

By Senator Grall

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A bill to be entitled

An act relating to education; creating s. 1001.325, F.S.; prohibiting certain entities from expending funds on organizations that discriminate on the basis of race, color, national origin, sex, disability, or religion; prohibiting certain entities from expending funds to promote, support, or maintain certain programs or campus activities; providing an exception for student fees to support student-led organizations under certain circumstances; providing construction; requiring the State Board of Education to adopt rules; amending s. 1002.20, F.S.; requiring that a public school student have prior written consent from his or her parent or guardian to receive instruction on reproductive health; authorizing a student to carry an FDA-approved epinephrine delivery device, rather than an epinephrine auto-injector; requiring the state board to adopt rules for the use of an FDA-approved epinephrine delivery device, rather than an epinephrine auto-injector; making conforming changes; amending s. 1002.42, F.S.; authorizing a private school to purchase a supply of FDA-approved epinephrine delivery devices, rather than epinephrine auto-injectors; making conforming changes; amending s. 1002.421, F.S.; specifying what constitutes regular and direct contact with teachers for private school students who are eligible for a certain scholarship; amending s. 1002.55, F.S.; revising the period of time for which a private prekindergarten provider is

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prohibited from delivering a prekindergarten program and receiving state funds under certain circumstances; amending s. 1002.61, F.S.; revising the period of time for which a private prekindergarten provider is prohibited from delivering a summer prekindergarten program and receiving state funds under certain circumstances; amending s. 1002.63, F.S.; revising the period of time for which a public school is prohibited from participating in the Voluntary Prekindergarten Education Program and receiving state funds under certain circumstances; amending s. 1002.68, F.S.; deleting provisions relating to the calculation of a kindergarten readiness rate; revising the period of time for which a public or private prekindergarten provider is prohibited from participating in the Voluntary Prekindergarten Education Program for a failing program assessment composite score; revising the period of time for which a private prekindergarten provider's or public school's eligibility to deliver the Voluntary Prekindergarten Education Program and receive state funds is revoked under certain circumstances; amending s. 1002.82, F.S.; revising the timeframe for which a school readiness program provider must fail to meet minimum quality measures to be terminated; amending s. 1002.88, F.S.; revising the period of time for which an early learning coalition is authorized to revoke a school readiness provider's eligibility to deliver programs and receive state funds under certain circumstances; amending s.

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1002.91, F.S.; revising the period of time for which
an early learning coalition is prohibited from
contracting with or using the service of certain
school readiness providers and Voluntary
Prekindergarten Education Program providers under
certain circumstances; amending s. 1002.945, F.S.;
revising the period of time for which the Department
of Education is required to recommend that the state
board terminate an accrediting association's
participation in the Gold Seal Quality Care Program;
requiring the Department of Children and Families to
make a specified determination for child care
providers; deleting an exception; amending s. 1003.42,
F.S.; revising health education topics included in
required instruction; providing requirements for
health education addressing human embryologic and
fetal development; authorizing the State Board of
Education to adopt rules; requiring a school district
to notify a parent or guardian and obtain written
consent before providing instruction on HIV/AIDS;
creating s. 1003.4202, F.S.; requiring each school
district to implement a system of comprehensive
mathematics instruction for specified students;
requiring each school district to develop and submit a
mathematics instruction plan to the district school
board for approval; providing requirements for the
plan; authorizing a charter school to submit its own
plan; providing components for the mathematics plan;
requiring each school district to submit its approved

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mathematics instruction plan to specified entities by
a specified date each year; defining the term
"evidence-based"; amending s. 1003.46, F.S.; requiring
a district school board to obtain written consent from
a student's parent or guardian before the student
receives instruction in acquired immune deficiency
syndrome education; amending s. 1006.07, F.S.;
deleting provisions relating to the use of temporary
door locks; amending s. 1006.38, F.S.; authorizing the
Commissioner of Education to remove certain
instructional materials from the list of state-
approved instructional materials, and to revoke for a
specified period of time the eligibility to offer
instructional materials for state adoption of the
publisher or manufacturer of such materials, if he or
she determines the publisher or manufacturer violated
any provision of Florida law; providing requirements
for the Department of Education before instructional
materials are removed; authorizing the commissioner to
require corrective action by the publisher or
manufacturer; providing construction; amending s.
1006.39, F.S.; requiring that materials and products
developed by or under the direction of the department
be made available for use by school districts;
authorizing school districts to purchase instructional
materials developed by or under the direction of the
department; amending s. 1008.25, F.S.; revising the
score threshold for a Voluntary Prekindergarten
Education Program student's performance on coordinated

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screening and progress monitoring for the student to receive specified instructional support; conforming a cross-reference; amending s. 1008.33, F.S.; requiring the department to annually identify each public school district in need of intervention and support; specifying criteria for a school district to be deemed in need of intervention and support; requiring school districts in need of intervention and support to annually submit a district improvement plan; providing requirements for such plan; requiring the plan to be approved by the local school board; requiring such districts to submit specified information to the department; authorizing the state board to require modifications to or revoke a school district's district improvement plan under certain circumstances; amending s. 1012.56, F.S.; deleting a method for an educator to demonstrate mastery of professional preparation and education competence; revising requirements for professional education competency programs; requiring the state board to adopt rules; deleting a requirement for the commissioner to determine the continued approval of programs; amending s. 1014.05, F.S.; requiring that a policy to promote parental involvement include procedures for a parent to provide or withhold consent for his or her minor child to participate in instruction on reproductive health or any disease; amending s. 1008.2125, F.S.; conforming a cross-reference; providing an effective date.

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

Section 1. Section 1001.325, Florida Statutes, is created to read:

1001.325 Prohibited expenditures.—

(1) A public school, charter school, school district, charter school administrator, or direct-support organization may not expend any funds, regardless of source, to purchase membership in, or goods and services from, any organization that discriminates on the basis of race, color, national origin, sex, disability, or religion.

(2) A public school, charter school, school district, charter school administrator, or direct-support organization may not expend any state or federal funds to promote, support, or maintain any programs or campus activities that:

(a) Violate s. 1000.05; or

(b) Advocate for diversity, equity, and inclusion, or promote or engage in political or social activism, as defined by the State Board of Education.

Student fees to support student-led organizations are permitted notwithstanding any speech or expressive activity by such organization which would otherwise violate this subsection, provided that the public funds must be allocated to student-led organizations pursuant to written policies or regulations of the school or district in which the student is enrolled, as applicable. Use of school or district facilities by student-led organizations is permitted notwithstanding any speech or

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expressive activity by such organizations which would otherwise violate this subsection, provided that such use must be granted to student-led organizations pursuant to written policies or regulations of each school or school district, as applicable.

(3) Subsection (2) does not prohibit programs, campus activities, or functions required for compliance with general or federal laws or regulations, for obtaining or retaining accreditation, or for continuing to receive state funds with the approval of either the State Board of Education or the department.

