

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), paragraphs
495 (a) and (e) of subsection (2), paragraph (b) of subsection (3),
496 and 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 (a) Courses of study; adoption.—Adopt courses of study,
523 including instructional materials, for use in the schools of the
524 district.

525 1. Each district school board is responsible for the
526 content of all instructional materials and any other materials
527 used in a classroom, made available in a school or classroom
528 library, or included on a reading list, whether adopted and
529 purchased from the state-adopted instructional materials list,
530 adopted and purchased through a district instructional materials
531 program under s. 1006.283, or otherwise purchased or made
532 available.

533 2. Each district school board must adopt a policy
534 regarding an objection by a parent or a resident of the county
535 to the use of a specific material, which clearly describes a
536 process to handle all objections and provides for resolution.
537 The objection form, as prescribed by State Board of Education
538 rule, and the district school board's process must be easy to

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539 read and understand and be easily accessible on the homepage of
540 the school district's website. The objection form must also
541 identify the school district point of contact and contact
542 information for the submission of an objection. The process must
543 provide the parent or resident the opportunity to proffer
544 evidence to the district school board that:

545 a. An instructional material does not meet the criteria of
546 s. 1006.31(2) or s. 1006.40(3)(d) if it was selected for use in
547 a course or otherwise made available to students in the school
548 district but was not subject to the public notice, review,
549 comment, and hearing procedures under s. 1006.283(2)(b) 8., 9.,
550 and 11.

551 b. Any material used in a classroom, made available in a
552 school or classroom library, or included on a reading list
553 contains content which:

554 (I) Is pornographic or prohibited under s. 847.012;

555 (II) Depicts or describes sexual conduct as defined in s.
556 847.001(19), unless such material is for a course required by s.
557 1003.46, s. 1003.42(2)(n) 1.g., or s. 1003.42(2)(n) 3., or
558 identified by State Board of Education rule;

559 (III) Is not suited to student needs and their ability to
560 comprehend the material presented; or

561 (IV) Is inappropriate for the grade level and age group
562 for which the material is used.

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564 A resident of the county who is not the parent of a student with
565 access to school district materials may not object to more than
566 one material per month; the State Board of Education may adopt
567 rules to implement this provision. Any material that is subject
568 to an objection on the basis of sub-sub-subparagraph b.(I) or
569 sub-sub-subparagraph b.(II) must be removed within 5 school days
570 after ~~of~~ receipt of the objection and remain unavailable to
571 students of that school until the objection is resolved. Parents
572 shall have the right to read passages from any material that is
573 subject to an objection. If the school board denies a parent the
574 right to read passages due to content that meets the
575 requirements under sub-sub-subparagraph b.(I), the school
576 district shall discontinue the use of the material. If the
577 district school board finds that any material meets the
578 requirements under sub-subparagraph a. or that any other
579 material contains prohibited content under sub-sub-subparagraph
580 b.(I), the school district shall discontinue use of the material
581 in the school district. If the district school board finds that
582 any other material contains prohibited content under sub-sub-
583 subparagraphs b.(II)-(IV), the school district shall discontinue
584 use of the material for any grade level or age group for which
585 such use is inappropriate or unsuitable.

586 3. Each district school board must establish a process by
587 which the parent of a public school student or a resident of the
588 county may contest the district school board's adoption of a

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589 specific instructional material. The parent or resident must
590 file a petition, on a form provided by the school board, within
591 30 calendar days after the adoption of the instructional
592 material by the school board. The school board must make the
593 form available to the public and publish the form on the school
594 district's website. The form must be signed by the parent or
595 resident, include the required contact information, and state
596 the objection to the instructional material based on the
597 criteria of s. 1006.31(2) or s. 1006.40(3)(d). Within 30 days
598 after the 30-day period has expired, the school board must, for
599 all petitions timely received, conduct at least one open public
600 hearing before an unbiased and qualified hearing officer. The
601 hearing officer may not be an employee or agent of the school
602 district. The hearing is not subject to the provisions of
603 chapter 120; however, the hearing must provide sufficient
604 procedural protections to allow each petitioner an adequate and
605 fair opportunity to be heard and present evidence to the hearing
606 officer. The school board's decision after convening a hearing
607 is final and not subject to further petition or review.

608 4. Meetings of committees convened for the purpose of
609 ranking, eliminating, or selecting instructional materials for
610 recommendation to the district school board must be noticed and
611 open to the public in accordance with s. 286.011. Any committees
612 convened for such purposes must include parents of students who
613 will have access to such materials.

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614 5. Meetings of committees convened for the purpose of
615 resolving an objection by a parent or resident to specific
616 materials must be noticed and open to the public in accordance
617 with s. 286.011. Any committees convened for such purposes must
618 include parents of students who will have access to such
619 materials.

620 6. If a parent disagrees with the determination made by
621 the district school board on the objection to the use of a
622 specific material, a parent may request the Commissioner of
623 Education to appoint a special magistrate who is a member of The
624 Florida Bar in good standing and who has at least 5 years'
625 experience in administrative law. The special magistrate shall
626 determine facts relating to the school district's determination,
627 consider information provided by the parent and the school
628 district, and render a recommended decision for resolution to
629 the State Board of Education within 30 days after receipt of the
630 request by the parent. The State Board of Education must approve
631 or reject the recommended decision at its next regularly
632 scheduled meeting that is more than 7 calendar days and no more
633 than 30 days after the date the recommended decision is
634 transmitted. The costs of the special magistrate shall be borne
635 by the school district. The State Board of Education shall adopt
636 rules, including forms, necessary to implement this
637 subparagraph.

638 (e) Public participation.—Publish on its website, in a

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639 | searchable format prescribed by the department, a list of all
640 | instructional materials, including those used to provide
641 | instruction required by s. 1003.42. Each district school board
642 | must:

643 | 1. Provide access to all materials, excluding teacher
644 | editions, in accordance with s. 1006.283(2)(b)8.a. before the
645 | district school board takes any official action on such
646 | materials. This process must include reasonable safeguards
647 | against the unauthorized use, reproduction, and distribution of
648 | instructional materials considered for adoption.

649 | 2. Select, approve, adopt, or purchase all materials as a
650 | separate line item on the agenda and provide a reasonable
651 | opportunity for public comment. The use of materials described
652 | in this paragraph may not be selected, approved, or adopted as
653 | part of a consent agenda.

654 | 3. Annually, beginning June 30, 2023, submit to the
655 | Commissioner of Education a report that identifies:

656 | a. Each material for which the school district received an
657 | objection pursuant to subparagraph (a)2., including the grade
658 | level and course the material was used in, for the school year
659 | and the specific objections thereto.

660 | b. Each material that was removed or discontinued.

661 | c. Each material that was not removed or discontinued and
662 | the rationale for not removing or discontinuing the material.

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664 The department shall publish and regularly update a list of
665 materials that were removed or discontinued, sorted by grade
666 level, as a result of an objection and disseminate the list to
667 school districts for consideration in their selection
668 procedures.

669 (3) DISTRICT SCHOOL SUPERINTENDENT.—

670 (b) Each district school superintendent shall annually
671 notify the department ~~by April 1 of each year~~ the state-adopted
672 instructional materials that will be requisitioned for use in
673 his or her school district. ~~The notification shall include a~~
674 ~~district school board plan for instructional materials use to~~
675 ~~assist in determining if adequate instructional materials have~~
676 ~~been requisitioned.~~

677 (4) SCHOOL PRINCIPAL.—The school principal has the
678 following duties for the management and care of materials at the
679 school:

680 (b) *Money collected for lost or damaged instructional*
681 *materials; enforcement.*—The school principal may ~~shall~~ collect
682 from each student or the student's parent the purchase price of
683 any instructional material the student has lost, destroyed, or
684 unnecessarily damaged and to report and transmit the money
685 collected to the district school superintendent. A student who
686 fails to pay such sum may be suspended ~~the failure to collect~~
687 ~~such sum upon reasonable effort by the school principal may~~
688 ~~result in the suspension of the student~~ from participation in

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689 extracurricular activities. A student may satisfy or
690 ~~satisfaction of the debt by the student~~ through community
691 service activities at the school site as determined by the
692 school principal, pursuant to policies adopted by district
693 school board rule.

