and s. 1003.52(3)(d), together with a portfolio
444 depicting the student's academic and career accomplishments,
445 must ~~shall~~ be included in the discharge packet assembled for
446 each student.

447 ~~(r) A series of graduated sanctions for district school~~
448 ~~boards whose educational programs in Department of Juvenile~~
449 ~~Justice programs are considered to be unsatisfactory and for~~
450 ~~instances in which district school boards fail to meet standards~~
451 ~~prescribed by law, rule, or State Board of Education policy.~~
452 ~~These sanctions shall include the option of requiring a district~~
453 ~~school board to contract with a provider or another district~~
454 ~~school board if the educational program at the Department of~~
455 ~~Juvenile Justice program is performing below minimum standards~~
456 ~~and, after 6 months, is still performing below minimum~~
457 ~~standards.~~

458 Section 16. Subsection (4) of section 1003.621, Florida
459 Statutes, is amended to read:

460 1003.621 Academically high-performing school districts.—It
461 is the intent of the Legislature to recognize and reward school
462 districts that demonstrate the ability to consistently maintain
463 or improve their high-performing status. The purpose of this

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464 section is to provide high-performing school districts with
465 flexibility in meeting the specific requirements in statute and
466 rules of the State Board of Education.

467 ~~(4) REPORTS.—The academically high-performing school~~
468 ~~district shall submit to the State Board of Education and the~~
469 ~~Legislature an annual report on December 1 which delineates the~~
470 ~~performance of the school district relative to the academic~~
471 ~~performance of students at each grade level in reading, writing,~~
472 ~~mathematics, science, and any other subject that is included as~~
473 ~~a part of the statewide assessment program in s. 1008.22. The~~
474 ~~annual report shall be submitted in a format prescribed by the~~
475 ~~Department of Education and shall include:~~

476 ~~(a) Longitudinal performance of students on statewide,~~
477 ~~standardized assessments taken under s. 1008.22;~~

478 ~~(b) Longitudinal performance of students by grade level~~
479 ~~and subgroup on statewide, standardized assessments taken under~~
480 ~~s. 1008.22;~~

481 ~~(c) Longitudinal performance regarding efforts to close~~
482 ~~the achievement gap;~~

483 ~~(d)1. Number and percentage of students who take an~~
484 ~~Advanced Placement Examination; and~~

485 ~~2. Longitudinal performance regarding students who take an~~
486 ~~Advanced Placement Examination by demographic group,~~
487 ~~specifically by age, gender, race, and Hispanic origin, and by~~
488 ~~participation in the National School Lunch Program;~~

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489 ~~(e) Evidence of compliance with subsection (1); and~~
490 ~~(f) A description of each waiver and the status of each~~
491 ~~waiver.~~

492 Section 17. Section 1004.925, Florida Statutes, is
493 repealed.

494 Section 18. Paragraph (a) of subsection (1), paragraph (e)
495 of subsection (2), paragraph (b) of subsection (3), and
496 paragraph (b) of subsection (4) of section 1006.28, Florida
497 Statutes, are amended to read:

498 1006.28 Duties of district school board, district school
499 superintendent; and school principal regarding K-12
500 instructional materials.—

501 (1) DEFINITIONS.—

502 (a) As used in this section, the term:

503 1. "Adequate instructional materials" means a sufficient
504 number of student or site licenses or sets of materials that are
505 available in bound, unbound, kit, or package form and may
506 consist of hardbacked or softbacked textbooks, electronic
507 content, consumables, learning laboratories, manipulatives,
508 electronic media, and computer courseware or software that serve
509 as the basis for instruction ~~for each student~~ in the core
510 subject areas of mathematics, language arts, social studies,
511 science, reading, and literature.

512 2. "Instructional materials" has the same meaning as in s.
513 1006.29(2).

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514 3. "Library media center" means any collection of books,
515 ebooks, periodicals, or videos maintained and accessible on the
516 site of a school, including in classrooms.

517 (2) DISTRICT SCHOOL BOARD.—The district school board has
518 the constitutional duty and responsibility to select and provide
519 adequate instructional materials for all students in accordance
520 with the requirements of this part. The district school board
521 also has the following specific duties and responsibilities:

522 (e) Public participation.—Publish on its website, in a
523 searchable format prescribed by the department, a list of all
524 instructional materials, including those used to provide
525 instruction required by s. 1003.42. Each district school board
526 must:

527 1. Provide access to all materials, excluding teacher
528 editions, in accordance with s. 1006.283(2)(b)8.a. before the
529 district school board takes any official action on such
530 materials. This process must include reasonable safeguards
531 against the unauthorized use, reproduction, and distribution of
532 instructional materials considered for adoption.

533 2. Select, approve, adopt, or purchase all materials as a
534 separate line item on the agenda and provide a reasonable
535 opportunity for public comment. The use of materials described
536 in this paragraph may not be selected, approved, or adopted as
537 part of a consent agenda.

538 3. Annually, beginning June 30, 2023, submit to the

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539 Commissioner of Education a report that identifies:

540 a. Each material for which the school district received an
541 objection pursuant to subparagraph (a)2., including the grade
542 level and course the material was used in, for the school year
543 and the specific objections thereto.

544 b. Each material that was removed or discontinued.

545 c. Each material that was not removed or discontinued and
546 the rationale for not removing or discontinuing the material.

547

548 The department shall publish and regularly update a list of
549 materials that were removed or discontinued, sorted by grade
550 level, as a result of an objection and disseminate the list to
551 school districts for consideration in their selection
552 procedures.

553 (3) DISTRICT SCHOOL SUPERINTENDENT.—

554 (b) Each district school superintendent shall annually
555 notify the department ~~by April 1 of each year~~ the state-adopted
556 instructional materials that will be requisitioned for use in
557 his or her school district. ~~The notification shall include a~~
558 ~~district school board plan for instructional materials use to~~
559 ~~assist in determining if adequate instructional materials have~~
560 ~~been requisitioned.~~

561 (4) SCHOOL PRINCIPAL.—The school principal has the
562 following duties for the management and care of materials at the
563 school:

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564 (b) *Money collected for lost or damaged instructional*
565 *materials; enforcement.*—The school principal may ~~shall~~ collect
566 from each student or the student's parent the purchase price of
567 any instructional material the student has lost, destroyed, or
568 unnecessarily damaged and to report and transmit the money
569 collected to the district school superintendent. A student who
570 fails to pay such sum may be suspended ~~the failure to collect~~
571 ~~such sum upon reasonable effort by the school principal may~~
572 ~~result in the suspension of the student~~ from participation in
573 extracurricular activities. A student may satisfy ~~or~~
574 ~~satisfaction of the debt by the student~~ through community
575 service activities at the school site as determined by the
576 school principal, pursuant to policies adopted by district
577 school board rule.

578 Section 19. Subsection (1) of section 1006.283, Florida
579 Statutes, is amended to read:

580 1006.283 District school board instructional materials
581 review process.—

582 (1) A district school board or consortium of school
583 districts may implement an instructional materials program that
584 includes the review, recommendation, adoption, and purchase of
585 instructional materials. The district school superintendent
586 shall annually certify to the department ~~by March 31 of each~~
587 ~~year~~ that all instructional materials for core courses used by
588 the district are aligned with applicable state standards. A list

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589 of the core instructional materials that will be used or
590 purchased for use by the school district shall be included in
591 the certification.