(4) The State Board of Education shall adopt rules to implement this section.

Section 2. Paragraphs (d) and (i) of subsection (3) of section 1002.20, Florida Statutes, are amended to read:

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

(3) HEALTH ISSUES.—

(d) *Reproductive health and disease education.*—A public school student, only with prior written consent by his or her parent or guardian ~~whose parent makes written request to the school principal,~~ shall be provided instruction in ~~exempted from the teaching of~~ reproductive health or any disease, including HIV/AIDS, in accordance with s. 1003.42(5).

1. Each school district shall, on the district's website homepage, notify parents of this right and the process to

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204 provide or withhold consent ~~request an exemption~~. The homepage
205 must include a link for a student's parent to access and review
206 the instructional materials, as defined in s. 1006.29(2), used
207 to teach the curriculum.

208 2. Each school district shall annually review and confirm
209 that the information provided on the district's website homepage
210 under subparagraph 1. is accurate and up to date and shall
211 notify parents by physical or electronic means any time
212 revisions are made to such information.

213 (i) *Epinephrine use and supply.*—

214 1. A student who has experienced or is at risk for life-
215 threatening allergic reactions may carry an FDA-approved
216 epinephrine delivery device ~~auto-injector~~ and self-administer
217 epinephrine by FDA-approved delivery device ~~auto-injector~~ while
218 in school, participating in school-sponsored activities, or in
219 transit to or from school or school-sponsored activities if the
220 school has been provided with parental and physician
221 authorization. The State Board of Education, in cooperation with
222 the Department of Health, shall adopt rules for such use of FDA-
223 approved epinephrine delivery devices which must ~~auto-injectors~~
224 ~~that shall~~ include provisions to protect the safety of all
225 students from the misuse or abuse of such delivery devices ~~auto-~~
226 ~~injectors~~. A school district, county health department, public-
227 private partner, and their employees and volunteers shall be
228 indemnified by the parent of a student authorized to carry an
229 FDA-approved epinephrine delivery device ~~auto-injector~~ for any
230 and all liability with respect to the student's use of an FDA-
231 approved epinephrine delivery device ~~auto-injector~~ pursuant to
232 this paragraph.

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233 2. A public school may purchase a supply of FDA-approved
234 epinephrine delivery devices ~~auto-injectors~~ from a wholesale
235 distributor as defined in s. 499.003 or may enter into an
236 arrangement with a wholesale distributor or manufacturer as
237 defined in s. 499.003 for the FDA-approved epinephrine delivery
238 devices ~~auto-injectors~~ at fair-market, free, or reduced prices
239 for use in the event a student has an anaphylactic reaction. The
240 FDA-approved epinephrine delivery devices ~~auto-injectors~~ must be
241 maintained in a secure location on the public school's premises.
242 The participating school district shall adopt a protocol
243 developed by a licensed physician for the administration by
244 school personnel who are trained to recognize an anaphylactic
245 reaction and to administer ~~an~~ epinephrine by an FDA-approved
246 delivery device ~~auto-injection~~. The supply of FDA-approved
247 epinephrine delivery devices ~~auto-injectors~~ may be provided to
248 and used by a student authorized to self-administer epinephrine
249 by FDA-approved delivery device ~~auto-injector~~ under subparagraph
250 1. or trained school personnel.

251 3. The school district and its employees, agents, and the
252 physician who provides the standing protocol for school FDA-
253 approved epinephrine delivery devices ~~auto-injectors~~ are not
254 liable for any injury arising from the use of such ~~an~~
255 epinephrine delivery device ~~auto-injector~~ administered by
256 trained school personnel who follow the adopted protocol and
257 whose professional opinion is that the student is having an
258 anaphylactic reaction:

259 a. Unless the trained school personnel's action is willful
260 and wanton;

261 b. Notwithstanding that the parents or guardians of the

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student to whom the epinephrine is administered have not been provided notice or have not signed a statement acknowledging that the school district is not liable; and

c. Regardless of whether authorization has been given by the student's parents or guardians or by the student's physician, physician assistant, or advanced practice registered nurse.

Section 3. Subsection (17) of section 1002.42, Florida Statutes, is amended to read:

1002.42 Private schools.—

(17) EPINEPHRINE SUPPLY.—

(a) A private school may purchase a supply of FDA-approved epinephrine delivery devices ~~auto-injectors~~ from a wholesale distributor as defined in s. 499.003 or may enter into an arrangement with a wholesale distributor or manufacturer as defined in s. 499.003 for the FDA-approved epinephrine delivery devices ~~auto-injectors~~ at fair-market, free, or reduced prices for use in the event a student has an anaphylactic reaction. The FDA-approved epinephrine delivery devices ~~auto-injectors~~ must be maintained in a secure location on the private school's premises. The participating private school shall adopt a protocol developed by a licensed physician for the administration by private school personnel who are trained to recognize an anaphylactic reaction and to administer epinephrine ~~by an FDA-approved epinephrine delivery device~~ ~~auto-injection~~. The supply of FDA-approved epinephrine delivery devices ~~auto-injectors~~ may be provided to and used by a student authorized to self-administer epinephrine by an FDA-approved delivery device ~~auto-injector~~ under s. 1002.20(3)(i) or trained school

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personnel.

(b) The private school and its employees, agents, and the physician who provides the standing protocol for school FDA-approved epinephrine delivery devices ~~auto-injectors~~ are not liable for any injury arising from the use of an FDA-approved epinephrine delivery device ~~auto-injector~~ administered by trained school personnel who follow the adopted protocol and whose professional opinion is that the student is having an anaphylactic reaction:

1. Unless the trained school personnel's action is willful and wanton;

2. Notwithstanding that the parents or guardians of the student to whom the epinephrine is administered have not been provided notice or have not signed a statement acknowledging that the school district is not liable; and

3. Regardless of whether authorization has been given by the student's parents or guardians or by the student's physician, physician assistant, or advanced practice registered nurse.

Section 4. Paragraph (i) of subsection (1) of section 1002.421, Florida Statutes, is amended to read:

1002.421 State school choice scholarship program accountability and oversight.—

(1) PRIVATE SCHOOL ELIGIBILITY AND OBLIGATIONS.—A private school participating in an educational scholarship program established pursuant to this chapter must be a private school as defined in s. 1002.01 in this state, be registered, and be in compliance with all requirements of this section in addition to private school requirements outlined in s. 1002.42, specific

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requirements identified within respective scholarship program laws, and other provisions of Florida law that apply to private schools, and must:

(i) Maintain a physical location in the state at which each student has regular and direct contact with teachers. Regular and direct contact with teachers may be satisfied for students enrolled in a personalized education program or for students eligible for a scholarship under s. 1002.394(3)(b) if students have regular and direct contact with teachers at the physical location at least 2 school days per week and the student learning plan addresses the remaining instructional time.