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

696 1006.283 District school board instructional materials
697 review process.—

698 (1) A district school board or consortium of school
699 districts may implement an instructional materials program that
700 includes the review, recommendation, adoption, and purchase of
701 instructional materials. The district school superintendent
702 shall annually certify to the department ~~by March 31 of each~~
703 ~~year~~ that all instructional materials for core courses used by
704 the district are aligned with applicable state standards. A list
705 of the core instructional materials that will be used or
706 purchased for use by the school district shall be included in
707 the certification.

708 Section 20. Paragraph (a) of subsection (1) of section
709 1006.33, Florida Statutes, is amended to read:

710 1006.33 Bids or proposals; advertisement and its
711 contents.—

712 (1)(a)1. Beginning with the 2026-2027 instructional
713 materials adoption cycle and thereafter, the department shall

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714 publish an instructional materials adoption timeline which must
715 include, but is not limited to, publishing bid specifications,
716 advertising in the Florida Administrative Register, and
717 deadlines for the submission of bids. The adoption cycle must
718 include at least 6 months between the release of the bid
719 specifications and the deadline for the submission of bids, and
720 publication of an initial list of state-adopted instructional
721 materials no later than July 31 in the year preceding the
722 adoption.

723 2. For the 2025-2026 instructional materials adoption
724 cycle, the department shall publish an instructional materials
725 adoption timeline which must include, but is not limited to,
726 publishing bid specifications, advertising in the Florida
727 Administrative Register, and deadlines for the submission of
728 bids. The adoption cycle must include at least 6 months between
729 the release of the bid specifications and the deadline for the
730 submission of bids. The adoption cycle must specify that the
731 Commissioner of Education shall publish an initial list of
732 state-adopted instructional materials no later than December 1,
733 2025. This subparagraph shall expire July 1, 2026. ~~Beginning on~~
734 ~~or before May 15 of any year in which an instructional materials~~
735 ~~adoption is to be initiated, the department shall advertise in~~
736 ~~the Florida Administrative Register 4 weeks preceding the date~~
737 ~~on which the bids shall be received, that at a certain~~
738 ~~designated time, not later than June 15, sealed bids or~~

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739 ~~proposals to be deposited with the department will be received~~
740 ~~from publishers or manufacturers for the furnishing of~~
741 ~~instructional materials proposed to be adopted as listed in the~~
742 ~~advertisement beginning April 1 following the adoption.~~

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

745 1007.33 Site-determined baccalaureate degree access.—

746 (4) A Florida College System institution may:

747 (a) Offer specified baccalaureate degree programs through
748 formal agreements between the Florida College System institution
749 and other regionally accredited postsecondary educational
750 institutions pursuant to s. 1007.22.

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

753 (c) Establish a first or subsequent baccalaureate degree
754 program for purposes of meeting district, regional, or statewide
755 workforce needs if approved by the State Board of Education
756 under this section.

757
758 ~~The Board of Trustees of St. Petersburg College is authorized to~~
759 ~~establish one or more bachelor of applied science degree~~
760 ~~programs based on an analysis of workforce needs in Pinellas,~~
761 ~~Pasco, and Hernando Counties and other counties approved by the~~
762 ~~Department of Education. For each program selected, St.~~
763 ~~Petersburg College must offer a related associate in science or~~

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764 ~~associate in applied science degree program, and the~~
765 ~~baccalaureate degree level program must be designed to~~
766 ~~articulate fully with at least one associate in science degree~~
767 ~~program. The college is encouraged to develop articulation~~
768 ~~agreements for enrollment of graduates of related associate in~~
769 ~~applied science degree programs. The Board of Trustees of St.~~
770 ~~Petersburg College is authorized to establish additional~~
771 ~~baccalaureate degree programs if it determines a program is~~
772 ~~warranted and feasible based on each of the factors in paragraph~~
773 ~~(5)(d). Prior to developing or proposing a new baccalaureate~~
774 ~~degree program, St. Petersburg College shall engage in need,~~
775 ~~demand, and impact discussions with the state university in its~~
776 ~~service district and other local and regional, accredited~~
777 ~~postsecondary providers in its region. Documentation, data, and~~
778 ~~other information from inter-institutional discussions regarding~~
779 ~~program need, demand, and impact shall be provided to the~~
780 ~~college's board of trustees to inform the program approval~~
781 ~~process. Employment at St. Petersburg College is governed by the~~
782 ~~same laws that govern Florida College System institutions,~~
783 ~~except that upper-division faculty are eligible for continuing~~
784 ~~contracts upon the completion of the fifth year of teaching.~~
785 ~~Employee records for all personnel shall be maintained as~~
786 ~~required by s. 1012.81.~~

787 Section 22. Paragraph (a) of subsection (2), paragraphs
788 (a) and (b) of subsection (3), paragraph (c) of subsection (4),

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789 paragraphs (a), (b), and (d) of subsection (5), paragraphs (a),
790 (b), and (c) of subsection (6), paragraph (b) of subsection (7),
791 and paragraph (b) of subsection (9) of section 1008.25, Florida
792 Statutes, are amended, and paragraph (h) is added to subsection
793 (2) of that section, to read:

794 1008.25 Public school student progression; student
795 support; coordinated screening and progress monitoring;
796 reporting requirements.—

797 (2) STUDENT PROGRESSION PLAN.—Each district school board
798 shall establish a comprehensive plan for student progression
799 which must provide for a student's progression from one grade to
800 another based on the student's mastery of the standards in s.
801 1003.41, specifically English Language Arts, mathematics,
802 science, and social studies standards. The plan must:

803 (a) Include criteria that emphasize student reading
804 proficiency in kindergarten through grade 3 and provide targeted
805 instructional support for students with identified deficiencies
806 in English Language Arts, mathematics, science, and social
807 studies, including students who have been referred to the school
808 district from the Voluntary Prekindergarten Education Program
809 pursuant to paragraph (5) (b). High schools shall use all
810 available assessment results, including the results of
811 statewide, standardized English Language Arts assessments and
812 end-of-course assessments for Algebra I and Geometry, to advise
813 students of any identified deficiencies and to provide

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814 appropriate postsecondary preparatory instruction before high
815 school graduation. The results of evaluations used to monitor a
816 student's progress in grades K-12 must be provided to the
817 student's teacher in a timely manner and as otherwise required
818 by law. Thereafter, evaluation results must be provided to the
819 student's parent in a timely manner. When available,
820 instructional personnel must be provided with information on
821 student achievement of standards and benchmarks in order to
822 improve instruction.

823 (h) Specify retention requirements for students in
824 kindergarten through grade 2 based upon each student's
825 performance in English Language Arts and mathematics. For
826 students who are retained in kindergarten through grade 2, the
827 plan must incorporate the parental notification requirements
828 provided in subsections (5) and (6), include an opportunity for
829 parental input on the retention decision, and include
830 information on the importance of students mastering early
831 literacy and communication skills in order to be reading at or
832 above grade level by the end of grade 3.

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

836 (a) Students in the Voluntary Prekindergarten Education
837 Program who have a substantial deficiency in early literacy
838 skills and students in kindergarten through grade 3 who have a

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839 substantial deficiency in reading or the characteristics of
840 dyslexia as determined in paragraph (5)(a).