592 Section 20. Paragraph (a) of subsection (1) of section
593 1006.33, Florida Statutes, is amended to read:

594 1006.33 Bids or proposals; advertisement and its
595 contents.—

596 (1)(a)1. Beginning with the 2026-2027 instructional
597 materials adoption cycle and thereafter, the department shall
598 publish an instructional materials adoption timeline which must
599 include, but is not limited to, publishing bid specifications,
600 advertising in the Florida Administrative Register, and
601 deadlines for the submission of bids. The adoption cycle must
602 include at least 6 months between the release of the bid
603 specifications and the deadline for the submission of bids, and
604 publication of an initial list of state-adopted instructional
605 materials no later than July 31 in the year preceding the
606 adoption.

607 2. For the 2025-2026 instructional materials adoption
608 cycle, the department shall publish an instructional materials
609 adoption timeline which must include, but is not limited to,
610 publishing bid specifications, advertising in the Florida
611 Administrative Register, and deadlines for the submission of
612 bids. The adoption cycle must include at least 6 months between
613 the release of the bid specifications and the deadline for the

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614 submission of bids. The adoption cycle must specify that the
615 Commissioner of Education shall publish an initial list of
616 state-adopted instructional materials no later than December 1,
617 2025. This subparagraph shall expire July 1, 2026. Beginning on
618 or before May 15 of any year in which an instructional materials
619 adoption is to be initiated, the department shall advertise in
620 the Florida Administrative Register 4 weeks preceding the date
621 on which the bids shall be received, that at a certain
622 designated time, not later than June 15, sealed bids or
623 proposals to be deposited with the department will be received
624 from publishers or manufacturers for the furnishing of
625 instructional materials proposed to be adopted as listed in the
626 advertisement beginning April 1 following the adoption.

627 Section 21. Subsection (4) of section 1007.33, Florida
628 Statutes, is amended to read:

629 1007.33 Site-determined baccalaureate degree access.—

630 (4) A Florida College System institution may:

631 (a) Offer specified baccalaureate degree programs through
632 formal agreements between the Florida College System institution
633 and other regionally accredited postsecondary educational
634 institutions pursuant to s. 1007.22.

635 (b) Offer baccalaureate degree programs that were
636 authorized by law before ~~prior to~~ July 1, 2009.

637 (c) Establish a first or subsequent baccalaureate degree
638 program for purposes of meeting district, regional, or statewide

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639 workforce needs if approved by the State Board of Education
640 under this section.

641
642 ~~The Board of Trustees of St. Petersburg College is authorized to~~
643 ~~establish one or more bachelor of applied science degree~~
644 ~~programs based on an analysis of workforce needs in Pinellas,~~
645 ~~Pasco, and Hernando Counties and other counties approved by the~~
646 ~~Department of Education. For each program selected, St.~~
647 ~~Petersburg College must offer a related associate in science or~~
648 ~~associate in applied science degree program, and the~~
649 ~~baccalaureate degree level program must be designed to~~
650 ~~articulate fully with at least one associate in science degree~~
651 ~~program. The college is encouraged to develop articulation~~
652 ~~agreements for enrollment of graduates of related associate in~~
653 ~~applied science degree programs. The Board of Trustees of St.~~
654 ~~Petersburg College is authorized to establish additional~~
655 ~~baccalaureate degree programs if it determines a program is~~
656 ~~warranted and feasible based on each of the factors in paragraph~~
657 ~~(5)(d). Prior to developing or proposing a new baccalaureate~~
658 ~~degree program, St. Petersburg College shall engage in need,~~
659 ~~demand, and impact discussions with the state university in its~~
660 ~~service district and other local and regional, accredited~~
661 ~~postsecondary providers in its region. Documentation, data, and~~
662 ~~other information from inter-institutional discussions regarding~~
663 ~~program need, demand, and impact shall be provided to the~~

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664 ~~college's board of trustees to inform the program approval~~
665 ~~process. Employment at St. Petersburg College is governed by the~~
666 ~~same laws that govern Florida College System institutions,~~
667 ~~except that upper-division faculty are eligible for continuing~~
668 ~~contracts upon the completion of the fifth year of teaching.~~
669 ~~Employee records for all personnel shall be maintained as~~
670 ~~required by s. 1012.81.~~

671 Section 22. Paragraph (a) of subsection (2), paragraphs
672 (a) and (b) of subsection (3), paragraph (c) of subsection (4),
673 paragraphs (a), (b), and (d) of subsection (5), paragraphs (a),
674 (b), and (c) of subsection (6), paragraph (b) of subsection (7),
675 and paragraph (b) of subsection (9) of section 1008.25, Florida
676 Statutes, are amended, and paragraph (h) is added to subsection
677 (2) of that section, to read:

678 1008.25 Public school student progression; student
679 support; coordinated screening and progress monitoring;
680 reporting requirements.—

681 (2) STUDENT PROGRESSION PLAN.—Each district school board
682 shall establish a comprehensive plan for student progression
683 which must provide for a student's progression from one grade to
684 another based on the student's mastery of the standards in s.
685 1003.41, specifically English Language Arts, mathematics,
686 science, and social studies standards. The plan must:

687 (a) Include criteria that emphasize student reading
688 proficiency in kindergarten through grade 3 and provide targeted

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689 instructional support for students with identified deficiencies
690 in English Language Arts, mathematics, science, and social
691 studies, including students who have been referred to the school
692 district from the Voluntary Prekindergarten Education Program
693 pursuant to paragraph (5) (b). High schools shall use all
694 available assessment results, including the results of
695 statewide, standardized English Language Arts assessments and
696 end-of-course assessments for Algebra I and Geometry, to advise
697 students of any identified deficiencies and to provide
698 appropriate postsecondary preparatory instruction before high
699 school graduation. The results of evaluations used to monitor a
700 student's progress in grades K-12 must be provided to the
701 student's teacher in a timely manner and as otherwise required
702 by law. Thereafter, evaluation results must be provided to the
703 student's parent in a timely manner. When available,
704 instructional personnel must be provided with information on
705 student achievement of standards and benchmarks in order to
706 improve instruction.

707 (h) Specify retention requirements for students in
708 kindergarten through grade 2 based upon each student's
709 performance in English Language Arts and mathematics. For
710 students who are retained in kindergarten through grade 2, the
711 plan must incorporate the parental notification requirements
712 provided in subsections (5) and (6), include an opportunity for
713 parental input on the retention decision, and include

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714 information on the importance of students mastering early
715 literacy and communication skills in order to be reading at or
716 above grade level by the end of grade 3.

717 (3) ALLOCATION OF RESOURCES.—District school boards shall
718 allocate remedial and supplemental instruction resources to
719 students in the following priority:

720 (a) Students in the Voluntary Prekindergarten Education
721 Program who have a substantial deficiency in early literacy
722 skills and students in kindergarten through grade 3 who have a
723 substantial deficiency in reading or the characteristics of
724 dyslexia as determined in paragraph (5)(a).

725 (b) Students in the Voluntary Prekindergarten Education
726 Program who have a substantial deficiency in early mathematics
727 skills and students in kindergarten through grade 4 who have a
728 substantial deficiency in mathematics or the characteristics of
729 dyscalculia as determined in paragraph (6)(a).

730 (4) ASSESSMENT AND SUPPORT.—

731 (c) A student who has a substantial reading deficiency as
732 determined in paragraph (5)(a) or a substantial mathematics
733 deficiency as determined in paragraph (6)(a) must be covered by
734 a federally required student plan, such as an individual
735 education plan or an individualized progress monitoring plan, or
736 both, as necessary. The individualized progress monitoring plan
737 must be developed within 45 days after the results of the
738 coordinated screening and progress monitoring system become

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739 available. The plan must ~~shall include~~, at a minimum, include:

740 1. The student's specific, identified reading or
741 mathematics skill deficiency.