The department shall suspend the payment of funds to a private school that knowingly fails to comply with this subsection, and shall prohibit the school from enrolling new scholarship students, for 1 fiscal year and until the school complies. If a private school fails to meet the requirements of this subsection or has consecutive years of material exceptions listed in the report required under paragraph (q), the commissioner may determine that the private school is ineligible to participate in a scholarship program.

Section 5. Subsection (6) of section 1002.55, Florida Statutes, is amended to read:

1002.55 School-year prekindergarten program delivered by private prekindergarten providers.—

(6) Each early learning coalition must verify that each private prekindergarten provider delivering the Voluntary Prekindergarten Education Program within the coalition's county or multicounty region complies with this part. If a private

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prekindergarten provider fails or refuses to comply with this part or engages in misconduct, the department shall require the early learning coalition to remove the provider from eligibility to deliver the program and receive state funds under this part for a period of ~~at least 2~~ program years ~~but no more than 5~~ years.

Section 6. Paragraph (b) of subsection (10) of section 1002.61, Florida Statutes, is amended to read:

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

(10)

(b) If a private prekindergarten provider or public school fails or refuses to comply with this part or engages in misconduct, the department shall require the early learning coalition to remove the provider and require the school district to remove the school from eligibility to deliver the Voluntary Prekindergarten Education Program and receive state funds under this part for a period of ~~at least 2~~ program years ~~but no more than 5~~ years.

Section 7. Paragraph (b) of subsection (9) of section 1002.63, Florida Statutes, is amended to read:

1002.63 School-year prekindergarten program delivered by public schools.—

(9)

(b) If a public school fails or refuses to comply with this part or engages in misconduct, the department shall require the school district to remove the school from eligibility to deliver the Voluntary Prekindergarten Education Program and receive state funds under this part for a period of ~~at least 2~~ program

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years ~~but no more than 5 years~~.

Section 8. Subsection (3), paragraph (e) of subsection (4), paragraphs (a), (c), and (d) of subsection (5), and paragraph (e) of subsection (6) of section 1002.68, Florida Statutes, are amended to read:

1002.68 Voluntary Prekindergarten Education Program accountability.—

~~(3)(a) For the 2020-2021 program year, the department shall calculate a kindergarten readiness rate for each private prekindergarten provider and public school participating in the Voluntary Prekindergarten Education Program based upon learning gains and the percentage of students assessed as ready for kindergarten. The department shall require that each school district administer the statewide kindergarten screening in use before the 2021-2022 school year to each kindergarten student in the school district within the first 30 school days of the 2021-2022 school year. Private schools may administer the statewide kindergarten screening to each kindergarten student in a private school who was enrolled in the Voluntary Prekindergarten Education Program. Learning gains shall be determined using a value-added measure based on growth demonstrated by the results of the preassessment and postassessment in use before the 2021-2022 program year. However, a provider may not be newly placed on probationary status under this paragraph. A provider currently on probationary status may only be removed from such status if the provider earns the minimum rate, determined pursuant to subsection (5). The methodology for calculating a provider's readiness rate may not include students who are not administered the statewide kindergarten screening.~~

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~~(b) For the 2021-2022 program year, kindergarten screening results may not be used in the calculation of readiness rates. Any private prekindergarten provider or public school participating in the Voluntary Prekindergarten Education Program which fails to meet the minimum kindergarten readiness rate for the 2021-2022 program year is subject to the probation requirements of subsection (5).~~

~~(3)(4)~~

(e) Subject to an appropriation, the department shall provide for a differential payment to a private prekindergarten provider and public school based on the provider's designation. The maximum differential payment may not exceed a total of 15 percent of the base student allocation per full-time equivalent student under s. 1002.71 attending in the consecutive program year for that program. A private prekindergarten provider or public school may not receive a differential payment if it receives a designation of "proficient" or lower. ~~Before the adoption of the methodology, the department shall confer with the Council for Early Grade Success under s. 1008.2125 before receiving approval from the State Board of Education for the final recommendations on the designation system and differential payments.~~

~~(4)(a)(5)(a)~~ If a public school's or private prekindergarten provider's program assessment composite score for its prekindergarten classrooms fails to meet the minimum program assessment composite score for contracting adopted in rule by the department, the private prekindergarten provider or public school may not participate in the Voluntary Prekindergarten Education Program beginning in the consecutive

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436 program year for a period of 2 program years ~~and thereafter~~
437 ~~until the public school or private prekindergarten provider~~
438 ~~meets the minimum composite score for contracting.~~ A public
439 school or private prekindergarten provider may request one
440 program assessment per program year in order to requalify for
441 participation in the Voluntary Prekindergarten Education
442 Program, provided that the public school or private
443 prekindergarten provider is not excluded from participation
444 under ss. 1002.55(6), 1002.61(10)(b), 1002.63(9)(b), or
445 paragraph (b) ~~(5)(b) of this section.~~ If a public school or
446 private prekindergarten provider would like an additional
447 program assessment completed within the same program year, the
448 public school or private prekindergarten provider shall be
449 responsible for the cost of the program assessment.

450 (c) A private prekindergarten provider or public school
451 that is placed on probation must continue the corrective actions
452 required under paragraph (b) until the provider or school meets
453 the minimum performance metric or designation adopted by the
454 department. Failure to meet the requirements of subparagraphs
455 (b)1. and 3. shall result in the termination of the provider's
456 or school's contract to deliver the Voluntary Prekindergarten
457 Education Program for a period of ~~at least~~ 2 program years ~~but~~
458 ~~no more than 5 years.~~

459 (d) If a private prekindergarten provider or public school
460 remains on probation for 2 consecutive years and fails to meet
461 the minimum performance metric or designation, or is not granted
462 a good cause exemption by the department, the department shall
463 require the early learning coalition to revoke the provider's
464 eligibility and the school district to revoke the school's

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eligibility to deliver the Voluntary Prekindergarten Education Program and receive state funds for the program for a period of ~~at least 2~~ program years ~~but no more than 5 years~~.

~~(5)-(6)~~

(e) A private prekindergarten provider or public school granted a good cause exemption shall continue to implement its improvement plan and continue the corrective actions required under paragraph (4)(b) ~~(5)(b)~~ until the provider or school meets the minimum performance metric.