841 (b) Students in the Voluntary Prekindergarten Education
842 Program who have a substantial deficiency in early mathematics
843 skills and students in kindergarten through grade 4 who have a
844 substantial deficiency in mathematics or the characteristics of
845 dyscalculia as determined in paragraph (6)(a).

846 (4) ASSESSMENT AND SUPPORT.—

847 (c) A student who has a substantial reading deficiency as
848 determined in paragraph (5)(a) or a substantial mathematics
849 deficiency as determined in paragraph (6)(a) must be covered by
850 a federally required student plan, such as an individual
851 education plan or an individualized progress monitoring plan, or
852 both, as necessary. The individualized progress monitoring plan
853 must be developed within 45 days after the results of the
854 coordinated screening and progress monitoring system become
855 available. The plan must ~~shall include~~, at a minimum, include:

856 1. The student's specific, identified reading or
857 mathematics skill deficiency.

858 2. Goals and benchmarks for student growth in reading or
859 mathematics.

860 3. A description of the specific measures that will be
861 used to evaluate and monitor the student's reading or
862 mathematics progress.

863 4. For a substantial reading deficiency, the specific

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864 evidence-based literacy instruction grounded in the science of
865 reading which the student will receive.

866 5. Strategies, resources, and materials that will be
867 provided to the student's parent to support the student to make
868 reading or mathematics progress.

869 6. Any additional services the student's teacher deems
870 available and appropriate to accelerate the student's reading or
871 mathematics skill development.

872 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

873 (a) Any student in a Voluntary Prekindergarten Education
874 Program provided by a public school who exhibits a substantial
875 deficiency in early literacy skills and any student in
876 kindergarten through grade 3 who exhibits a substantial
877 deficiency in reading or the characteristics of dyslexia based
878 upon screening, diagnostic, progress monitoring, or assessment
879 data; statewide assessments; or teacher observations must be
880 provided intensive, explicit, systematic, and multisensory
881 reading interventions immediately following the identification
882 of the reading deficiency or the characteristics of dyslexia to
883 address his or her specific deficiency or dyslexia. For the
884 purposes of this subsection, a Voluntary Prekindergarten
885 Education Program student is deemed to exhibit a substantial
886 deficiency in early literacy skills based upon the results of
887 the midyear or final administration of the coordinated screening
888 and progress monitoring under subsection (9).

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889 1. The department shall provide a list of state examined
890 and approved comprehensive reading and intervention programs.
891 The intervention programs shall be provided in addition to the
892 comprehensive core reading instruction that is provided to all
893 students in the general education classroom. Dyslexia-specific
894 interventions, as defined by rule of the State Board of
895 Education, shall be provided to students who have the
896 characteristics of dyslexia. The reading intervention programs
897 must do all of the following:

898 a. Provide explicit, direct instruction that is
899 systematic, sequential, and cumulative in language development,
900 phonological awareness, phonics, fluency, vocabulary, and
901 comprehension, as applicable.

902 b. Provide daily targeted small group reading
903 interventions based on student need in phonological awareness,
904 phonics, including decoding and encoding, sight words,
905 vocabulary, or comprehension.

906 c. Be implemented during regular school hours.

907 2. A school may not wait for a student to receive a
908 failing grade at the end of a grading period or wait until a
909 plan under paragraph (4)(b) is developed to identify the student
910 as having a substantial reading deficiency and initiate
911 intensive reading interventions. In addition, a school may not
912 wait until an evaluation conducted pursuant to s. 1003.57 is
913 completed to provide appropriate, evidence-based interventions

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914 for a student whose parent submits documentation from a
915 professional licensed under chapter 490 which demonstrates that
916 the student has been diagnosed with dyslexia. Such interventions
917 must be initiated upon receipt of the documentation and based on
918 the student's specific areas of difficulty as identified by the
919 licensed professional.

920 3. A student's reading proficiency must be monitored and
921 the intensive interventions must continue until the student
922 demonstrates grade level proficiency in a manner determined by
923 the district, which may include achieving a Level 3 on the
924 statewide, standardized English Language Arts assessment. The
925 State Board of Education shall identify by rule guidelines for
926 determining whether a student in a Voluntary Prekindergarten
927 Education Program has a deficiency in early literacy skills or a
928 student in kindergarten through grade 3 has a substantial
929 deficiency in reading.

930 (b) A Voluntary Prekindergarten Education Program student
931 who exhibits a substantial deficiency in early literacy skills
932 based upon the results of the administration of the midyear or
933 final coordinated screening and progress monitoring under
934 subsection (9) shall be referred to the local school district
935 and may be eligible to receive instruction in early literacy
936 skills before participating in kindergarten. A student with an
937 individual education plan who has been retained pursuant to
938 paragraph (2)(g) and has demonstrated a substantial deficiency

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939 in early literacy skills must receive instruction in early
940 literacy skills.

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

944 1. That his or her child has been identified as having a
945 substantial deficiency in reading, including a description and
946 explanation, in terms understandable to the parent, of the exact
947 nature of the student's difficulty in learning and lack of
948 achievement in reading.

949 2. A description of the current services that are provided
950 to the child.

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

954 4. The student progression requirements under paragraph
955 (2)(h) and that if the child's reading deficiency is not
956 remediated by the end of grade 3, the child must be retained
957 unless he or she is exempt from mandatory retention for good
958 cause.

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

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964 6. That the statewide, standardized English Language Arts
965 assessment is not the sole determiner of promotion and that
966 additional evaluations, portfolio reviews, and assessments are
967 available to the child to assist parents and the school district
968 in knowing when a child is reading at or above grade level and
969 ready for grade promotion.

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

977 8. The district's specific criteria and policies for
978 midyear promotion. Midyear promotion means promotion of a
979 retained student at any time during the year of retention once
980 the student has demonstrated ability to read at grade level.

981 9. Information about the student's eligibility for the New
982 Worlds Reading Initiative under s. 1003.485 and the New Worlds
983 Scholarship Accounts under s. 1002.411 and information on parent
984 training modules and other reading engagement resources
985 available through the initiative.

986
987 After initial notification, the school shall apprise the parent
988 at least monthly of the student's progress in response to the

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989 intensive interventions and supports. Such communications must
990 be in writing and must explain any additional interventions or
991 supports that will be implemented to accelerate the student's
992 progress if the interventions and supports already being
993 implemented have not resulted in improvement. Upon the request
994 of the parent, the teacher or school administrator shall meet to
995 discuss the student's progress. The parent may request more
996 frequent notification of the student's progress, more frequent
997 interventions or supports, and earlier implementation of the
998 additional interventions or supports described in the initial
999 notification.