742 2. Goals and benchmarks for student growth in reading or
743 mathematics.

744 3. A description of the specific measures that will be
745 used to evaluate and monitor the student's reading or
746 mathematics progress.

747 4. For a substantial reading deficiency, the specific
748 evidence-based literacy instruction grounded in the science of
749 reading which the student will receive.

750 5. Strategies, resources, and materials that will be
751 provided to the student's parent to support the student to make
752 reading or mathematics progress.

753 6. Any additional services the student's teacher deems
754 available and appropriate to accelerate the student's reading or
755 mathematics skill development.

756 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

757 (a) Any student in a Voluntary Prekindergarten Education
758 Program provided by a public school who exhibits a substantial
759 deficiency in early literacy skills and any student in
760 kindergarten through grade 3 who exhibits a substantial
761 deficiency in reading or the characteristics of dyslexia based
762 upon screening, diagnostic, progress monitoring, or assessment
763 data; statewide assessments; or teacher observations must be

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764 provided intensive, explicit, systematic, and multisensory
765 reading interventions immediately following the identification
766 of the reading deficiency or the characteristics of dyslexia to
767 address his or her specific deficiency or dyslexia. For the
768 purposes of this subsection, a Voluntary Prekindergarten
769 Education Program student is deemed to exhibit a substantial
770 deficiency in early literacy skills based upon the results of
771 the midyear or final administration of the coordinated screening
772 and progress monitoring under subsection (9).

773 1. The department shall provide a list of state examined
774 and approved comprehensive reading and intervention programs.
775 The intervention programs shall be provided in addition to the
776 comprehensive core reading instruction that is provided to all
777 students in the general education classroom. Dyslexia-specific
778 interventions, as defined by rule of the State Board of
779 Education, shall be provided to students who have the
780 characteristics of dyslexia. The reading intervention programs
781 must do all of the following:

782 a. Provide explicit, direct instruction that is
783 systematic, sequential, and cumulative in language development,
784 phonological awareness, phonics, fluency, vocabulary, and
785 comprehension, as applicable.

786 b. Provide daily targeted small group reading
787 interventions based on student need in phonological awareness,
788 phonics, including decoding and encoding, sight words,

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789 | vocabulary, or comprehension.

790 | c. Be implemented during regular school hours.

791 | 2. A school may not wait for a student to receive a
792 | failing grade at the end of a grading period or wait until a
793 | plan under paragraph (4)(b) is developed to identify the student
794 | as having a substantial reading deficiency and initiate
795 | intensive reading interventions. In addition, a school may not
796 | wait until an evaluation conducted pursuant to s. 1003.57 is
797 | completed to provide appropriate, evidence-based interventions
798 | for a student whose parent submits documentation from a
799 | professional licensed under chapter 490 which demonstrates that
800 | the student has been diagnosed with dyslexia. Such interventions
801 | must be initiated upon receipt of the documentation and based on
802 | the student's specific areas of difficulty as identified by the
803 | licensed professional.

804 | 3. A student's reading proficiency must be monitored and
805 | the intensive interventions must continue until the student
806 | demonstrates grade level proficiency in a manner determined by
807 | the district, which may include achieving a Level 3 on the
808 | statewide, standardized English Language Arts assessment. The
809 | State Board of Education shall identify by rule guidelines for
810 | determining whether a student in a Voluntary Prekindergarten
811 | Education Program has a deficiency in early literacy skills or a
812 | student in kindergarten through grade 3 has a substantial
813 | deficiency in reading.

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814 (b) A Voluntary Prekindergarten Education Program student
815 who exhibits a substantial deficiency in early literacy skills
816 based upon the results of the administration of the midyear or
817 final coordinated screening and progress monitoring under
818 subsection (9) shall be referred to the local school district
819 and may be eligible to receive instruction in early literacy
820 skills before participating in kindergarten. A student with an
821 individual education plan who has been retained pursuant to
822 paragraph (2)(g) and has demonstrated a substantial deficiency
823 in early literacy skills must receive instruction in early
824 literacy skills.

825 (d) The parent of any student who exhibits a substantial
826 deficiency in reading, as described in paragraph (a), must be
827 immediately notified in writing of the following:

828 1. That his or her child has been identified as having a
829 substantial deficiency in reading, including a description and
830 explanation, in terms understandable to the parent, of the exact
831 nature of the student's difficulty in learning and lack of
832 achievement in reading.

833 2. A description of the current services that are provided
834 to the child.

835 3. A description of the proposed intensive interventions
836 and supports that will be provided to the child that are
837 designed to remediate the identified area of reading deficiency.

838 4. The student progression requirements under paragraph

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839 (2)(h) and that if the child's reading deficiency is not
840 remediated by the end of grade 3, the child must be retained
841 unless he or she is exempt from mandatory retention for good
842 cause.

843 5. Strategies, including multisensory strategies and
844 programming, through a read-at-home plan the parent can use in
845 helping his or her child succeed in reading. The read-at-home
846 plan must provide access to the resources identified in
847 paragraph (e) ~~(f)~~.

848 6. That the statewide, standardized English Language Arts
849 assessment is not the sole determiner of promotion and that
850 additional evaluations, portfolio reviews, and assessments are
851 available to the child to assist parents and the school district
852 in knowing when a child is reading at or above grade level and
853 ready for grade promotion.

854 7. The district's specific criteria and policies for a
855 portfolio as provided in subparagraph (7)(b)4. and the evidence
856 required for a student to demonstrate mastery of Florida's
857 academic standards for English Language Arts. A school must
858 immediately begin collecting evidence for a portfolio when a
859 student in grade 3 is identified as being at risk of retention
860 or upon the request of the parent, whichever occurs first.

861 8. The district's specific criteria and policies for
862 midyear promotion. Midyear promotion means promotion of a
863 retained student at any time during the year of retention once

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864 the student has demonstrated ability to read at grade level.

865 9. Information about the student's eligibility for the New
866 Worlds Reading Initiative under s. 1003.485 and the New Worlds
867 Scholarship Accounts under s. 1002.411 and information on parent
868 training modules and other reading engagement resources
869 available through the initiative.

870

871 After initial notification, the school shall apprise the parent
872 at least monthly of the student's progress in response to the
873 intensive interventions and supports. Such communications must
874 be in writing and must explain any additional interventions or
875 supports that will be implemented to accelerate the student's
876 progress if the interventions and supports already being
877 implemented have not resulted in improvement. Upon the request
878 of the parent, the teacher or school administrator shall meet to
879 discuss the student's progress. The parent may request more
880 frequent notification of the student's progress, more frequent
881 interventions or supports, and earlier implementation of the
882 additional interventions or supports described in the initial
883 notification.

884 (6) MATHEMATICS DEFICIENCY AND PARENTAL NOTIFICATION.—

885 (a) Any student in a Voluntary Prekindergarten Education
886 Program provided by a public school who exhibits a substantial
887 deficiency in early mathematics skills and any student in
888 kindergarten through grade 4 who exhibits a substantial

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889 deficiency in mathematics or the characteristics of dyscalculia
890 based upon screening, diagnostic, progress monitoring, or
891 assessment data; statewide assessments; or teacher observations
892 must:

893 1. Immediately following the identification of the
894 mathematics deficiency, be provided systematic and explicit
895 mathematics instruction to address his or her specific
896 deficiencies through either:

897 a. Daily targeted small group mathematics intervention
898 based on student need; or

899 b. Supplemental, evidence-based mathematics interventions
900 before or after school, or both, delivered by a highly qualified
901 teacher of mathematics or a trained tutor.