Section 9. Paragraph (m) of subsection (2) of section 1002.82, Florida Statutes, is amended to read:

1002.82 Department of Education; powers and duties.—

(2) The department shall:

(m) Provide technical support to an early learning coalition to facilitate the use of a standard statewide provider contract adopted by the department to be used with each school readiness program provider, with standardized attachments by provider type. The department shall publish a copy of the standard statewide provider contract on its website. The standard statewide contract shall include, at a minimum, contracted slots, if applicable, in accordance with the Child Care and Development Block Grant Act of 2014, 45 C.F.R. parts 98 and 99; quality improvement strategies, if applicable; program assessment requirements; and provisions for provider probation, termination for cause, and emergency termination for those actions or inactions of a provider that pose an immediate and serious danger to the health, safety, or welfare of the children. The standard statewide provider contract shall also include appropriate due process procedures. During the pendency

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of an appeal of a termination, the provider may not continue to offer its services. Any provision imposed upon a provider that is inconsistent with, or prohibited by, law is void and unenforceable. Provisions for termination for cause must also include failure to meet the minimum quality measures established under paragraph (n) for a period of 2 ~~up to 5~~ years, unless the coalition determines that the provider is essential to meeting capacity needs based on the assessment under s. 1002.85(2)(i) and the provider has an active improvement plan pursuant to paragraph (n).

Section 10. Paragraph (a) of subsection (2) of section 1002.88, Florida Statutes, is amended to read:

1002.88 School readiness program provider standards; eligibility to deliver the school readiness program.—

(2)(a) If a school readiness program provider fails or refuses to comply with this part or any contractual obligation of the statewide provider contract under s. 1002.82(2)(m), the coalition may revoke the provider's eligibility to deliver the school readiness program or receive state or federal funds under this chapter for a period of 2 fiscal ~~5~~ years.

Section 11. Subsection (5) of section 1002.91, Florida Statutes, is amended to read:

1002.91 Investigations of fraud or overpayment; penalties.—

(5) If a school readiness program provider or a Voluntary Prekindergarten Education Program provider, or an owner, officer, or director thereof, is convicted of, found guilty of, or pleads guilty or nolo contendere to, regardless of adjudication, public assistance fraud pursuant to s. 414.39, or is acting as the beneficial owner for someone who has been

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convicted of, found guilty of, or pleads guilty or nolo
contendere to, regardless of adjudication, public assistance
fraud pursuant to s. 414.39, the early learning coalition shall
refrain from contracting with, or using the services of, that
provider for a period of 2 fiscal ~~5~~ years. In addition, the
coalition must ~~shall~~ refrain from contracting with, or using the
services of, any provider that shares an officer or director
with a provider that is convicted of, found guilty of, or pleads
guilty or nolo contendere to, regardless of adjudication, public
assistance fraud pursuant to s. 414.39 for a period of 2 ~~5~~
years.

Section 12. Paragraph (b) of subsection (3) and paragraphs
(a) and (d) of subsection (4) of section 1002.945, Florida
Statutes, are amended to read:

1002.945 Gold Seal Quality Care Program.—

(3)

(b) The Department of Education shall establish a process
that verifies that the accrediting association meets the
provisions of paragraph (a), which must include an auditing
program and any other procedures that may reasonably determine
an accrediting association's compliance with this section. If an
accrediting association is not in compliance and fails to cure
its deficiencies within 30 days, the department shall recommend
to the state board termination of the accrediting association's
participation as an accrediting association in the program for a
period of ~~at least 2 years but no more than 5 years~~. If an
accrediting association is removed from being an approved
accrediting association, each child care provider accredited by
that association shall have up to 1 year to obtain a new

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552 accreditation from a department-approved accreditation
553 association.

554 (4) In order to obtain and maintain a designation as a Gold
555 Seal Quality Care provider, a child care facility, large family
556 child care home, or family day care home must meet the following
557 additional criteria:

558 (a) The child care provider must not have had any class I
559 violations, as defined by rule of the Department of Children and
560 Families, for which the Department of Children and Families
561 determines that the child care provider is the primary cause of
562 the violation within the 2 years preceding its application for
563 designation as a Gold Seal Quality Care provider. Commission of
564 a class I violation for which the Department of Children and
565 Families determines that the child care provider is the primary
566 cause of the violation shall be grounds for termination of the
567 designation as a Gold Seal Quality Care provider until the
568 provider has no class I violations for a period of 2 years.

569 ~~(d) Notwithstanding paragraph (a), if the Department of~~
570 ~~Education determines through a formal process that a provider~~
571 ~~has been in business for at least 5 years and has no other class~~
572 ~~I violations recorded, the department may recommend to the state~~
573 ~~board that the provider maintain its Gold Seal Quality Care~~
574 ~~status. The state board's determination regarding such~~
575 ~~provider's status is final.~~

576 Section 13. Subsections (1), (2), and (5) of section
577 1003.42, Florida Statutes, are amended to read:

578 1003.42 Required instruction.—

579 (1)(a) Each district school board shall provide all courses
580 required for middle grades promotion, high school graduation,

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581 and appropriate instruction designed to ensure that students
582 meet State Board of Education adopted standards in the following
583 subject areas: reading and other language arts, mathematics,
584 science, social studies, foreign languages, health and physical
585 education, and the arts. The state board must remove a middle
586 grades course in the Course Code Directory that does not fully
587 integrate all appropriate curricular content required by s.
588 1003.41 and may approve a new course only if it meets the
589 required curricular content.

590 (b) All materials used to teach reproductive health or any
591 disease, including HIV/AIDS, its symptoms, development, and
592 treatment, as part of the courses referenced in subsection (5),
593 must be approved by the department.

594 (2) Members of the instructional staff of the public
595 schools, subject to the rules of the State Board of Education
596 and the district school board, shall teach efficiently and
597 faithfully, using the books and materials required that meet the
598 highest standards for professionalism and historical accuracy,
599 following the prescribed courses of study, and employing
600 approved methods of instruction, the following:

601 (a) The history and content of the Declaration of
602 Independence, including national sovereignty, natural law, self-
603 evident truth, equality of all persons, limited government,
604 popular sovereignty, and inalienable rights of life, liberty,
605 and property, and how they form the philosophical foundation of
606 our government.

607 (b) The history, meaning, significance, and effect of the
608 provisions of the Constitution of the United States and
609 amendments thereto, with emphasis on each of the 10 amendments

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that make up the Bill of Rights and how the constitution provides the structure of our government.

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

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

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

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

(g)1. The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting

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democratic values and institutions, including the policy, definition, and historical and current examples of antisemitism, as described in s. 1000.05(8), and the prevention of antisemitism. Each school district must annually certify and provide evidence to the department, in a manner prescribed by the department, that the requirements of this paragraph are met. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's Task Force on Holocaust Education or from any state or nationally recognized Holocaust educational organizations. The department may contract with any state or nationally recognized Holocaust educational organizations to develop training for instructional personnel and grade-appropriate classroom resources to support the developed curriculum.

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

(h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic

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values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles enumerated in subsection (3) or the state academic standards. Each school district must annually certify and provide evidence to the department, in a manner prescribed by the department, that the requirements of this paragraph are met. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's African American History Task Force or from any state or nationally recognized African-

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American educational organizations. The department may contract with any state or nationally recognized African-American educational organizations to develop training for instructional personnel and grade-appropriate classroom resources to support the developed curriculum.