1000 (6) MATHEMATICS DEFICIENCY AND PARENTAL NOTIFICATION.—

1001 (a) Any student in a Voluntary Prekindergarten Education
1002 Program provided by a public school who exhibits a substantial
1003 deficiency in early mathematics skills and any student in
1004 kindergarten through grade 4 who exhibits a substantial
1005 deficiency in mathematics or the characteristics of dyscalculia
1006 based upon screening, diagnostic, progress monitoring, or
1007 assessment data; statewide assessments; or teacher observations
1008 must:

1009 1. Immediately following the identification of the
1010 mathematics deficiency, be provided systematic and explicit
1011 mathematics instruction to address his or her specific
1012 deficiencies through either:

1013 a. Daily targeted small group mathematics intervention

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1014 based on student need; or
1015 b. Supplemental, evidence-based mathematics interventions
1016 before or after school, or both, delivered by a highly qualified
1017 teacher of mathematics or a trained tutor.
1018 2. The performance of a student receiving mathematics
1019 instruction under subparagraph 1. must be monitored, and
1020 instruction must be adjusted based on the student's need.
1021 3. The department shall provide a list of state examined
1022 and approved mathematics intervention programs, curricula, and
1023 high-quality supplemental materials that may be used to improve
1024 a student's mathematics deficiencies. In addition, the
1025 department shall work, at a minimum, with the Florida Center for
1026 Mathematics and Science Education Research established in s.
1027 1004.86 to disseminate information to school districts and
1028 teachers on effective evidence-based explicit mathematics
1029 instructional practices, strategies, and interventions.
1030 4. A school may not wait for a student to receive a
1031 failing grade at the end of a grading period or wait until a
1032 plan under paragraph (4)(b) is developed to identify the student
1033 as having a substantial mathematics deficiency and initiate
1034 intensive mathematics interventions. In addition, a school may
1035 not wait until an evaluation conducted pursuant to s. 1003.57 is
1036 completed to provide appropriate, evidence-based interventions
1037 for a student whose parent submits documentation from a
1038 professional licensed under chapter 490 which demonstrates that

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1039 the student has been diagnosed with dyscalculia. Such
1040 interventions must be initiated upon receipt of the
1041 documentation and based on the student's specific areas of
1042 difficulty as identified by the licensed professional.

1043 5. The mathematics proficiency of a student receiving
1044 additional mathematics supports must be monitored and the
1045 intensive interventions must continue until the student
1046 demonstrates grade level proficiency in a manner determined by
1047 the district, which may include achieving a Level 3 on the
1048 statewide, standardized Mathematics assessment. The State Board
1049 of Education shall identify by rule guidelines for determining
1050 whether a student in a Voluntary Prekindergarten Education
1051 Program has a deficiency in early mathematics skills or a
1052 student in kindergarten through grade 4 has a substantial
1053 deficiency in mathematics.

1054
1055 For the purposes of this subsection, a Voluntary Prekindergarten
1056 Education Program student is deemed to exhibit a substantial
1057 deficiency in mathematics skills based upon the results of the
1058 midyear or final administration of the coordinated screening and
1059 progress monitoring under subsection (9).

1060 (b) A Voluntary Prekindergarten Education Program student
1061 who exhibits a substantial deficiency in early math skills based
1062 upon the results of the administration of the midyear or final
1063 coordinated screening and progress monitoring under subsection

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1064 (8) shall be referred to the local school district and may be
1065 eligible to receive intensive mathematics interventions before
1066 participating in kindergarten.

1067 (c) The parent of a student who exhibits a substantial
1068 deficiency in mathematics, as described in paragraph (a), must
1069 be immediately notified in writing of the following:

1070 1. That his or her child has been identified as having a
1071 substantial deficiency in mathematics, including a description
1072 and explanation, in terms understandable to the parent, of the
1073 exact nature of the student's difficulty in learning and lack of
1074 achievement in mathematics.

1075 2. A description of the current services that are provided
1076 to the child.

1077 3. A description of the proposed intensive interventions
1078 and supports that will be provided to the child that are
1079 designed to remediate the identified area of mathematics
1080 deficiency.

1081 4. Strategies, including multisensory strategies and
1082 programming, through a home-based plan the parent can use in
1083 helping his or her child succeed in mathematics. The home-based
1084 plan must provide access to the resources identified in
1085 paragraph (d) ~~(e)~~.

1086
1087 After the initial notification, the school shall apprise the
1088 parent at least monthly of the student's progress in response to

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1089 the intensive interventions and supports. Such communications
1090 must be in writing and must explain any additional interventions
1091 or supports that will be implemented to accelerate the student's
1092 progress if the interventions and supports already being
1093 implemented have not resulted in improvement. Upon the request
1094 of the parent, the teacher or school administrator shall meet to
1095 discuss the student's progress. The parent may request more
1096 frequent notification of the student's progress, more frequent
1097 interventions or supports, and earlier implementation of the
1098 additional interventions or supports described in the initial
1099 notification.

1100 (7) ELIMINATION OF SOCIAL PROMOTION.—

1101 (b) The district school board may only exempt students
1102 from mandatory retention, as provided in paragraph (5)(c), for
1103 good cause. A student ~~who is~~ promoted to grade 4 with a good
1104 cause exemption shall be provided intensive reading instruction
1105 and intervention that include specialized diagnostic information
1106 and specific reading strategies to meet the needs of each
1107 student so promoted. The school district shall assist schools
1108 and teachers with the implementation of explicit, systematic,
1109 and multisensory reading instruction and intervention strategies
1110 for students promoted with a good cause exemption which research
1111 has shown to be successful in improving reading among students
1112 who have reading difficulties. Upon the request of the parent,
1113 the teacher or school administrator shall meet to discuss the

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1114 student's progress. The parent may request more frequent
1115 notification of the student's progress, more frequent
1116 interventions or supports, and earlier implementation of the
1117 additional interventions or supports described in the initial
1118 notification. Good cause exemptions are limited to the
1119 following:

1120 1. Limited English proficient students who have had less
1121 than 2 years of instruction in an English for Speakers of Other
1122 Languages program based on the initial date of entry into a
1123 school in the United States.

1124 2. Students with disabilities whose individual education
1125 plan indicates that participation in the statewide assessment
1126 program is not appropriate, consistent with the requirements of
1127 s. 1008.212.

1128 3. Students who demonstrate an acceptable level of
1129 performance on an alternative standardized reading or English
1130 Language Arts assessment approved by the State Board of
1131 Education.

1132 4. A student who demonstrates through a student portfolio
1133 that he or she is performing at least at Level 2 on the
1134 statewide, standardized English Language Arts assessment.

1135 5. Students with disabilities who take the statewide,
1136 standardized English Language Arts assessment and who have an
1137 individual education plan or a Section 504 plan that reflects
1138 that the student has received intensive instruction in reading

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1139 or English Language Arts for more than 2 years but still
1140 demonstrates a deficiency and was previously retained in
1141 prekindergarten, kindergarten, grade 1, grade 2, or grade 3.

1142 6. Students who have received intensive reading
1143 intervention for 2 or more years but still demonstrate a
1144 deficiency in reading and who were previously retained in
1145 kindergarten, grade 1, grade 2, or grade 3 for a total of 2
1146 years. A student may not be retained more than once in grade 3.

1147 (9) COORDINATED SCREENING AND PROGRESS MONITORING SYSTEM.—

1148 (b) Beginning with the 2022-2023 school year, private
1149 Voluntary Prekindergarten Education Program providers and public
1150 schools must participate in the coordinated screening and
1151 progress monitoring system pursuant to this paragraph.

1152 1. For students in the school-year Voluntary
1153 Prekindergarten Education Program through grade 2, the
1154 coordinated screening and progress monitoring system must be
1155 administered at least three times within a ~~program year or~~
1156 ~~school year, as applicable,~~ with the first administration
1157 occurring no later than the first 30 instructional days after a
1158 student's enrollment or the start of the ~~program year or~~ school
1159 year, the second administration occurring midyear, and the third
1160 administration occurring within the last 30 days of the ~~program~~
1161 ~~or~~ school year pursuant to state board rule. The state board may
1162 adopt alternate timeframes to address nontraditional school year
1163 calendars ~~or summer programs~~ to ensure the coordinated screening

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1164 and progress monitoring program is administered a minimum of
1165 three times within a year ~~or program~~.

1166 2. For students in the summer prekindergarten program, the
1167 coordinated screening and progress monitoring system must be
1168 administered two times, with the first administration occurring
1169 no later than the first 10 instructional days after a student's
1170 enrollment or the start of the summer prekindergarten program,
1171 and the final administration occurring within the last 10 days
1172 of the summer prekindergarten program pursuant to state board
1173 rule.