902 2. The performance of a student receiving mathematics
903 instruction under subparagraph 1. must be monitored, and
904 instruction must be adjusted based on the student's need.

905 3. The department shall provide a list of state examined
906 and approved mathematics intervention programs, curricula, and
907 high-quality supplemental materials that may be used to improve
908 a student's mathematics deficiencies. In addition, the
909 department shall work, at a minimum, with the Florida Center for
910 Mathematics and Science Education Research established in s.
911 1004.86 to disseminate information to school districts and
912 teachers on effective evidence-based explicit mathematics
913 instructional practices, strategies, and interventions.

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914 4. A school may not wait for a student to receive a
915 failing grade at the end of a grading period or wait until a
916 plan under paragraph (4)(b) is developed to identify the student
917 as having a substantial mathematics deficiency and initiate
918 intensive mathematics interventions. In addition, a school may
919 not wait until an evaluation conducted pursuant to s. 1003.57 is
920 completed to provide appropriate, evidence-based interventions
921 for a student whose parent submits documentation from a
922 professional licensed under chapter 490 which demonstrates that
923 the student has been diagnosed with dyscalculia. Such
924 interventions must be initiated upon receipt of the
925 documentation and based on the student's specific areas of
926 difficulty as identified by the licensed professional.

927 5. The mathematics proficiency of a student receiving
928 additional mathematics supports must be monitored and the
929 intensive interventions must continue until the student
930 demonstrates grade level proficiency in a manner determined by
931 the district, which may include achieving a Level 3 on the
932 statewide, standardized Mathematics assessment. The State Board
933 of Education shall identify by rule guidelines for determining
934 whether a student in a Voluntary Prekindergarten Education
935 Program has a deficiency in early mathematics skills or a
936 student in kindergarten through grade 4 has a substantial
937 deficiency in mathematics.

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939 For the purposes of this subsection, a Voluntary Prekindergarten
940 Education Program student is deemed to exhibit a substantial
941 deficiency in mathematics skills based upon the results of the
942 midyear or final administration of the coordinated screening and
943 progress monitoring under subsection (9).

944 (b) A Voluntary Prekindergarten Education Program student
945 who exhibits a substantial deficiency in early math skills based
946 upon the results of the administration of the midyear or final
947 coordinated screening and progress monitoring under subsection
948 (8) shall be referred to the local school district and may be
949 eligible to receive intensive mathematics interventions before
950 participating in kindergarten.

951 (c) The parent of a student who exhibits a substantial
952 deficiency in mathematics, as described in paragraph (a), must
953 be immediately notified in writing of the following:

954 1. That his or her child has been identified as having a
955 substantial deficiency in mathematics, including a description
956 and explanation, in terms understandable to the parent, of the
957 exact nature of the student's difficulty in learning and lack of
958 achievement in mathematics.

959 2. A description of the current services that are provided
960 to the child.

961 3. A description of the proposed intensive interventions
962 and supports that will be provided to the child that are
963 designed to remediate the identified area of mathematics

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964 deficiency.

965 4. Strategies, including multisensory strategies and
966 programming, through a home-based plan the parent can use in
967 helping his or her child succeed in mathematics. The home-based
968 plan must provide access to the resources identified in
969 paragraph (d) ~~(e)~~.

970

971 After the initial notification, the school shall apprise the
972 parent at least monthly of the student's progress in response to
973 the intensive interventions and supports. Such communications
974 must be in writing and must explain any additional interventions
975 or supports that will be implemented to accelerate the student's
976 progress if the interventions and supports already being
977 implemented have not resulted in improvement. Upon the request
978 of the parent, the teacher or school administrator shall meet to
979 discuss the student's progress. The parent may request more
980 frequent notification of the student's progress, more frequent
981 interventions or supports, and earlier implementation of the
982 additional interventions or supports described in the initial
983 notification.

984 (7) ELIMINATION OF SOCIAL PROMOTION.-

985 (b) The district school board may only exempt students
986 from mandatory retention, as provided in paragraph (5)(c), for
987 good cause. A student ~~who is~~ promoted to grade 4 with a good
988 cause exemption shall be provided intensive reading instruction

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989 and intervention that include specialized diagnostic information
990 and specific reading strategies to meet the needs of each
991 student so promoted. The school district shall assist schools
992 and teachers with the implementation of explicit, systematic,
993 and multisensory reading instruction and intervention strategies
994 for students promoted with a good cause exemption which research
995 has shown to be successful in improving reading among students
996 who have reading difficulties. Upon the request of the parent,
997 the teacher or school administrator shall meet to discuss the
998 student's progress. The parent may request more frequent
999 notification of the student's progress, more frequent
1000 interventions or supports, and earlier implementation of the
1001 additional interventions or supports described in the initial
1002 notification. Good cause exemptions are limited to the
1003 following:

1004 1. Limited English proficient students who have had less
1005 than 2 years of instruction in an English for Speakers of Other
1006 Languages program based on the initial date of entry into a
1007 school in the United States.

1008 2. Students with disabilities whose individual education
1009 plan indicates that participation in the statewide assessment
1010 program is not appropriate, consistent with the requirements of
1011 s. 1008.212.

1012 3. Students who demonstrate an acceptable level of
1013 performance on an alternative standardized reading or English

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1014 Language Arts assessment approved by the State Board of
1015 Education.

1016 4. A student who demonstrates through a student portfolio
1017 that he or she is performing at least at Level 2 on the
1018 statewide, standardized English Language Arts assessment.

1019 5. Students with disabilities who take the statewide,
1020 standardized English Language Arts assessment and who have an
1021 individual education plan or a Section 504 plan that reflects
1022 that the student has received intensive instruction in reading
1023 or English Language Arts for more than 2 years but still
1024 demonstrates a deficiency and was previously retained in
1025 prekindergarten, kindergarten, grade 1, grade 2, or grade 3.

1026 6. Students who have received intensive reading
1027 intervention for 2 or more years but still demonstrate a
1028 deficiency in reading and who were previously retained in
1029 kindergarten, grade 1, grade 2, or grade 3 for a total of 2
1030 years. A student may not be retained more than once in grade 3.

1031 (9) COORDINATED SCREENING AND PROGRESS MONITORING SYSTEM.—

1032 (b) Beginning with the 2022-2023 school year, private
1033 Voluntary Prekindergarten Education Program providers and public
1034 schools must participate in the coordinated screening and
1035 progress monitoring system pursuant to this paragraph.

1036 1. For students in the school-year Voluntary
1037 Prekindergarten Education Program through grade 2, the
1038 coordinated screening and progress monitoring system must be

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1039 administered at least three times within a ~~program year or~~
1040 school year, ~~as applicable~~, with the first administration
1041 occurring no later than the first 30 instructional days after a
1042 student's enrollment or the start of the ~~program year or~~ school
1043 year, the second administration occurring midyear, and the third
1044 administration occurring within the last 30 days of the ~~program~~
1045 ~~or~~ school year pursuant to state board rule. The state board may
1046 adopt alternate timeframes to address nontraditional school year
1047 calendars ~~or summer programs~~ to ensure the coordinated screening
1048 and progress monitoring program is administered a minimum of
1049 three times within a year ~~or program~~.

1050 2. For students in the summer prekindergarten program, the
1051 coordinated screening and progress monitoring system must be
1052 administered two times, with the first administration occurring
1053 no later than the first 10 instructional days after a student's
1054 enrollment or the start of the summer prekindergarten program,
1055 and the final administration occurring within the last 10 days
1056 of the summer prekindergarten program pursuant to state board
1057 rule.

