

By Senator Simon

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A bill to be entitled

An act relating to administrative efficiency in public schools; amending s. 120.81, F.S.; exempting district school boards from requirements for adopting certain rules; amending s. 1001.23, F.S.; requiring the Department of Education to annually inform district school superintendents by a specified date that they are authorized to petition to receive a specified declaratory statement; requiring the department to annually maintain and provide school districts with a list of certain statutory and rule requirements; specifying requirements for such list; amending s. 1001.42, F.S.; deleting a requirement for a district school board to employ an internal auditor in certain circumstances; amending s. 1002.20, F.S.; deleting a requirement that the school financial report be included in the student handbook; requiring the department to produce specified reports relating to school accountability and make them available on the department's website; requiring each school district to provide a link to such reports; amending s. 1002.33, F.S.; conforming a provision relating to a 5-year facilities plan; amending s. 1002.451, F.S.; requiring innovation schools of technology to comply with specified provisions relating to instructional multiyear contracts, in addition to annual contracts, for instructional personnel; amending s. 1002.61, F.S.; deleting public schools from a requirement for early learning coalitions to verify compliance with

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30 certain law; amending s. 1002.63, F.S.; deleting a
31 requirement for an early learning coalition to verify
32 that certain public schools comply with specified
33 provisions; amending s. 1002.71, F.S.; revising
34 requirements relating to district school board
35 attendance policies for Voluntary Prekindergarten
36 Education Programs; requiring a school district to
37 certify its attendance records for a Voluntary
38 Prekindergarten Education Program; amending s.
39 1006.40, F.S.; revising the timeframe within which
40 certain instructional materials must be purchased;
41 authorizing the State Board of Education to modify the
42 timeframe; amending s. 1008.212, F.S.; providing that
43 certain assessments are not subject to specified
44 requirements; specifying the assessments from which
45 IEP teams are authorized to submit requests for
46 extraordinary exemptions; amending s. 1008.22, F.S.;
47 requiring the Commissioner of Education to notify
48 school districts of the assessment schedule for a
49 specified time interval and to publish such schedule
50 on the department's website; deleting requirements
51 relating to a uniform calendar that must be published
52 by the commissioner each year; revising an annual
53 timeframe for each school district to establish
54 schedules for the administration of statewide,
55 standardized assessments; requiring each school
56 district to publish certain information regarding such
57 schedules on its website; conforming provisions to
58 changes made by the act; amending s. 1008.25, F.S.;

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conforming cross-references; amending s. 1008.33,
F.S.; prohibiting a school from being required to use
a certain parameter as the sole determining factor to
recruit instructional personnel; specifying
requirements for a rule adopted by the State Board of
Education; amending s. 1010.20, F.S.; requiring
charter schools to respond to monitoring questions
from the department; amending s. 1011.035, F.S.;
deleting a requirement that each district school board
budget posted on the school board's website include a
graphical representation of specified information;
revising website requirements; amending s. 1011.14,
F.S.; revising the types of facilities for which
district school boards may incur certain financial
obligations; amending s. 1011.60, F.S.; revising
circumstances under which the State Board of Education
may alter the length of school terms for certain
school districts; amending s. 1011.6202, F.S.;
requiring schools participating in the Principal
Autonomy Program Initiative to comply with specified
provisions relating to instructional multiyear
contracts, in addition to annual contracts, for
instructional personnel; amending s. 1011.69, F.S.;
deleting a requirement relating to Title I fund
allocations to schools; providing a new category of
funding school districts are authorized to withhold;
revising a category of funding a school district is
authorized to withhold; requiring the department to
make certain funds available to local education

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88 agencies; amending s. 1011.71, F.S.; revising how
89 specified revenue may be expended by a district school
90 board; deleting a penalty for violating specified
91 provisions; amending s. 1012.22, F.S.; specifying
92 requirements for advanced degrees that may be used to
93 set salary schedules for instructional personnel and
94 school administrators hired after a specified date;
95 specifying district school board activities that may
96 not be precluded by collective bargaining; amending s.
97 1012.335, F.S.; defining the term "instructional
98 multiyear contract"; providing requirements for the
99 award of an instructional multiyear contract;
100 requiring that an employee awarded an instructional
101 multiyear contract be returned to an annual contract
102 under certain conditions; specifying district school
103 superintendent authority; making conforming and
104 technical changes; amending s. 1012.39, F.S.; revising
105 an occupational experience qualification requirement
106 for nondegreed teachers of career programs; deleting a
107 training requirement for full-time nondegreed teachers
108 of career programs; amending s. 1012.555, F.S.;
109 revising eligibility requirements for individuals to
110 participate in the Teacher Apprenticeship Program;
111 amending employment requirements for paraprofessionals
112 to serve as an apprentice teacher; conforming a cross-
113 reference; amending s. 1012.56, F.S.; specifying
114 individuals who must demonstrate mastery of general
115 knowledge for educator certification; authorizing
116 school districts and consortia of school districts to