1174 3.2. For grades 3 through 10 English Language Arts and
1175 grades 3 through 8 Mathematics, the coordinated screening and
1176 progress monitoring system must be administered at the
1177 beginning, middle, and end of the school year pursuant to state
1178 board rule. The end-of-year administration of the coordinated
1179 screening and progress monitoring system must be a comprehensive
1180 progress monitoring assessment administered in accordance with
1181 the scheduling requirements under s. 1008.22(7) (c).

1182 Section 23. Paragraph (c) of subsection (1) of section
1183 1008.31, Florida Statutes, is amended to read:

1184 1008.31 Florida's Early Learning-20 education performance
1185 accountability system; legislative intent; mission, goals, and
1186 systemwide measures; data quality improvements.-

1187 (1) LEGISLATIVE INTENT.-It is the intent of the
1188 Legislature that:

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1189 (c) The Early Learning-20 education performance
1190 accountability system comply with the requirements of the Every
1191 Student Succeeds Act of 2015, Pub. L. No. 114-95 "No Child Left
1192 Behind Act of 2001," Pub. L. No. 107-110, and the Individuals
1193 with Disabilities Education Act (IDEA).

1194 Section 24. Paragraph (a) of subsection (4) of section
1195 1008.33, Florida Statutes, is amended to read:

1196 1008.33 Authority to enforce public school improvement.-

1197 (4)(a) The state board shall apply intensive intervention
1198 and support strategies tailored to the needs of schools earning
1199 two consecutive grades of "D" or a grade of "F." In the first
1200 full school year after a school initially earns a grade of "D,"
1201 the school district must immediately implement intervention and
1202 support strategies prescribed in rule under paragraph (3)(c).
1203 For a school that initially earns a grade of "F" or a second
1204 consecutive grade of "D," the school district must either
1205 continue implementing or immediately begin implementing
1206 intervention and support strategies prescribed in rule under
1207 paragraph (3)(c) and provide the department, by September 1,
1208 with the memorandum of understanding negotiated pursuant to s.
1209 1001.42(21) and, by October 1, a district-managed turnaround
1210 plan for approval by the state board. The district-managed
1211 turnaround plan may include a proposal for the district to
1212 implement an extended school day, a summer program, a
1213 combination of an extended school day and a summer program, or

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1214 any other option authorized under paragraph (b) for state board
1215 approval. A school district is not required to wait until a
1216 school earns a second consecutive grade of "D" to submit a
1217 turnaround plan for approval by the state board under this
1218 paragraph. Upon approval by the state board, the school district
1219 must implement the plan for the remainder of the school year and
1220 continue the plan for 1 full school year. The state board may
1221 allow a school an additional year of implementation before the
1222 school must implement a turnaround option required under
1223 paragraph (b) if it determines that the school is likely to
1224 improve to a grade of "C" or higher after the first full school
1225 year of implementation. The state board may also allow a school
1226 that has received a grant pursuant to s. 1003.64 additional time
1227 to implement a community school model.

1228 Section 25. Section 1008.332, Florida Statutes, is amended
1229 to read:

1230 1008.332 Committee of practitioners pursuant to federal
1231 Every Student Succeeds ~~No Child Left Behind~~ Act.—The Department
1232 of Education shall establish a committee of practitioners
1233 pursuant to federal requirements of the Every Student Succeeds
1234 ~~No Child Left Behind~~ Act of 2015 ~~2001~~. The committee members
1235 shall be appointed by the Commissioner of Education ~~and shall~~
1236 ~~annually report to the Governor, the President of the Senate,~~
1237 ~~and the Speaker of the House of Representatives by January 1.~~
1238 The committee shall meet regularly and is authorized to review

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1239 potential rules and policies that will be considered by the
1240 State Board of Education.

1241 Section 26. Subsection (5) of section 1008.34, Florida
1242 Statutes, is amended to read:

1243 1008.34 School grading system; school report cards;
1244 district grade.—

1245 (5) DISTRICT GRADE.—Beginning with the 2014-2015 school
1246 year, a school district's grade shall include a district-level
1247 calculation of the components under paragraph (3)(b). This
1248 calculation methodology captures each eligible student in the
1249 district who may have transferred among schools within the
1250 district or is enrolled in a school that does not receive a
1251 grade. The department shall develop a district report card that
1252 includes the district grade; the information required under s.
1253 1008.345(3) ~~s. 1008.345(5)~~; measures of the district's progress
1254 in closing the achievement gap between higher-performing student
1255 subgroups and lower-performing student subgroups; measures of
1256 the district's progress in demonstrating Learning Gains of its
1257 highest-performing students; measures of the district's success
1258 in improving student attendance; the district's grade-level
1259 promotion of students scoring achievement levels 1 and 2 on
1260 statewide, standardized English Language Arts and Mathematics
1261 assessments; and measures of the district's performance in
1262 preparing students for the transition from elementary to middle
1263 school, middle to high school, and high school to postsecondary

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1264 institutions and careers.

1265 Section 27. Subsections (5) through (7) of section
1266 1008.345, Florida Statutes, are renumbered as subsections (3)
1267 through (5), respectively, and present subsections (3), (4), and
1268 (5) and paragraph (d) of present subsection (6) of that section
1269 are amended to read:

1270 1008.345 Implementation of state system of school
1271 improvement and education accountability.-

1272 ~~(3) The annual feedback report shall be developed by the~~
1273 ~~Department of Education.~~

1274 ~~(4) The commissioner shall review each district school~~
1275 ~~board's feedback report and submit findings to the State Board~~
1276 ~~of Education. If adequate progress is not being made toward~~
1277 ~~implementing and maintaining a system of school improvement and~~
1278 ~~education accountability, the State Board of Education shall~~
1279 ~~direct the commissioner to prepare and implement a corrective~~
1280 ~~action plan. The commissioner and State Board of Education shall~~
1281 ~~monitor the development and implementation of the corrective~~
1282 ~~action plan.~~

1283 (3)~~(5)~~ The commissioner shall annually report to the State
1284 Board of Education and the Legislature and recommend changes in
1285 state policy necessary to foster school improvement and
1286 education accountability. The report must ~~shall~~ include:

1287 ~~(a)~~ for each school district:

1288 (a)~~1~~. The percentage of students, by school and grade

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1289 level, demonstrating learning growth in English Language Arts
1290 and mathematics.

1291 ~~(b)2.~~ The percentage of students, by school and grade
1292 level, in both the highest and lowest quartiles demonstrating
1293 learning growth in English Language Arts and mathematics.

1294 ~~(c)3.~~ The information contained in the school district's
1295 annual report required pursuant to s. 1008.25(10).

1296 ~~(b) Intervention and support strategies used by school~~
1297 ~~districts whose students in both the highest and lowest~~
1298 ~~quartiles exceed the statewide average learning growth for~~
1299 ~~students in those quartiles.~~

1300 ~~(c) Intervention and support strategies used by school~~
1301 ~~districts whose schools provide educational services to youth in~~
1302 ~~Department of Juvenile Justice programs that demonstrate~~
1303 ~~learning growth in English Language Arts and mathematics that~~
1304 ~~exceeds the statewide average learning growth for students in~~
1305 ~~those subjects.~~

1306 ~~(d) Based upon a review of each school district's reading~~
1307 ~~instruction plan submitted pursuant to s. 1003.4201,~~
1308 ~~intervention and support strategies used by school districts~~
1309 ~~that were effective in improving the reading performance of~~
1310 ~~students, as indicated by student performance data, who are~~
1311 ~~identified as having a substantial reading deficiency pursuant~~
1312 ~~to s. 1008.25(5)(a).~~

1313

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1314 School reports must ~~shall~~ be distributed pursuant to this
1315 subsection and s. 1001.42(18)(c) and according to rules adopted
1316 by the State Board of Education.