1058 3.2. For grades 3 through 10 English Language Arts and
1059 grades 3 through 8 Mathematics, the coordinated screening and
1060 progress monitoring system must be administered at the
1061 beginning, middle, and end of the school year pursuant to state
1062 board rule. The end-of-year administration of the coordinated
1063 screening and progress monitoring system must be a comprehensive

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1064 progress monitoring assessment administered in accordance with
1065 the scheduling requirements under s. 1008.22(7) (c).

1066 Section 23. Paragraph (c) of subsection (1) of section
1067 1008.31, Florida Statutes, is amended to read:

1068 1008.31 Florida's Early Learning-20 education performance
1069 accountability system; legislative intent; mission, goals, and
1070 systemwide measures; data quality improvements.-

1071 (1) LEGISLATIVE INTENT.-It is the intent of the
1072 Legislature that:

1073 (c) The Early Learning-20 education performance
1074 accountability system comply with the requirements of the Every
1075 Student Succeeds Act of 2015, Pub. L. No. 114-95 ~~"No Child Left~~
1076 ~~Behind Act of 2001," Pub. L. No. 107-110~~, and the Individuals
1077 with Disabilities Education Act (IDEA).

1078 Section 24. Paragraph (a) of subsection (4) of section
1079 1008.33, Florida Statutes, is amended to read:

1080 1008.33 Authority to enforce public school improvement.-

1081 (4) (a) The state board shall apply intensive intervention
1082 and support strategies tailored to the needs of schools earning
1083 two consecutive grades of "D" or a grade of "F." In the first
1084 full school year after a school initially earns a grade of "D,"
1085 the school district must immediately implement intervention and
1086 support strategies prescribed in rule under paragraph (3) (c).
1087 For a school that initially earns a grade of "F" or a second
1088 consecutive grade of "D," the school district must either

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1089 | continue implementing or immediately begin implementing
1090 | intervention and support strategies prescribed in rule under
1091 | paragraph (3)(c) and provide the department, by September 1,
1092 | with the memorandum of understanding negotiated pursuant to s.
1093 | 1001.42(21) and, by October 1, a district-managed turnaround
1094 | plan for approval by the state board. The district-managed
1095 | turnaround plan may include a proposal for the district to
1096 | implement an extended school day, a summer program, a
1097 | combination of an extended school day and a summer program, or
1098 | any other option authorized under paragraph (b) for state board
1099 | approval. A school district is not required to wait until a
1100 | school earns a second consecutive grade of "D" to submit a
1101 | turnaround plan for approval by the state board under this
1102 | paragraph. Upon approval by the state board, the school district
1103 | must implement the plan for the remainder of the school year and
1104 | continue the plan for 1 full school year. The state board may
1105 | allow a school an additional year of implementation before the
1106 | school must implement a turnaround option required under
1107 | paragraph (b) if it determines that the school is likely to
1108 | improve to a grade of "C" or higher after the first full school
1109 | year of implementation. The state board may also allow a school
1110 | that has received a grant pursuant to s. 1003.64 additional time
1111 | to implement a community school model.

1112 | Section 25. Section 1008.332, Florida Statutes, is amended
1113 | to read:

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1114 1008.332 Committee of practitioners pursuant to federal
1115 Every Student Succeeds ~~No Child Left Behind~~ Act.—The Department
1116 of Education shall establish a committee of practitioners
1117 pursuant to federal requirements of the Every Student Succeeds
1118 ~~No Child Left Behind~~ Act of 2015 ~~2001~~. The committee members
1119 shall be appointed by the Commissioner of Education ~~and shall~~
1120 ~~annually report to the Governor, the President of the Senate,~~
1121 ~~and the Speaker of the House of Representatives by January 1.~~
1122 The committee shall meet regularly and is authorized to review
1123 potential rules and policies that will be considered by the
1124 State Board of Education.

1125 Section 26. Subsection (5) of section 1008.34, Florida
1126 Statutes, is amended to read:

1127 1008.34 School grading system; school report cards;
1128 district grade.—

1129 (5) DISTRICT GRADE.—Beginning with the 2014-2015 school
1130 year, a school district's grade shall include a district-level
1131 calculation of the components under paragraph (3)(b). This
1132 calculation methodology captures each eligible student in the
1133 district who may have transferred among schools within the
1134 district or is enrolled in a school that does not receive a
1135 grade. The department shall develop a district report card that
1136 includes the district grade; the information required under s.
1137 1008.345(3) ~~s. 1008.345(5)~~; measures of the district's progress
1138 in closing the achievement gap between higher-performing student

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1139 subgroups and lower-performing student subgroups; measures of
1140 the district's progress in demonstrating Learning Gains of its
1141 highest-performing students; measures of the district's success
1142 in improving student attendance; the district's grade-level
1143 promotion of students scoring achievement levels 1 and 2 on
1144 statewide, standardized English Language Arts and Mathematics
1145 assessments; and measures of the district's performance in
1146 preparing students for the transition from elementary to middle
1147 school, middle to high school, and high school to postsecondary
1148 institutions and careers.

1149 Section 27. Subsections (5) through (7) of section
1150 1008.345, Florida Statutes, are renumbered as subsections (3)
1151 through (5), respectively, and present subsections (3), (4), and
1152 (5) and paragraph (d) of present subsection (6) of that section
1153 are amended to read:

1154 1008.345 Implementation of state system of school
1155 improvement and education accountability.—

1156 ~~(3) The annual feedback report shall be developed by the~~
1157 ~~Department of Education.~~

1158 ~~(4) The commissioner shall review each district school~~
1159 ~~board's feedback report and submit findings to the State Board~~
1160 ~~of Education. If adequate progress is not being made toward~~
1161 ~~implementing and maintaining a system of school improvement and~~
1162 ~~education accountability, the State Board of Education shall~~
1163 ~~direct the commissioner to prepare and implement a corrective~~

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1164 ~~action plan. The commissioner and State Board of Education shall~~
1165 ~~monitor the development and implementation of the corrective~~
1166 ~~action plan.~~

1167 ~~(3)(5)~~ The commissioner shall annually report to the State
1168 Board of Education and the Legislature and recommend changes in
1169 state policy necessary to foster school improvement and
1170 education accountability. The report must ~~shall~~ include:

1171 ~~(a)~~ for each school district:

1172 ~~(a)1.~~ The percentage of students, by school and grade
1173 level, demonstrating learning growth in English Language Arts
1174 and mathematics.

1175 ~~(b)2.~~ The percentage of students, by school and grade
1176 level, in both the highest and lowest quartiles demonstrating
1177 learning growth in English Language Arts and mathematics.

1178 ~~(c)3.~~ The information contained in the school district's
1179 annual report required pursuant to s. 1008.25(10).

1180 ~~(b) Intervention and support strategies used by school~~
1181 ~~districts whose students in both the highest and lowest~~
1182 ~~quartiles exceed the statewide average learning growth for~~
1183 ~~students in those quartiles.~~

1184 ~~(c) Intervention and support strategies used by school~~
1185 ~~districts whose schools provide educational services to youth in~~
1186 ~~Department of Juvenile Justice programs that demonstrate~~
1187 ~~learning growth in English Language Arts and mathematics that~~
1188 ~~exceeds the statewide average learning growth for students in~~

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1189 ~~those subjects.~~

1190 ~~(d) Based upon a review of each school district's reading~~
1191 ~~instruction plan submitted pursuant to s. 1003.4201,~~
1192 ~~intervention and support strategies used by school districts~~
1193 ~~that were effective in improving the reading performance of~~
1194 ~~students, as indicated by student performance data, who are~~
1195 ~~identified as having a substantial reading deficiency pursuant~~
1196 ~~to s. 1008.25(5)(a).~~

1197

1198 School reports must ~~shall~~ be distributed pursuant to this
1199 subsection and s. 1001.42(18)(c) and according to rules adopted
1200 by the State Board of Education.