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

(j) The elementary principles of agriculture.

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

(l) Kindness to animals.

(m) The history of the state.

(n) The conservation of natural resources.

(o) Comprehensive age-appropriate and developmentally appropriate K-12 instruction on:

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

- a. Injury prevention and safety.
- b. Internet safety.
- c. Nutrition.
- d. Personal health.

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- 726 e. Prevention and control of disease.
- 727 f. Substance use and abuse.
- 728 g. Prevention of child sexual abuse, exploitation, and
- 729 human trafficking.
- 730 h. Human embryologic and fetal development.
- 731 2. For students in grades 7 through 12, teen dating
- 732 violence and abuse. This component must include, but not be
- 733 limited to, the definition of dating violence and abuse, the
- 734 warning signs of dating violence and abusive behavior, the
- 735 characteristics of healthy relationships, measures to prevent
- 736 and stop dating violence and abuse, and community resources
- 737 available to victims of dating violence and abuse.
- 738 3. For students in grades 6 through 12, awareness of the
- 739 benefits of sexual abstinence as the expected standard and the
- 740 consequences of teenage pregnancy.
- 741 4. Life skills that build confidence, support mental and
- 742 emotional health, and enable students to overcome challenges,
- 743 including:
- 744 a. Self-awareness and self-management.
- 745 b. Responsible decisionmaking.
- 746 c. Resiliency.
- 747 d. Relationship skills and conflict resolution.
- 748 e. Understanding and respecting other viewpoints and
- 749 backgrounds.
- 750 f. For grades 9 through 12, developing leadership skills,
- 751 interpersonal skills, organization skills, and research skills;
- 752 creating a résumé, including a digital résumé; exploring career
- 753 pathways; using state career planning resources; developing and
- 754 practicing the skills necessary for employment interviews;

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workplace ethics and workplace law; managing stress and expectations; and self-motivation.

5.a. For students in grades 6 through 12, the social, emotional, and physical effects of social media. This component must include, but need not be limited to, the negative effects of social media on mental health, including addiction; the distribution of misinformation on social media; how social media manipulates behavior; the permanency of sharing materials online; how to maintain personal security and identify cyberbullying, predatory behavior, and human trafficking on the Internet; and how to report suspicious behavior encountered on the Internet.

b. The Department of Education shall make available online the instructional material being used pursuant to this subparagraph, and each district school board shall notify parents of its availability.

6. For students in grades 6 through 12, health education addressing human embryologic and fetal development, including:

a. A high-definition ultrasound video, at least 1 minute in duration, showing the development of the heart and other organs and movement of the limbs and head; and

b. A high-quality, computer-generated rendering, animation, video, or other multimedia, at least 3 minutes in duration, showing and describing the process of fertilization and various stages of human development inside the uterus, noting significant markers in cell growth and organ development, by week, from conception until birth.

Health education and life skills instruction and materials may

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not contradict the principles enumerated in subsection (3).

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

(q) The study of Hispanic contributions to the United States.

(r) The study of women's contributions to the United States.

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

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

(u)1. In order to encourage patriotism, the sacrifices that Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable.

2. The history and importance of Veterans' Day and Memorial Day. Such instruction may include two 45-minute lessons that occur on or before the respective holidays.

(v)1. Beginning in the 2026-2027 school year, the history of communism. Such instruction must be age appropriate and

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developmentally appropriate and include:

a. The history of communism in the United States and domestic communist movements, including their histories and tactics.

b. Atrocities committed in foreign countries under the guidance of communism.

c. Comparative discussion of political ideologies, such as communism and totalitarianism, which conflict with the principles of freedom and democracy essential to the founding principles of the United States.

d. The increasing threat of communism in the United States and to our allies through the 20th century, including the events of the Cultural Revolution in the People's Republic of China and other mass killings from communist regimes.

e. The economic, industrial, and political events that have preceded and anticipated communist revolutions.

f. The communist policies of Cuba and the spread of communist ideologies throughout Latin America, including the roots of the Communist Party of Cuba and guerrilla forces throughout Latin America.

2. The department shall prepare and offer standards for the instruction required by this paragraph and may seek input from any individual who was a victim of communism or any state or nationally recognized organization dedicated to the victims of communism.

The State Board of Education is encouraged to adopt standards and pursue assessment of the requirements of this subsection. Instructional programming that incorporates the values of the

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recipients of the Congressional Medal of Honor and that is offered as part of a social studies, English Language Arts, or other schoolwide character building and veteran awareness initiative meets the requirements of paragraph (u). The State Board of Education may adopt rules to implement the provisions of this section regarding health education addressing human embryologic and fetal development.

(5) A school district, or a school as defined in s. 1003.01, must notify parents and guardians and obtain written consent of a parent or guardian before providing his or her student with instruction on HIV/AIDS and its symptoms, development, and treatment. A student may not participate in such instruction without the prior written consent of his or her parent or guardian. A student whose parent or guardian does not provide such written consent may not be penalized ~~Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.~~ Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum that which reflects local values and concerns. Each school district shall, on the district's website homepage, notify parents of this right and the process to provide or withhold consent ~~request an exemption.~~ The home page must include a link for a student's parent to access and review the instructional materials, as defined in s. 1006.29(2), used to teach the curriculum.

Section 14. Section 1003.4202, Florida Statutes, is created

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to read:

1003.4202 Comprehensive system of mathematics instruction.-

(1) Each school district must implement a system of comprehensive mathematics instruction for students enrolled in prekindergarten through grade 12 and students who exhibit a substantial deficiency in early mathematics skills under s. 1008.25(6).

(2) Each school district must develop, and submit to the district school board for approval, a detailed mathematics instruction plan that outlines the components of the district's comprehensive system of mathematics instruction. The plan must include all district schools, including charter schools, unless a charter school elects to submit a plan independently from the school district. A charter school plan must comply with this section and must be approved by the charter school's governing body and provided to the charter school's sponsor.

(3) Components of the mathematics instruction plan may include the following:

(a) Additional time per day of evidence-based intensive mathematics instruction for kindergarten through grade 12 students which may be delivered during or outside of the regular school day.

(b) Highly qualified mathematics coaches who hold a grades 5-9 mathematics certification or a grades 6-12 mathematics certification and have 3 consecutive years of a highly effective district evaluation, pursuant to s. 1012.34, to support classroom teachers in making instructional decisions based on progress monitoring data collected pursuant to s. 1008.25(8) and improve classroom teacher delivery of effective mathematics

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instruction and mathematics intervention.

(c) Tutoring in mathematics.

(4) Each school district shall submit its approved mathematics instruction plan, including approved mathematics instruction plans for each charter school in the district, to the school board or charter school governing board by August 1 of each fiscal year.