1317 ~~(4)-(6)~~

1318 (d) The commissioner shall assign a community assessment
1319 team to each school district or governing board with a school
1320 that earned a grade of "D" or "F" pursuant to s. 1008.34 to
1321 review the school performance data and determine causes for the
1322 low performance, including the role of school, area, and
1323 district administrative personnel. The community assessment team
1324 shall review a high school's graduation rate calculated without
1325 high school equivalency diploma recipients for the past 3 years,
1326 disaggregated by student ethnicity. The team shall make
1327 recommendations to the school board or the governing board and
1328 to the State Board of Education ~~based on the interventions and~~
1329 ~~support strategies identified pursuant to subsection (5) to~~
1330 address the causes of the school's low performance and to
1331 incorporate the strategies into the school improvement plan. The
1332 assessment team shall include, but not be limited to, a
1333 department representative, parents, business representatives,
1334 educators, representatives of local governments, and community
1335 activists, and shall represent the demographics of the community
1336 from which they are appointed.

1337 Section 28. Subsection (3) of section 1008.45, Florida
1338 Statutes, is amended to read:

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1339 1008.45 Florida College System institution accountability
1340 process.—

1341 (3) ~~The State Board of Education shall address within the~~
1342 ~~annual evaluation of the performance of the executive director,~~
1343 ~~and the~~ Florida College System institution boards of trustees
1344 shall address within the annual evaluation of the presidents,
1345 the achievement of the performance goals established by the
1346 accountability process.

1347 Section 29. Paragraph (d) of subsection (2) of section
1348 1000.05, Florida Statutes, is amended to read:

1349 1000.05 Discrimination against students and employees in
1350 the Florida K-20 public education system prohibited; equality of
1351 access required.—

1352 (2)

1353 (d) Students may be separated by sex for a single-gender
1354 program ~~as provided under s. 1002.311~~, for any portion of a
1355 class that deals with human reproduction, or during
1356 participation in bodily contact sports. For the purpose of this
1357 section, bodily contact sports include wrestling, boxing, rugby,
1358 ice hockey, football, basketball, and other sports in which the
1359 purpose or major activity involves bodily contact.

1360 Section 30. Paragraph (b) of subsection (2) of section
1361 1002.31, Florida Statutes, is amended to read:

1362 1002.31 Controlled open enrollment; public school parental
1363 choice.—

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1364 (2)
1365 (b) Each school district and charter school capacity
1366 determinations for its schools, by grade level, must be updated
1367 every 12 weeks and be identified on the school district and
1368 charter school's websites. In determining the capacity of each
1369 district school, the district school board shall incorporate the
1370 specifications, plans, elements, and commitments contained in
1371 the school district educational facilities plan and the long-
1372 term work programs required under s. 1013.35. Each charter
1373 school governing board shall determine capacity based upon its
1374 charter school contract. Each virtual charter school and each
1375 school district with a contract with an approved virtual
1376 instruction program provider shall determine capacity based upon
1377 the enrollment requirements established under s. 1002.45(1)(d)4.
1378 ~~s. 1002.45(1)(e)4.~~

1379 Section 31. Subsection (3) of section 1002.321, Florida
1380 Statutes, is amended to read:

1381 1002.321 Digital learning.—

1382 (3) CUSTOMIZED AND ACCELERATED LEARNING.—A school district
1383 must establish ~~multiple~~ opportunities for student participation
1384 in part-time and full-time kindergarten through grade 12 virtual
1385 instruction. Options include, but are not limited to:

1386 (a) School district operated part-time or full-time
1387 virtual instruction programs under s. 1002.45 ~~s. 1002.45(1)(b)~~
1388 for kindergarten through grade 12 students enrolled in the

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1389 school district. A full-time program shall operate under its own
1390 Master School Identification Number.

1391 (b) Florida Virtual School instructional services
1392 authorized under s. 1002.37.

1393 (c) Blended learning instruction provided by charter
1394 schools authorized under s. 1002.33.

1395 (d) Virtual charter school instruction authorized under s.
1396 1002.33.

1397 (e) Courses delivered in the traditional school setting by
1398 personnel providing direct instruction through virtual
1399 instruction or through blended learning courses consisting of
1400 both traditional classroom and online instructional techniques
1401 pursuant to s. 1003.498.

1402 (f) Virtual courses offered in the course code directory
1403 to students within the school district or to students in other
1404 school districts throughout the state pursuant to s. 1003.498.

1405 Section 32. Subsection (1), paragraph (a) of subsection
1406 (6), and paragraph (a) of subsection (10) of section 1002.33,
1407 Florida Statutes, are amended to read:

1408 1002.33 Charter schools.—

1409 (1) AUTHORIZATION.—All charter schools in Florida are
1410 public schools and shall be part of the state's program of
1411 public education. A charter school may be formed by creating a
1412 new school or converting an existing public school to charter
1413 status. A charter school may operate a virtual charter school

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1414 pursuant to s. 1002.45(1)(c) ~~s. 1002.45(1)(d)~~ to provide online
1415 instruction to students, pursuant to s. 1002.455, in
1416 kindergarten through grade 12. The school district in which the
1417 student enrolls in the virtual charter school shall report the
1418 student for funding pursuant to s. 1011.61(1)(c)1.b.(VI), and
1419 the home school district shall not report the student for
1420 funding. An existing charter school that is seeking to become a
1421 virtual charter school must amend its charter or submit a new
1422 application pursuant to subsection (6) to become a virtual
1423 charter school. A virtual charter school is subject to the
1424 requirements of this section; however, a virtual charter school
1425 is exempt from subparagraph (7)(a)13., subsections (18) and
1426 (19), paragraph (20)(c), and s. 1003.03. A public school may not
1427 use the term charter in its name unless it has been approved
1428 under this section.

1429 (6) APPLICATION PROCESS AND REVIEW.—Charter school
1430 applications are subject to the following requirements:

- 1431 (a) A person or entity seeking to open a charter school
1432 shall prepare and submit an application on the standard
1433 application form prepared by the Department of Education which:
- 1434 1. Demonstrates how the school will use the guiding
1435 principles and meet the statutorily defined purpose of a charter
1436 school.
 - 1437 2. Provides a detailed curriculum plan that illustrates
1438 how students will be provided services to attain the state

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1439 academic standards.

1440 3. Contains goals and objectives for improving student
1441 learning and measuring that improvement. These goals and
1442 objectives must indicate how much academic improvement students
1443 are expected to show each year, how success will be evaluated,
1444 and the specific results to be attained through instruction.

1445 4. Describes the reading curriculum and differentiated
1446 strategies that will be used for students reading at grade level
1447 or higher and a separate curriculum and strategies for students
1448 who are reading below grade level. Reading instructional
1449 strategies for foundational skills shall include phonics
1450 instruction for decoding and encoding as the primary
1451 instructional strategy for word reading. Instructional
1452 strategies may not employ the three-cueing system model of
1453 reading or visual memory as a basis for teaching word reading.
1454 Such strategies may include visual information and strategies
1455 that improve background and experiential knowledge, add context,
1456 and increase oral language and vocabulary to support
1457 comprehension, but may not be used to teach word reading. A
1458 sponsor shall deny an application if the school does not propose
1459 a reading curriculum that is consistent with effective teaching
1460 strategies that are grounded in scientifically based reading
1461 research.