1201 ~~(4)-(6)~~

1202 (d) The commissioner shall assign a community assessment
1203 team to each school district or governing board with a school
1204 that earned a grade of "D" or "F" pursuant to s. 1008.34 to
1205 review the school performance data and determine causes for the
1206 low performance, including the role of school, area, and
1207 district administrative personnel. The community assessment team
1208 shall review a high school's graduation rate calculated without
1209 high school equivalency diploma recipients for the past 3 years,
1210 disaggregated by student ethnicity. The team shall make
1211 recommendations to the school board or the governing board and
1212 to the State Board of Education ~~based on the interventions and~~
1213 ~~support strategies identified pursuant to subsection (5) to~~

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1214 address the causes of the school's low performance and to
1215 incorporate the strategies into the school improvement plan. The
1216 assessment team shall include, but not be limited to, a
1217 department representative, parents, business representatives,
1218 educators, representatives of local governments, and community
1219 activists, and shall represent the demographics of the community
1220 from which they are appointed.

1221 Section 28. Subsection (3) of section 1008.45, Florida
1222 Statutes, is amended to read:

1223 1008.45 Florida College System institution accountability
1224 process.—

1225 (3) ~~The State Board of Education shall address within the~~
1226 ~~annual evaluation of the performance of the executive director,~~
1227 ~~and the~~ Florida College System institution boards of trustees
1228 shall address within the annual evaluation of the presidents,
1229 the achievement of the performance goals established by the
1230 accountability process.

1231 Section 29. Paragraph (d) of subsection (2) of section
1232 1000.05, Florida Statutes, is amended to read:

1233 1000.05 Discrimination against students and employees in
1234 the Florida K-20 public education system prohibited; equality of
1235 access required.—

1236 (2)

1237 (d) Students may be separated by sex for a single-gender
1238 program ~~as provided under s. 1002.311~~, for any portion of a

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1239 class that deals with human reproduction, or during
1240 participation in bodily contact sports. For the purpose of this
1241 section, bodily contact sports include wrestling, boxing, rugby,
1242 ice hockey, football, basketball, and other sports in which the
1243 purpose or major activity involves bodily contact.

1244 Section 30. Paragraph (b) of subsection (2) of section
1245 1002.31, Florida Statutes, is amended to read:

1246 1002.31 Controlled open enrollment; public school parental
1247 choice.—

1248 (2)

1249 (b) Each school district and charter school capacity
1250 determinations for its schools, by grade level, must be updated
1251 every 12 weeks and be identified on the school district and
1252 charter school's websites. In determining the capacity of each
1253 district school, the district school board shall incorporate the
1254 specifications, plans, elements, and commitments contained in
1255 the school district educational facilities plan and the long-
1256 term work programs required under s. 1013.35. Each charter
1257 school governing board shall determine capacity based upon its
1258 charter school contract. Each virtual charter school and each
1259 school district with a contract with an approved virtual
1260 instruction program provider shall determine capacity based upon
1261 the enrollment requirements established under s. 1002.45(1)(d)4.
1262 ~~s. 1002.45(1)(e)4.~~

1263 Section 31. Subsection (3) of section 1002.321, Florida

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1264 Statutes, is amended to read:

1265 1002.321 Digital learning.—

1266 (3) CUSTOMIZED AND ACCELERATED LEARNING.—A school district
1267 must establish ~~multiple~~ opportunities for student participation
1268 in part-time and full-time kindergarten through grade 12 virtual
1269 instruction. Options include, but are not limited to:

1270 (a) School district operated part-time or full-time
1271 virtual instruction programs under s. 1002.45 ~~s. 1002.45(1)(b)~~
1272 for kindergarten through grade 12 students enrolled in the
1273 school district. A full-time program shall operate under its own
1274 Master School Identification Number.

1275 (b) Florida Virtual School instructional services
1276 authorized under s. 1002.37.

1277 (c) Blended learning instruction provided by charter
1278 schools authorized under s. 1002.33.

1279 (d) Virtual charter school instruction authorized under s.
1280 1002.33.

1281 (e) Courses delivered in the traditional school setting by
1282 personnel providing direct instruction through virtual
1283 instruction or through blended learning courses consisting of
1284 both traditional classroom and online instructional techniques
1285 pursuant to s. 1003.498.

1286 (f) Virtual courses offered in the course code directory
1287 to students within the school district or to students in other
1288 school districts throughout the state pursuant to s. 1003.498.

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1289 Section 32. Subsection (1), paragraph (a) of subsection
1290 (6), and paragraph (a) of subsection (10) of section 1002.33,
1291 Florida Statutes, are amended to read:

1292 1002.33 Charter schools.—

1293 (1) AUTHORIZATION.—All charter schools in Florida are
1294 public schools and shall be part of the state's program of
1295 public education. A charter school may be formed by creating a
1296 new school or converting an existing public school to charter
1297 status. A charter school may operate a virtual charter school
1298 pursuant to s. 1002.45(1)(c) ~~s. 1002.45(1)(d)~~ to provide online
1299 instruction to students, pursuant to s. 1002.455, in
1300 kindergarten through grade 12. The school district in which the
1301 student enrolls in the virtual charter school shall report the
1302 student for funding pursuant to s. 1011.61(1)(c)1.b.(VI), and
1303 the home school district shall not report the student for
1304 funding. An existing charter school that is seeking to become a
1305 virtual charter school must amend its charter or submit a new
1306 application pursuant to subsection (6) to become a virtual
1307 charter school. A virtual charter school is subject to the
1308 requirements of this section; however, a virtual charter school
1309 is exempt from subparagraph (7)(a)13., subsections (18) and
1310 (19), paragraph (20)(c), and s. 1003.03. A public school may not
1311 use the term charter in its name unless it has been approved
1312 under this section.

1313 (6) APPLICATION PROCESS AND REVIEW.—Charter school

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1314 applications are subject to the following requirements:

1315 (a) A person or entity seeking to open a charter school
1316 shall prepare and submit an application on the standard
1317 application form prepared by the Department of Education which:

1318 1. Demonstrates how the school will use the guiding
1319 principles and meet the statutorily defined purpose of a charter
1320 school.

1321 2. Provides a detailed curriculum plan that illustrates
1322 how students will be provided services to attain the state
1323 academic standards.

1324 3. Contains goals and objectives for improving student
1325 learning and measuring that improvement. These goals and
1326 objectives must indicate how much academic improvement students
1327 are expected to show each year, how success will be evaluated,
1328 and the specific results to be attained through instruction.

1329 4. Describes the reading curriculum and differentiated
1330 strategies that will be used for students reading at grade level
1331 or higher and a separate curriculum and strategies for students
1332 who are reading below grade level. Reading instructional
1333 strategies for foundational skills shall include phonics
1334 instruction for decoding and encoding as the primary
1335 instructional strategy for word reading. Instructional
1336 strategies may not employ the three-cueing system model of
1337 reading or visual memory as a basis for teaching word reading.
1338 Such strategies may include visual information and strategies

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1339 that improve background and experiential knowledge, add context,
1340 and increase oral language and vocabulary to support
1341 comprehension, but may not be used to teach word reading. A
1342 sponsor shall deny an application if the school does not propose
1343 a reading curriculum that is consistent with effective teaching
1344 strategies that are grounded in scientifically based reading
1345 research.