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117 issue temporary certificates under certain conditions;
118 specifying Education Practices Commission authority;
119 conforming a cross-reference; amending s. 1012.585,
120 F.S.; revising the validity period for professional
121 certificates; providing eligibility requirements for
122 5-year and 10-year professional certificates;
123 establishing requirements for the renewal of a 10-year
124 professional certificate; amending s. 1013.19, F.S.;
125 requiring that proceeds from certain sales or leases
126 of property be used for specified purposes by boards
127 of trustees for Florida College System institutions or
128 state universities; amending s. 1013.35, F.S.;
129 deleting definitions; revising requirements for the
130 contents of such plan; deleting provisions relating to
131 district school boards coordinating with local
132 governments to ensure consistency between school
133 district and local government plans; authorizing,
134 rather than requiring, local governments to review
135 tentative district educational facilities plans;
136 requiring a district school board to submit a revised
137 facilities plan to the department; making conforming
138 changes; amending s. 1013.41, F.S.; revising
139 requirements for an educational facilities plan;
140 revising the duties of the Office of Educational
141 Facilities; amending s. 1013.45, F.S.; specifying that
142 Florida College System institution and state
143 university boards of trustees are required to use an
144 architect for the development of certain plans;
145 deleting district school board requirements for

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certain construction plans; repealing s. 1013.451,
F.S., relating to life-cycle costs comparisons;
amending s. 1013.64, F.S.; revising district school
board requirements relating to educational plant
construction; conforming a provision to changes made
by the act; amending ss. 163.3180, 200.065, 1002.68,
1003.631, 1004.04, 1004.85, 1012.552, 1012.586,
1012.98, and 1013.62, F.S.; conforming cross-
references and provisions to changes made by the act;
providing an effective date.

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

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

120.81 Exceptions and special requirements; general areas.—

(1) EDUCATIONAL UNITS.—

(a) District school boards are not subject to the
requirements for rules in this chapter when making and adopting
rules with public input at a public meeting. Notwithstanding s.
120.536(1) and the flush left provisions of s. 120.52(8),
district school boards may adopt rules to implement their
general powers under s. 1001.41.

Section 2. Subsections (5) and (6) are added to section
1001.23, Florida Statutes, to read:

1001.23 Specific powers and duties of the Department of
Education.—In addition to all other duties assigned to it by law
or by rule of the State Board of Education, the department
shall:

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175 (5) Annually by August 1, inform district school
176 superintendents that pursuant to s. 120.565, the superintendents
177 may receive a declaratory statement, within 90 days after
178 submitting a petition to receive such statement, regarding the
179 department's opinion as to the applicability of a statutory or
180 rule provision to a school district as it applies to the
181 district's particular set of circumstances.

182 (6) Annually maintain and make available to school
183 districts a list of all requirements in statute and rule
184 relating to required actions by district school boards or
185 superintendents. The list must include, but is not limited to,
186 required parent notifications; information that must be posted
187 on the district website; and reporting, filing, and
188 certification requirements.