1462 5. Contains an annual financial plan for each year
1463 requested by the charter for operation of the school for up to 5

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1464 years. This plan must contain anticipated fund balances based on
1465 revenue projections, a spending plan based on projected revenues
1466 and expenses, and a description of controls that will safeguard
1467 finances and projected enrollment trends.

1468 6. Discloses the name of each applicant, governing board
1469 member, and all proposed education services providers; the name
1470 and sponsor of any charter school operated by each applicant,
1471 each governing board member, and each proposed education
1472 services provider that has closed and the reasons for the
1473 closure; and the academic and financial history of such charter
1474 schools, which the sponsor shall consider in deciding whether to
1475 approve or deny the application.

1476 7. Contains additional information a sponsor may require,
1477 which shall be attached as an addendum to the charter school
1478 application described in this paragraph.

1479 8. For the establishment of a virtual charter school,
1480 documents that the applicant has contracted with a provider of
1481 virtual instruction services pursuant to s. 1002.45(1)(c) ~~s.~~
1482 ~~1002.45(1)(d)~~.

1483 9. Describes the mathematics curriculum and differentiated
1484 strategies that will be used for students performing at grade
1485 level or higher and a separate mathematics curriculum and
1486 strategies for students who are performing below grade level.

1487 (10) ELIGIBLE STUDENTS.—

1488 (a)1. A charter school may be exempt from the requirements

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1489 of s. 1002.31 if the school is open to any student covered in an
1490 interdistrict agreement and any student residing in the school
1491 district in which the charter school is located.

1492 2. A virtual charter school when enrolling students shall
1493 comply with the applicable requirements of s. 1002.31 and with
1494 the enrollment requirements established under s. 1002.45(1)(d)4.
1495 ~~s. 1002.45(1)(e)4.~~

1496 3. A charter lab school shall be open to any student
1497 eligible to attend the lab school as provided in s. 1002.32 or
1498 who resides in the school district in which the charter lab
1499 school is located.

1500 4. Any eligible student shall be allowed interdistrict
1501 transfer to attend a charter school when based on good cause.
1502 Good cause shall include, but is not limited to, geographic
1503 proximity to a charter school in a neighboring school district.

1504 Section 33. Subsections (1), (2), and (5) of section
1505 1002.455, Florida Statutes, are amended to read:

1506 1002.455 Student eligibility for K-12 virtual
1507 instruction.—All students, including home education and private
1508 school students, are eligible to participate in any of the
1509 following virtual instruction options:

1510 (1) School district operated part-time or full-time
1511 kindergarten through grade 12 virtual instruction programs
1512 pursuant to s. 1002.45(1)(b)4. ~~s. 1002.45(1)(e)4.~~ to students
1513 within the school district.

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1514 (2) Part-time or full-time virtual charter school
1515 instruction authorized pursuant to s. 1002.45(1)(b)5. ~~s.~~
1516 ~~1002.45(1)(e)5.~~ to students within the school district or to
1517 students in other school districts throughout the state pursuant
1518 to s. 1002.31; however, the school district enrolling the full-
1519 time equivalent virtual student shall comply with the enrollment
1520 requirements established under s. 1002.45(1)(d)4. ~~s.~~
1521 ~~1002.45(1)(e)4.~~

1522 (5) Virtual instruction provided by a school district
1523 through a contract with an approved virtual instruction program
1524 provider pursuant to s. 1002.45(1)(b)2. ~~s. 1002.45(1)(e)2.~~ to
1525 students within the school district or to students in other
1526 school districts throughout the state pursuant to s. 1002.31;
1527 however the school district enrolling the full-time equivalent
1528 virtual student shall comply with the enrollment requirements
1529 established under s. 1002.45(1)(d)4. ~~s. 1002.45(1)(e)4.~~

1530 Section 34. Paragraph (a) of subsection (3) and paragraph
1531 (e) of subsection (7) of section 1008.22, Florida Statutes, are
1532 amended to read:

1533 1008.22 Student assessment program for public schools.—

1534 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The
1535 Commissioner of Education shall design and implement a
1536 statewide, standardized assessment program aligned to the core
1537 curricular content established in the state academic standards.
1538 The commissioner also must develop or select and implement a

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1539 common battery of assessment tools that will be used in all
1540 juvenile justice education programs in the state. These tools
1541 must accurately measure the core curricular content established
1542 in the state academic standards. Participation in the assessment
1543 program is mandatory for all school districts and all students
1544 attending public schools, including adult students seeking a
1545 standard high school diploma under s. 1003.4282 and students in
1546 Department of Juvenile Justice education programs, except as
1547 otherwise provided by law. If a student does not participate in
1548 the assessment program, the school district must notify the
1549 student's parent and provide the parent with information
1550 regarding the implications of such nonparticipation. The
1551 statewide, standardized assessment program shall be designed and
1552 implemented as follows:

1553 (a) Statewide, standardized comprehensive assessments.—

1554 1. The statewide, standardized English Language Arts (ELA)
1555 assessments shall be administered to students in grades 3
1556 through 10. Retake opportunities for the grade 10 ELA assessment
1557 must be provided. Reading passages and writing prompts for ELA
1558 assessments shall incorporate grade-level core curricula content
1559 from social studies. The statewide, standardized Mathematics
1560 assessments shall be administered annually in grades 3 through
1561 8. The statewide, standardized Science assessment shall be
1562 administered annually at least once at the elementary and middle
1563 grades levels. In order to earn a standard high school diploma,

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1564 a student who has not earned a passing score on the grade 10 ELA
1565 assessment must earn a passing score on the assessment retake or
1566 earn a concordant score as authorized under subsection (9).

1567 2. Beginning with the 2022-2023 school year, the end-of-
1568 year comprehensive progress monitoring assessment administered
1569 pursuant to s. 1008.25(9)(b)3. ~~s. 1008.25(9)(b)2.~~ is the
1570 statewide, standardized ELA assessment for students in grades 3
1571 through 10 and the statewide, standardized Mathematics
1572 assessment for students in grades 3 through 8.

1573 (7) ASSESSMENT SCHEDULES AND REPORTING OF RESULTS.—

1574 (e) A school district may not schedule more than 5 percent
1575 of a student's total school hours in a school year to administer
1576 statewide, standardized assessments; the coordinated screening
1577 and progress monitoring system under s. 1008.25(9)(b)3. ~~s.~~
1578 ~~1008.25(9)(b)2.~~; and district-required local assessments. The
1579 district must secure written consent from a student's parent
1580 before administering district-required local assessments that,
1581 after applicable statewide, standardized assessments and
1582 coordinated screening and progress monitoring are scheduled,
1583 exceed the 5 percent test administration limit for that student
1584 under this paragraph. The 5 percent test administration limit
1585 for a student under this paragraph may be exceeded as needed to
1586 provide test accommodations that are required by an IEP or are
1587 appropriate for an English language learner who is currently
1588 receiving services in a program operated in accordance with an

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1589 approved English language learner district plan pursuant to s.
1590 1003.56. Notwithstanding this paragraph, a student may choose
1591 within a school year to take an examination or assessment
1592 adopted by State Board of Education rule pursuant to this
1593 section and ss. 1007.27, 1008.30, and 1008.44.