1346 5. Contains an annual financial plan for each year
1347 requested by the charter for operation of the school for up to 5
1348 years. This plan must contain anticipated fund balances based on
1349 revenue projections, a spending plan based on projected revenues
1350 and expenses, and a description of controls that will safeguard
1351 finances and projected enrollment trends.

1352 6. Discloses the name of each applicant, governing board
1353 member, and all proposed education services providers; the name
1354 and sponsor of any charter school operated by each applicant,
1355 each governing board member, and each proposed education
1356 services provider that has closed and the reasons for the
1357 closure; and the academic and financial history of such charter
1358 schools, which the sponsor shall consider in deciding whether to
1359 approve or deny the application.

1360 7. Contains additional information a sponsor may require,
1361 which shall be attached as an addendum to the charter school
1362 application described in this paragraph.

1363 8. For the establishment of a virtual charter school,

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1364 documents that the applicant has contracted with a provider of
1365 virtual instruction services pursuant to s. 1002.45(1)(c) ~~s.~~
1366 ~~1002.45(1)(d)~~.

1367 9. Describes the mathematics curriculum and differentiated
1368 strategies that will be used for students performing at grade
1369 level or higher and a separate mathematics curriculum and
1370 strategies for students who are performing below grade level.

1371 (10) ELIGIBLE STUDENTS.—

1372 (a)1. A charter school may be exempt from the requirements
1373 of s. 1002.31 if the school is open to any student covered in an
1374 interdistrict agreement and any student residing in the school
1375 district in which the charter school is located.

1376 2. A virtual charter school when enrolling students shall
1377 comply with the applicable requirements of s. 1002.31 and with
1378 the enrollment requirements established under s. 1002.45(1)(d)4.
1379 ~~s. 1002.45(1)(e)4.~~

1380 3. A charter lab school shall be open to any student
1381 eligible to attend the lab school as provided in s. 1002.32 or
1382 who resides in the school district in which the charter lab
1383 school is located.

1384 4. Any eligible student shall be allowed interdistrict
1385 transfer to attend a charter school when based on good cause.
1386 Good cause shall include, but is not limited to, geographic
1387 proximity to a charter school in a neighboring school district.

1388 Section 33. Subsections (1), (2), and (5) of section

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1389 1002.455, Florida Statutes, are amended to read:

1390 1002.455 Student eligibility for K-12 virtual
1391 instruction.—All students, including home education and private
1392 school students, are eligible to participate in any of the
1393 following virtual instruction options:

1394 (1) School district operated part-time or full-time
1395 kindergarten through grade 12 virtual instruction programs
1396 pursuant to s. 1002.45(1)(b)4. ~~s. 1002.45(1)(c)4.~~ to students
1397 within the school district.

1398 (2) Part-time or full-time virtual charter school
1399 instruction authorized pursuant to s. 1002.45(1)(b)5. ~~s.~~
1400 ~~1002.45(1)(c)5.~~ to students within the school district or to
1401 students in other school districts throughout the state pursuant
1402 to s. 1002.31; however, the school district enrolling the full-
1403 time equivalent virtual student shall comply with the enrollment
1404 requirements established under s. 1002.45(1)(d)4. ~~s.~~
1405 ~~1002.45(1)(c)4.~~

1406 (5) Virtual instruction provided by a school district
1407 through a contract with an approved virtual instruction program
1408 provider pursuant to s. 1002.45(1)(b)2. ~~s. 1002.45(1)(c)2.~~ to
1409 students within the school district or to students in other
1410 school districts throughout the state pursuant to s. 1002.31;
1411 however the school district enrolling the full-time equivalent
1412 virtual student shall comply with the enrollment requirements
1413 established under s. 1002.45(1)(d)4. ~~s. 1002.45(1)(c)4.~~

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1414 Section 34. Paragraph (a) of subsection (3) and paragraph
1415 (e) of subsection (7) of section 1008.22, Florida Statutes, are
1416 amended to read:

1417 1008.22 Student assessment program for public schools.—

1418 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The
1419 Commissioner of Education shall design and implement a
1420 statewide, standardized assessment program aligned to the core
1421 curricular content established in the state academic standards.
1422 The commissioner also must develop or select and implement a
1423 common battery of assessment tools that will be used in all
1424 juvenile justice education programs in the state. These tools
1425 must accurately measure the core curricular content established
1426 in the state academic standards. Participation in the assessment
1427 program is mandatory for all school districts and all students
1428 attending public schools, including adult students seeking a
1429 standard high school diploma under s. 1003.4282 and students in
1430 Department of Juvenile Justice education programs, except as
1431 otherwise provided by law. If a student does not participate in
1432 the assessment program, the school district must notify the
1433 student's parent and provide the parent with information
1434 regarding the implications of such nonparticipation. The
1435 statewide, standardized assessment program shall be designed and
1436 implemented as follows:

1437 (a) Statewide, standardized comprehensive assessments.—

1438 1. The statewide, standardized English Language Arts (ELA)

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1439 assessments shall be administered to students in grades 3
1440 through 10. Retake opportunities for the grade 10 ELA assessment
1441 must be provided. Reading passages and writing prompts for ELA
1442 assessments shall incorporate grade-level core curricula content
1443 from social studies. The statewide, standardized Mathematics
1444 assessments shall be administered annually in grades 3 through
1445 8. The statewide, standardized Science assessment shall be
1446 administered annually at least once at the elementary and middle
1447 grades levels. In order to earn a standard high school diploma,
1448 a student who has not earned a passing score on the grade 10 ELA
1449 assessment must earn a passing score on the assessment retake or
1450 earn a concordant score as authorized under subsection (9).

1451 2. Beginning with the 2022-2023 school year, the end-of-
1452 year comprehensive progress monitoring assessment administered
1453 pursuant to s. 1008.25(9)(b)3. ~~s. 1008.25(9)(b)2.~~ is the
1454 statewide, standardized ELA assessment for students in grades 3
1455 through 10 and the statewide, standardized Mathematics
1456 assessment for students in grades 3 through 8.

1457 (7) ASSESSMENT SCHEDULES AND REPORTING OF RESULTS.—

1458 (e) A school district may not schedule more than 5 percent
1459 of a student's total school hours in a school year to administer
1460 statewide, standardized assessments; the coordinated screening
1461 and progress monitoring system under s. 1008.25(9)(b)3. ~~s.~~
1462 ~~1008.25(9)(b)2.~~; and district-required local assessments. The
1463 district must secure written consent from a student's parent

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1464 before administering district-required local assessments that,
1465 after applicable statewide, standardized assessments and
1466 coordinated screening and progress monitoring are scheduled,
1467 exceed the 5 percent test administration limit for that student
1468 under this paragraph. The 5 percent test administration limit
1469 for a student under this paragraph may be exceeded as needed to
1470 provide test accommodations that are required by an IEP or are
1471 appropriate for an English language learner who is currently
1472 receiving services in a program operated in accordance with an
1473 approved English language learner district plan pursuant to s.
1474 1003.56. Notwithstanding this paragraph, a student may choose
1475 within a school year to take an examination or assessment
1476 adopted by State Board of Education rule pursuant to this
1477 section and ss. 1007.27, 1008.30, and 1008.44.