(5) For purposes of this section, the term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. s. 8101(21)(A)(i).

Section 15. Subsection (1) of section 1003.46, Florida Statutes, is amended to read:

1003.46 Health education; instruction in acquired immune deficiency syndrome.—

(1) Each district school board may provide instruction in acquired immune deficiency syndrome education as a specific area of health education. Such instruction may include, but is not limited to, the known modes of transmission, signs and symptoms, risk factors associated with acquired immune deficiency syndrome, and means used to control the spread of acquired immune deficiency syndrome. The instruction shall be appropriate for the grade and age of the student and shall reflect current theory, knowledge, and practice regarding acquired immune deficiency syndrome and its prevention. The district school board must obtain written consent from a student's parent or guardian before the student receives instruction.

Section 16. Paragraph (f) of subsection (6) of section 1006.07, Florida Statutes, is amended to read:

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1006.07 District school board duties relating to student discipline and school safety.—The district school board shall provide for the proper accounting for all students, for the attendance and control of students at school, and for proper attention to health, safety, and other matters relating to the welfare of students, including:

(6) SAFETY AND SECURITY BEST PRACTICES.—Each district school superintendent shall establish policies and procedures for the prevention of violence on school grounds, including the assessment of and intervention with individuals whose behavior poses a threat to the safety of the school community.

(f) *School safety requirements*.—Each school district and charter school governing board shall comply with the following school safety requirements, which apply from 30 minutes before the school start time until 30 minutes after the end of the school day:

1. All gates or other access points that restrict ingress to or egress from the exclusive zone of a school campus shall remain closed and locked when students are on campus. For the purposes of this section, the term “exclusive zone” means the area within a gate or door allowing access to the interior perimeter of a school campus beyond a single point of entry. A gate or access point to the exclusive zone may only be open or unlocked if one of the following conditions is met:

a. It is attended or actively staffed when students are on campus;

b. The use complies with a shared use agreement pursuant to s. 1013.101;

c. Another closed and locked gate or access point separates

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the open or unlocked gate from areas occupied by students; or

d. The school safety specialist, or his or her designee, has documented in the Florida Safe Schools Assessment Tool portal maintained by the Office of Safe Schools that the gate or other access point is not subject to this requirement based upon other safety measures at the school. The office may conduct a compliance visit pursuant to s. 1001.212(13) to review if such determination is appropriate.

This subparagraph does not apply to the nonexclusive zone of a school campus. The term "nonexclusive zone" means the area outside of the exclusive zone but contained on school property. Nonexclusive zones may include, but are not limited to, such spaces as parking lots, athletic fields and stadiums, mechanical buildings, playgrounds, bus ramps, agricultural spaces, and other areas that do not give direct, unimpeded access to the exclusive zone.

2.a. All school classrooms and other instructional spaces must be locked to prevent ingress when occupied by students, except between class periods when students are moving between classrooms or other instructional spaces. If a classroom or other instructional space door must be left unlocked or open for any reason other than between class periods when students are moving between classrooms or other instructional spaces, the door must be actively staffed by a person standing or seated at the door. ~~All school classrooms and other instructional spaces with a permanently installed door lock may also use temporary door locks during an active assailant incident. The temporary door lock must be able to be engaged or removed without opening~~

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~~the door; must be easily removed in a single operation from the egress side of the door without the use of a key and from the ingress side of the door with the use of a key or other credential; may be installed at any height; must otherwise be in compliance with the Florida Fire Prevention Code; and must be integrated into the active assailant response plan.~~

b. Instructional spaces for career and technical education which are designed as open areas for which compliance with the requirements of sub-subparagraph a. affects the health and safety of students may be exempted from compliance with that sub-subparagraph by the school safety specialist. To be exempt, the school safety specialist, or his or her designee, must document in the Florida Safe Schools Assessment Tool portal maintained by the Office of Safe Schools that the instructional space is exempt from these requirements due to negative impacts to student health and safety and the presence of other safety measures at the school that prevent egress from the instructional space to hallways or other classrooms or instructional spaces.

c. Common areas on a school campus, including, but not limited to, cafeterias, auditoriums, and media centers, which are used for instructional time or student testing must meet the requirements of sub-subparagraph a. only when such areas are being used for instructional time or student testing.

3. For schools that do not have a secure exclusive zone, all campus access doors, gates, and other access points that allow ingress to or egress from a school building shall remain closed and locked at all times to prevent ingress, unless:

a. A person is actively entering or exiting the door, gate,

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or other access point;

b. The door, gate, or access point is actively staffed by school personnel to prevent unauthorized entry; or

c. The school safety specialist, or his or her designee, has documented in the Florida Safe Schools Assessment Tool portal maintained by the Office of Safe Schools that the open and unlocked door, gate, or other access point is not subject to this requirement based upon other safety measures at the school. There must be at least one locked barrier between classrooms and instructional spaces and open school campus.

The office may conduct a compliance visit pursuant to s. 1001.212(13) to review if such determination is appropriate. All campus access doors, gates, and other access points may be electronically or manually controlled by school personnel to allow access by authorized visitors, students, and school personnel.

4. All school classrooms and other instructional spaces must clearly and conspicuously mark the safest areas in each classroom or other instructional space where students must shelter in place during an emergency. Students must be notified of these safe areas within the first 10 days of the school year. If it is not feasible to clearly and conspicuously mark the safest areas in a classroom or other instructional space, the school safety specialist, or his or her designee, must document such determination in the Florida Safe Schools Assessment Tool portal maintained by the Office of Safe Schools, identifying where affected students must shelter in place. The office shall assist the school safety specialist with compliance during the

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inspection required under s. 1001.212(13).

Persons who are aware of a violation of this paragraph must report the violation to the school principal. The school principal must report the violation to the school safety specialist no later than the next business day after receiving such report. If the person who violated this paragraph is the school principal or charter school administrator, the report must be made directly to the district school superintendent or charter school governing board, as applicable.

Section 17. Present subsection (17) of section 1006.38, Florida Statutes, is redesignated as subsection (18), a new subsection (17) is added to that section, and subsection (15) of that section is amended, to read:

1006.38 Duties, responsibilities, and requirements of instructional materials publishers and manufacturers.—This section applies to both the state and district approval processes. Publishers and manufacturers of instructional materials, or their representatives, shall:

(15) Accurately and fully disclose only the names of those persons who actually authored the instructional materials. In addition to the penalties provided in subsection (18) ~~(17)~~, the commissioner may remove from the list of state-adopted instructional materials those instructional materials whose publisher or manufacturer misleads the purchaser by falsely representing genuine authorship.

(17) Be removed from the list of state-adopted instructional materials for a period not to exceed 5 years, if the commissioner determines that a publisher or manufacturer has

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violated any provision of the law relating to the content,
marketing, sale, distribution, or furnishing of instructional
materials, or any requirement of this part. The commissioner
also may, in his or her discretion, remove that publisher's or
manufacturer's eligibility to offer instructional materials for
state adoption for a period not to exceed 5 years.