1594 Section 35. Subsection (4) of section 1008.37, Florida
1595 Statutes, is amended to read:

1596 1008.37 Postsecondary feedback of information to high
1597 schools.—

1598 (4) As a part of the school improvement plan pursuant to
1599 s. 1008.345, the State Board of Education shall ensure that each
1600 school district and high school develops strategies to improve
1601 student readiness for the public postsecondary level ~~based on~~
1602 ~~annual analysis of the feedback report data.~~

1603 Section 36. Paragraph (a) of subsection (4) of section
1604 1013.841, Florida Statutes, is amended to read:

1605 1013.841 End of year balance of Florida College System
1606 institution funds.—

1607 (4) A Florida College System institution identified in
1608 paragraph (3)(b) must include in its carry forward spending plan
1609 the estimated cost per planned expenditure and a timeline for
1610 completion of the expenditure. Authorized expenditures in a
1611 carry forward spending plan may include:

1612 (a) Commitment of funds to a public education capital
1613 outlay project for which an appropriation was previously

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1614 provided, which requires additional funds for completion, and
1615 which is included in the list required by s. 1001.03(18)(d) ~~s.~~
1616 ~~1001.03(19)(d)~~;

1617 Section 37. This act shall take effect July 1, 2024.

1618
1619 -----

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

1621 Remove everything before the enacting clause and insert:

1622 A bill to be entitled

1623 An act relating to education; amending s. 1001.02,
1624 F.S.; deleting a requirement that the State Board of
1625 Education establish the cost of certain tuition and
1626 fees; amending s. 1001.03, F.S.; deleting a
1627 requirement that the state board identify certain
1628 metrics and develop a specified plan relating to the
1629 Florida College System; amending s. 1002.3105, F.S.;
1630 deleting a requirement that a performance contract be
1631 completed if a student participates in an Academically
1632 Challenging Curriculum to Enhance Learning option;
1633 providing that a performance contract may be used at
1634 the discretion of the principal; repealing s.
1635 1002.311, F.S., relating to single-gender programs;
1636 amending s. 1002.34, F.S.; deleting a requirement for
1637 the Commissioner of Education to provide for an annual
1638 comparative evaluation of charter technical career

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1639 centers and public technical centers; amending s.
1640 1002.45, F.S.; deleting a requirement that school
1641 districts provide certain virtual instruction options
1642 to students; deleting a requirement that virtual
1643 instruction program providers be nonsectarian;
1644 authorizing school districts to provide certain
1645 students with the equipment and access necessary for
1646 participation in virtual instruction programs;
1647 amending s. 1002.61, F.S.; authorizing school
1648 districts to satisfy specified requirements for such
1649 program by contracting with certain providers;
1650 amending s. 1002.82, F.S.; requiring the Department of
1651 Education to review school readiness program plans
1652 every 3 years, rather than every 2 years; amending s.
1653 1002.85, F.S.; requiring early learning coalitions to
1654 submit school readiness program plans to the
1655 department every 3 years, rather than every 2 years;
1656 amending s. 1003.435, F.S.; revising the eligibility
1657 requirements for students to take the high school
1658 equivalency examination; amending s. 1003.4935, F.S.;
1659 deleting a requirement that the department collect and
1660 report certain data relating to a middle school career
1661 and professional academy or a career-themed course;
1662 repealing s. 1003.4995, F.S., relating to the fine
1663 arts report prepared by the Commissioner of Education;

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1664 | repealing s. 1003.4996, F.S., relating to the
1665 | Competency-Based Education Pilot Program; amending s.
1666 | 1003.49965, F.S.; authorizing, rather than requiring,
1667 | a school district to hold an Art in the Capitol
1668 | Competition; amending s. 1003.51, F.S.; deleting a
1669 | requirement regarding assessment procedures for
1670 | Department of Juvenile Justice education programs;
1671 | revising requirements for which assessment results
1672 | must be included in a student's discharge packet;
1673 | deleting requirements for specified sanctions against
1674 | district school boards for unsatisfactory performance
1675 | in their Department of Juvenile Justice education
1676 | programs; amending s. 1003.621, F.S.; deleting a
1677 | requirement for academically high-performing school
1678 | districts to submit an annual report to the state
1679 | board; repealing s. 1004.925, F.S., relating to
1680 | automotive service technology education programs and
1681 | certification; amending s. 1006.28, F.S.; revising the
1682 | definition of the term "adequate instructional
1683 | materials"; limiting the number of objections to
1684 | materials that specified residents of the county may
1685 | make; authorizing the State Board of Education to
1686 | adopt rules to implement certain provisions; requiring
1687 | certain materials to be discontinued throughout a
1688 | school district; requiring certain information

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1689 published and regularly updated by the Department of
1690 Education to be sorted by grade level; deleting a
1691 timeframe requirement for each district school
1692 superintendent to notify the department about
1693 instructional materials; deleting a requirement for
1694 such notification; authorizing, rather than requiring,
1695 a school principal to collect the purchase price of
1696 instructional materials lost, destroyed, or
1697 unnecessarily damaged by a student; amending s.
1698 1006.283, F.S.; deleting a timeframe requirement for a
1699 district school superintendent to certify to the
1700 department that certain instructional materials meet
1701 applicable state standards; amending s. 1006.33, F.S.;
1702 beginning with a specified adoption cycle, requiring
1703 the department to publish an instructional materials
1704 adoption timeline; providing requirements for such
1705 timeline and adoption cycle; providing requirements
1706 for the 2025-2026 instructional materials adoption
1707 cycle; providing an expiration date for such
1708 requirements; deleting certain timelines relating to
1709 the adoption of instructional materials; amending s.
1710 1007.33, F.S.; deleting a provision authorizing the
1711 Board of Trustees of St. Petersburg College to
1712 establish certain degree programs; amending s.
1713 1008.25, F.S.; revising the requirements for

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1714 comprehensive plans for student progression; revising
1715 the students who receive priority for allocation of
1716 remedial and supplemental instruction resources;
1717 requiring individualized progress monitoring plans to
1718 be developed within a specified timeframe; providing
1719 requirements for students in the Voluntary
1720 Prekindergarten Education Program who exhibit a
1721 substantial deficiency in early literacy skills and
1722 early mathematics skills; providing that substantial
1723 deficiencies in early literacy skills and early
1724 mathematics skills for such students are determined by
1725 specified results of the coordinated screening and
1726 progress monitoring; requiring the State Board of
1727 Education to identify specified guidelines in rule;
1728 requiring teachers and school administrators to meet
1729 with specified parents upon the request of such
1730 parents; authorizing such parents to request specified
1731 actions; revising requirements for the administration
1732 of the coordinated screening and progress monitoring
1733 system; providing requirements for the administration
1734 of such system for students in the summer
1735 prekindergarten program; amending s. 1008.31, F.S.;
1736 revising a provision relating to the No Child Left
1737 Behind Act of 2001 to relate to the Every Student
1738 Succeeds Act of 2015; amending s. 1008.33, F.S.;

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1739 | authorizing the state board to allow certain schools
1740 | additional time to implement a community school model;
1741 | amending s. 1008.332, F.S.; revising a provision
1742 | relating to the No Child Left Behind Act of 2001 to
1743 | relate to the Every Student Succeeds Act of 2015;
1744 | deleting a requirement for certain committee members
1745 | to annually report to specified entities; amending s.
1746 | 1008.34, F.S.; conforming a cross-reference; amending
1747 | s. 1008.345, F.S.; deleting a requirement for the
1748 | department to develop an annual feedback report;
1749 | deleting a requirement for the Commissioner of
1750 | Education to review specified feedback reports and
1751 | submit findings to the state board; deleting certain
1752 | requirements for a report the commissioner produces
1753 | annually for the state board and the Legislature;
1754 | revising what information certain community assessment
1755 | team recommendations are based on; amending s.
1756 | 1008.45, F.S.; deleting a requirement that the state
1757 | board provide a specified annual evaluation; amending
1758 | ss. 1000.05, 1002.31, 1002.321, 1002.33, 1002.455,
1759 | 1008.22, 1008.37, and 1013.841, F.S.; conforming
1760 | provisions and cross-references to changes made by the
1761 | act; providing an effective date.

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