1478 Section 35. Subsection (4) of section 1008.37, Florida
1479 Statutes, is amended to read:

1480 1008.37 Postsecondary feedback of information to high
1481 schools.—

1482 (4) As a part of the school improvement plan pursuant to
1483 s. 1008.345, the State Board of Education shall ensure that each
1484 school district and high school develops strategies to improve
1485 student readiness for the public postsecondary level ~~based on~~
1486 ~~annual analysis of the feedback report data.~~

1487 Section 36. Paragraph (a) of subsection (4) of section
1488 1013.841, Florida Statutes, is amended to read:

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1489 1013.841 End of year balance of Florida College System
1490 institution funds.—

1491 (4) A Florida College System institution identified in
1492 paragraph (3)(b) must include in its carry forward spending plan
1493 the estimated cost per planned expenditure and a timeline for
1494 completion of the expenditure. Authorized expenditures in a
1495 carry forward spending plan may include:

1496 (a) Commitment of funds to a public education capital
1497 outlay project for which an appropriation was previously
1498 provided, which requires additional funds for completion, and
1499 which is included in the list required by s. 1001.03(18)(d) ~~s.~~
1500 ~~1001.03(19)(d)~~;

1501 Section 37. This act shall take effect July 1, 2024.

1502
1503 -----

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

1504 Remove everything before the enacting clause and insert:

1505 A bill to be entitled

1506 An act relating to education; amending s. 1001.02,
1507 F.S.; deleting a requirement that the State Board of
1508 Education establish the cost of certain tuition and
1509 fees; amending s. 1001.03, F.S.; deleting a
1510 requirement that the state board identify certain
1511 metrics and develop a specified plan relating to the
1512 Florida College System; amending s. 1002.3105, F.S.;

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1514 deleting a requirement that a performance contract be
1515 completed if a student participates in an Academically
1516 Challenging Curriculum to Enhance Learning option;
1517 providing that a performance contract may be used at
1518 the discretion of the principal; repealing s.
1519 1002.311, F.S., relating to single-gender programs;
1520 amending s. 1002.34, F.S.; deleting a requirement for
1521 the Commissioner of Education to provide for an annual
1522 comparative evaluation of charter technical career
1523 centers and public technical centers; amending s.
1524 1002.45, F.S.; deleting a requirement that school
1525 districts provide certain virtual instruction options
1526 to students; deleting a requirement that virtual
1527 instruction program providers be nonsectarian;
1528 authorizing school districts to provide certain
1529 students with the equipment and access necessary for
1530 participation in virtual instruction programs;
1531 amending s. 1002.61, F.S.; authorizing school
1532 districts to satisfy specified requirements for such
1533 program by contracting with certain providers;
1534 amending s. 1002.82, F.S.; requiring the Department of
1535 Education to review school readiness program plans
1536 every 3 years, rather than every 2 years; amending s.
1537 1002.85, F.S.; requiring early learning coalitions to
1538 submit school readiness program plans to the

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1539 department every 3 years, rather than every 2 years;
1540 amending s. 1003.435, F.S.; revising the eligibility
1541 requirements for students to take the high school
1542 equivalency examination; amending s. 1003.4935, F.S.;
1543 deleting a requirement that the department collect and
1544 report certain data relating to a middle school career
1545 and professional academy or a career-themed course;
1546 repealing s. 1003.4995, F.S., relating to the fine
1547 arts report prepared by the Commissioner of Education;
1548 repealing s. 1003.4996, F.S., relating to the
1549 Competency-Based Education Pilot Program; amending s.
1550 1003.49965, F.S.; authorizing, rather than requiring,
1551 a school district to hold an Art in the Capitol
1552 Competition; amending s. 1003.51, F.S.; deleting a
1553 requirement regarding assessment procedures for
1554 Department of Juvenile Justice education programs;
1555 revising requirements for which assessment results
1556 must be included in a student's discharge packet;
1557 deleting requirements for specified sanctions against
1558 district school boards for unsatisfactory performance
1559 in their Department of Juvenile Justice education
1560 programs; amending s. 1003.621, F.S.; deleting a
1561 requirement for academically high-performing school
1562 districts to submit an annual report to the state
1563 board; repealing s. 1004.925, F.S., relating to

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Amendment No.

1564 automotive service technology education programs and
1565 certification; amending s. 1006.28, F.S.; revising the
1566 definition of the term "adequate instructional
1567 materials"; requiring certain information published
1568 and regularly updated by the Department of Education
1569 to be sorted by grade level; deleting a timeframe
1570 requirement for each district school superintendent to
1571 notify the department about instructional materials;
1572 deleting a requirement for such notification;
1573 authorizing, rather than requiring, a school principal
1574 to collect the purchase price of instructional
1575 materials lost, destroyed, or unnecessarily damaged by
1576 a student; amending s. 1006.283, F.S.; deleting a
1577 timeframe requirement for a district school
1578 superintendent to certify to the department that
1579 certain instructional materials meet applicable state
1580 standards; amending s. 1006.33, F.S.; beginning with a
1581 specified adoption cycle, requiring the department to
1582 publish an instructional materials adoption timeline;
1583 providing requirements for such timeline and adoption
1584 cycle; providing requirements for the 2025-2026
1585 instructional materials adoption cycle; providing an
1586 expiration date for such requirements; deleting
1587 certain timelines relating to the adoption of
1588 instructional materials; amending s. 1007.33, F.S.;

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Amendment No.

1589 deleting a provision authorizing the Board of Trustees
1590 of St. Petersburg College to establish certain degree
1591 programs; amending s. 1008.25, F.S.; revising the
1592 requirements for comprehensive plans for student
1593 progression; revising the students who receive
1594 priority for allocation of remedial and supplemental
1595 instruction resources; requiring individualized
1596 progress monitoring plans to be developed within a
1597 specified timeframe; providing requirements for
1598 students in the Voluntary Prekindergarten Education
1599 Program who exhibit a substantial deficiency in early
1600 literacy skills and early mathematics skills;
1601 providing that substantial deficiencies in early
1602 literacy skills and early mathematics skills for such
1603 students are determined by specified results of the
1604 coordinated screening and progress monitoring;
1605 requiring the State Board of Education to identify
1606 specified guidelines in rule; requiring teachers and
1607 school administrators to meet with specified parents
1608 upon the request of such parents; authorizing such
1609 parents to request specified actions; revising
1610 requirements for the administration of the coordinated
1611 screening and progress monitoring system; providing
1612 requirements for the administration of such system for
1613 students in the summer prekindergarten program;

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Amendment No.

1614 amending s. 1008.31, F.S.; revising a provision
1615 relating to the No Child Left Behind Act of 2001 to
1616 relate to the Every Student Succeeds Act of 2015;
1617 amending s. 1008.33, F.S.; authorizing the state board
1618 to allow certain schools additional time to implement
1619 a community school model; amending s. 1008.332, F.S.;
1620 revising a provision relating to the No Child Left
1621 Behind Act of 2001 to relate to the Every Student
1622 Succeeds Act of 2015; deleting a requirement for
1623 certain committee members to annually report to
1624 specified entities; amending s. 1008.34, F.S.;
1625 conforming a cross-reference; amending s. 1008.345,
1626 F.S.; deleting a requirement for the department to
1627 develop an annual feedback report; deleting a
1628 requirement for the Commissioner of Education to
1629 review specified feedback reports and submit findings
1630 to the state board; deleting certain requirements for
1631 a report the commissioner produces annually for the
1632 state board and the Legislature; revising what
1633 information certain community assessment team
1634 recommendations are based on; amending s. 1008.45,
1635 F.S.; deleting a requirement that the state board
1636 provide a specified annual evaluation; amending ss.
1637 1000.05, 1002.31, 1002.321, 1002.33, 1002.455,
1638 1008.22, 1008.37, and 1013.841, F.S.; conforming

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1639 | provisions and cross-references to changes made by the
1640 | act; providing an effective date.

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