(a) Before action under this subsection, the department
must provide written notice identifying the alleged violation
and afford the publisher or manufacturer at least 15 business
days to submit a written response and any proposed corrective
action. The commissioner may shorten this timeframe if student
safety or an immediate violation of law is implicated.

(b) As a condition of continued eligibility or
reinstatement, the commissioner may require corrective actions,
including revision or replacement of materials at no cost to the
state or districts, training, or other remediation the
department prescribes.

(c) Action taken under this subsection is in addition to,
and does not limit, any other remedies available under this
part, including removal of materials under s. 1006.35(3) and
other applicable penalties.

Section 18. Subsections (1) and (5) of section 1006.39,
Florida Statutes, are amended to read:

1006.39 Production and dissemination of educational
materials and products by department.—

(1) Educational materials and products developed by or
under the direction of the department, through research and
development or other efforts, including those subject to
copyright, patent, or trademark, shall be made available for use

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by school districts, teachers, students, administrators, and other appropriate persons in the state system of education at the earliest practicable date and in the most economical and efficient manner possible.

(5) A school district may purchase instructional materials developed by or under the direction of the department at any time during which the state academic standards for which the materials are aligned is in effect. Such purchases may be used by a district to meet the expenditure requirements for instructional materials that must be purchased from the state-adopted list as provided in s. 1006.40 ~~The department shall not enter into the business of producing or publishing instructional materials for general use in classrooms.~~

Section 19. Paragraph (b) of subsection (5) and paragraph (a) of subsection (9) of section 1008.25, Florida Statutes, are amended to read:

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

(5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

(b) A Voluntary Prekindergarten Education Program student who exhibits a substantial deficiency in early literacy skills based upon the results of the administration of the midyear or final coordinated screening and progress monitoring under subsection (9) shall be referred to the local school district and may be eligible to receive instruction in early literacy skills before participating in kindergarten. A Voluntary Prekindergarten Education Program student who scores below the 25th ~~10th~~ percentile on the final administration of the

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coordinated screening and progress monitoring under subsection (9) shall be referred to the local school district and is eligible to receive early literacy skill instructional support through a summer bridge program the summer before participating in kindergarten. The summer bridge program must meet requirements adopted by the department and shall consist of 4 hours of instruction per day for a minimum of 100 total hours. A student with an individual education plan who has been retained pursuant to paragraph (2)(g) and has demonstrated a substantial deficiency in early literacy skills must receive instruction in early literacy skills.

(9) COORDINATED SCREENING AND PROGRESS MONITORING SYSTEM.—

(a) The Department of Education, in collaboration with the Office of Early Learning, shall procure and require the use of a statewide, standardized coordinated screening and progress monitoring system for the Voluntary Prekindergarten Education Program and public schools. The system must:

1. Measure student progress in meeting the appropriate expectations in early literacy and mathematics skills and in English Language Arts and mathematics standards as required by ss. 1002.67(1)(a) and 1003.41 and identify the educational strengths and needs of students.

2. For students in the Voluntary Prekindergarten Education Program through grade 3, measure student performance in oral language development, phonological and phonemic awareness, knowledge of print and letters, decoding, fluency, vocabulary, and comprehension, as applicable by grade level, and, at a minimum, provide interval level and norm-referenced data that measures equivalent levels of growth.

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3. Be a valid, reliable, and developmentally appropriate computer-based direct instrument that provides screening and diagnostic capabilities for monitoring student progress; identifies students who have a substantial deficiency in reading or mathematics, including identifying students with characteristics of dyslexia, dyscalculia, and other learning disorders; and informs instruction. Any student identified by the system as having characteristics of dyslexia or dyscalculia shall undergo further screening. Beginning with the 2023-2024 school year, the coordinated screening and progress monitoring system must be computer-adaptive.

4. Provide data for Voluntary Prekindergarten Education Program accountability as required under s. 1002.68.

5. Provide Voluntary Prekindergarten Education Program providers, school districts, schools, teachers, and parents with data and resources that enhance differentiated instruction and parent communication.

6. Provide baseline data to the department of each student's readiness for kindergarten. The determination of kindergarten readiness must be based on the results of each student's initial progress monitoring assessment in kindergarten. The methodology for determining a student's readiness for kindergarten must be developed by the department and aligned to the methodology adopted pursuant to s. 1002.68(3) ~~s. 1002.68(4)~~.

7. Assess how well educational goals and curricular standards are met at the provider, school, district, and state levels and provide information to the department to aid in the development of educational programs, policies, and supports for

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providers, districts, and schools.

Section 20. Subsection (5) of section 1008.33, Florida Statutes, is amended to read:

1008.33 Authority to enforce public school improvement.—

(5) The Department of Education shall annually identify each public school district in need of intervention and support to improve student academic performance.

(a) A school district is deemed in need of intervention and support if it has 10 percent or more district-operated schools that earn a grade of D or F under s. 1008.34.

(b) A school district in need of intervention and support must annually submit a district improvement plan in a format prescribed by the department. The plan must include provisions to improve and monitor, at a minimum, instructional staffing; professional learning; fiscal and staffing resources dedicated to school improvement; student scheduling, attendance, and behavior; and the use of continuous improvement and monitoring plans and processes. The plan must be approved by the local school board and may be reviewed by the state board for approval or denial. District superintendents may be called before the state board to provide implementation updates.

(c) A school district in need of intervention and support must submit to the department, as part of the implementation of the district improvement plan, at least all of the following information:

1. Monthly vacancy reports for instructional personnel at schools earning a grade of D or F.

2. Monthly teacher absenteeism reports for schools earning a grade of D or F.

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1219 3. Monthly student absenteeism reports for schools earning
1220 a grade of D or F.

1221 4. Monthly professional learning, activities, and
1222 expenditures for instructional staff at schools earning a grade
1223 of D or F.

1224 5. Monthly professional learning, activities, and
1225 expenditures for school administrators at schools earning a
1226 grade of D or F.

1227 6. Local progress monitoring results that are not part of
1228 the statewide progress monitoring system.

1229 (d) The state board may require modifications to or revoke
1230 the district improvement plan if the district does not provide
1231 evidence of implementing the plan or submit deliverables in the
1232 prescribed format or timeframe or if the plan is not showing
1233 evidence of producing significant district-wide improvement.

1234 (e) The state board shall adopt rules pursuant to ss.
1235 120.536(1) and 120.54 to administer this section. The rules
1236 shall include timelines for submission of implementation plans,
1237 approval criteria for implementation plans, timelines for
1238 implementing intervention and support strategies, a standard
1239 charter school turnaround contract, a standard facility lease,
1240 and a mutual management agreement. The state board shall consult
1241 with education stakeholders in developing the rules.

1242 Section 21. Paragraph (b) of subsection (1), subsection
1243 (6), paragraph (b) of subsection (7), and subsection (9) of
1244 section 1012.56, Florida Statutes, are amended to read:

1245 1012.56 Educator certification requirements.—

1246 (1) APPLICATION.—Each person seeking certification pursuant
1247 to this chapter shall submit a completed application containing

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the applicant's social security number to the Department of Education and remit the fee required pursuant to s. 1012.59 and rules of the State Board of Education. Pursuant to the federal Personal Responsibility and Work Opportunity Reconciliation Act of 1996, each party is required to provide his or her social security number in accordance with this section. Disclosure of social security numbers obtained through this requirement is limited to the purpose of administration of the Title IV-D program of the Social Security Act for child support enforcement.

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

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

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

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

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

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

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

(e) Documentation of two semesters of successful, full-time
or part-time teaching in a Florida College System institution,
state university, or private college or university that awards
an associate or higher degree and is an accredited institution
or an institution of higher education identified by the
Department of Education as having a quality program and
achievement of a passing score on the professional education
competency examination required by state board rule;

(f) ~~Successful completion of professional preparation
courses as specified in state board rule, successful completion
of a professional education competence program pursuant to~~

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~~subsection (9), and documentation of 3 years of being rated effective or highly effective under s. 1012.34 while holding a temporary certificate;~~

~~(g)~~ Successful completion of a professional learning certification program, outlined in subsection (8); or

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

The State Board of Education shall adopt rules to implement this subsection, including rules to approve specific teacher preparation programs that are not identified in this subsection which may be used to meet requirements for mastery of professional preparation and education competence.

(7) TYPES AND TERMS OF CERTIFICATION.—

(b) Beginning July 1, 2026, the department shall issue a temporary certificate to any applicant who:

1. Completes the requirements outlined in paragraphs (2)(a)-(f) and completes the subject area content requirements specified in state board rule or demonstrates mastery of subject area knowledge pursuant to subsection (5) and holds an accredited degree or a degree approved by the Department of Education at the level required for the subject area specialization in state board rule;

2. For a subject area specialization for which the state board otherwise requires a bachelor's degree, documents 48 months of active-duty military service with an honorable discharge or a medical separation; completes the requirements

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outlined in paragraphs (2)(a), (b), and (d)-(f); completes the subject area content requirements specified in state board rule or demonstrates mastery of subject area knowledge pursuant to subsection (5); and documents completion of 60 college credits with a minimum cumulative grade point average of 2.5 on a 4.0 scale, as provided by one or more accredited institutions of higher learning or a nonaccredited institution of higher learning identified by the Department of Education as having a quality program resulting in a bachelor's degree or higher; or

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

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

(9) PROFESSIONAL EDUCATION COMPETENCY PROGRAM.—

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(a) Each school district must and a private school or state-supported public school, including a charter school, may develop and maintain a program system by which members of the instructional staff may demonstrate mastery of professional preparation and education competence as required by law. The professional education competency program must:

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

2. Include an individualized plan tailored to each candidate to determine the appropriate professional learning plan.

3. Monitor candidate performance to ensure candidates are meeting program expectations and implement a remediation process for candidates not meeting program performance expectations.

4. Assign candidates to a mentor who meets the requirements of paragraph (7) (e).

(b) The State Board of Education shall adopt rules to determine the initial and continued approval of programs implemented under this subsection ~~Each program must be based on classroom application of the Florida Educator Accomplished Practices and instructional performance and, for public schools, must be aligned with the district's or state-supported public school's evaluation system established under s. 1012.34, as applicable.~~

~~(b) The Commissioner of Education shall determine the continued approval of programs implemented under this paragraph,~~

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~~based upon the department's review of performance data. The department shall review the performance data as a part of the periodic review of each school district's professional learning system required under s. 1012.98.~~

Section 22. Paragraphs (d) and (f) of subsection (1) of section 1014.05, Florida Statutes, are amended to read:

1014.05 School district notifications on parental rights.—

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

(d) Procedures, pursuant to s. 1002.20(3)(d), for a parent to provide or withhold consent for his or her minor child to participate in ~~withdraw his or her minor child from any portion of the school district's comprehensive health education required under s. 1003.42(2)(c) that relates to sex education or instruction on reproductive health or any disease, including HIV/AIDS in acquired immune deficiency syndrome education or any instruction regarding sexuality if the parent provides a written objection to his or her minor child's participation.~~ Such procedures must provide for a parent to be notified in advance of such course content so that he or she may provide or withdraw his or her minor child from those portions of the course.

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

1. Pursuant to s. 1002.20(3)(d), the right to be notified in advance and to provide or withhold consent before his or her minor child participates in ~~opt his or her minor child out of~~

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~~any portion of the school district's instruction on reproductive health or any disease, including HIV/AIDS comprehensive health education required under s. 1003.42(2)(c) that relates to sex education instruction in acquired immune deficiency syndrome education or any instruction regarding sexuality.~~

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

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

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

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

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

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

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

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

10. In accordance with s. 1002.23(4), the right of a parent

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to participate in parent-teacher associations and organizations that are sanctioned by a district school board or the Department of Education.

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

Section 23. Paragraph (a) of subsection (1) of section 1008.2125, Florida Statutes, is amended to read:

1008.2125 The Council for Early Grade Success.—

(1) The Council for Early Grade Success, a council as defined in s. 20.03(7), is created within the Department of Education to oversee the coordinated screening and progress monitoring program under s. 1008.25(9) for students in the Voluntary Prekindergarten Education Program through grade 3 and, except as otherwise provided in this section, shall operate consistent with s. 20.052.

(a) The council shall be responsible for reviewing the implementation of, training for, and outcomes from the coordinated screening and progress monitoring program to provide recommendations to the department that support grade 3 students reading at or above grade level. The council, at a minimum, shall:

1. Provide recommendations on the implementation of the coordinated screening and progress monitoring program, including reviewing any procurement solicitation documents and criteria before being published.

2. Develop training plans and timelines for such training.

3. Identify appropriate personnel, processes, and procedures required for the administration of the coordinated

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screening and progress monitoring program.

4. Provide input on the methodology for calculating a provider's or school's performance metric and designations under s. 1002.68(3) ~~s. 1002.68(4)~~.

5. Work with the department to review the methodology for determining a child's kindergarten readiness.

6. Review data on age-appropriate learning gains by grade level that a student would need to attain in order to demonstrate proficiency in reading by grade 3.

7. Continually review anonymized data from the results of the coordinated screening and progress monitoring program for students in the Voluntary Prekindergarten Education Program through grade 3 to help inform recommendations to the department that support practices that will enable grade 3 students to read at or above grade level.

Section 24. This act shall take effect July 1, 2026.