189 Section 3. Paragraph (1) of subsection (12) of section
190 1001.42, Florida Statutes, is amended to read:

191 1001.42 Powers and duties of district school board.—The
192 district school board, acting as a board, shall exercise all
193 powers and perform all duties listed below:

194 (12) FINANCE.—Take steps to assure students adequate
195 educational facilities through the financial procedure
196 authorized in chapters 1010 and 1011 and as prescribed below:

197 ~~(1) Internal auditor. May or, in the case of a school~~
198 ~~district receiving annual federal, state, and local funds in~~
199 ~~excess of \$500 million, shall employ an internal auditor. The~~
200 ~~scope of the internal auditor shall not be restricted and shall~~
201 ~~include every functional and program area of the school system.~~

202 ~~1. The internal auditor shall perform ongoing financial~~
203 ~~verification of the financial records of the school district, a~~

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~~comprehensive risk assessment of all areas of the school system every 5 years, and other audits and reviews as the district school board directs for determining:~~

~~a. The adequacy of internal controls designed to prevent and detect fraud, waste, and abuse as defined in s. 11.45(1).~~

~~b. Compliance with applicable laws, rules, contracts, grant agreements, district school board-approved policies, and best practices.~~

~~e. The efficiency of operations.~~

~~d. The reliability of financial records and reports.~~

~~e. The safeguarding of assets.~~

~~f. Financial solvency.~~

~~g. Projected revenues and expenditures.~~

~~h. The rate of change in the general fund balance.~~

~~2. The internal auditor shall prepare audit reports of his or her findings and report directly to the district school board or its designee.~~

~~3. Any person responsible for furnishing or producing any book, record, paper, document, data, or sufficient information necessary to conduct a proper audit or examination which the internal auditor is by law authorized to perform is subject to the provisions of s. 11.47(3) and (4).~~

Section 4. Subsection (16) of section 1002.20, Florida Statutes, is 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

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rights including, but not limited to, the following:

(16) SCHOOL ACCOUNTABILITY AND SCHOOL IMPROVEMENT RATING REPORTS; FISCAL TRANSPARENCY.—Parents of public school students have the right to an easy-to-read report card about the school's grade designation or, if applicable under s. 1008.341, the school's improvement rating, and the school's accountability report, including the school financial report as required under s. 1010.215. The school financial report must be provided to the parents and indicate the average amount of money expended per student in the school, ~~which must also be included in the student handbook or a similar publication.~~ The department shall produce the reports required under this subsection and make the reports for each school available on the department's website in a prominent location. Each public school district shall provide a link on its website to such reports for parent access.

Section 5. Paragraph (g) of subsection (18) of section 1002.33, Florida Statutes, is amended to read:

1002.33 Charter schools.—

(18) FACILITIES.—

(g) Each school district shall annually provide to the Department of Education ~~as part of its 5-year work plan~~ the number of existing vacant classrooms in each school that the district does not intend to use or does not project will be needed for educational purposes for the following school year. The department may recommend that a district make such space available to an appropriate charter school.

Section 6. Paragraph (a) of subsection (5) of section 1002.451, Florida Statutes, is amended to read:

1002.451 District innovation school of technology program.—

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(5) EXEMPTION FROM STATUTES.—

(a) An innovation school of technology is exempt from chapters 1000-1013. However, an innovation school of technology shall comply with the following provisions of those chapters:

1. Laws pertaining to the following:

a. Schools of technology, including this section.

b. Student assessment program and school grading system.

c. Services to students who have disabilities.

d. Civil rights, including s. 1000.05, relating to discrimination.

e. Student health, safety, and welfare.

2. Laws governing the election and compensation of district school board members and election or appointment and compensation of district school superintendents.

3. Section 1003.03, governing maximum class size, except that the calculation for compliance pursuant to s. 1003.03 is the average at the school level.

4. Sections 1012.22(1)(c) and 1012.27(2), relating to compensation and salary schedules.

5. Section 1012.33(5), relating to workforce reductions, for annual contracts for instructional personnel. This subparagraph does not apply to at-will employees.

6. Section 1012.335, relating to contracts with instructional personnel hired on or after July 1, 2011, for annual or instructional multiyear contracts for instructional personnel. This subparagraph does not apply to at-will employees.

7. Section 1012.34, relating to requirements for performance evaluations of instructional personnel and school

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administrators.

Section 7. Paragraph (a) 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)(a) Each early learning coalition shall verify that each private prekindergarten provider ~~and public school~~ delivering the Voluntary Prekindergarten Education Program within the coalition's county or multicounty region complies with this part.

Section 8. Subsection (9) of section 1002.63, Florida Statutes, is amended to read:

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

~~(9)(a) Each early learning coalition shall verify that each public school delivering the Voluntary Prekindergarten Education Program within the coalition's service area complies with this part.~~

~~(b)~~ If a public school fails or refuses to comply with this part or engages in misconduct, the department must ~~shall~~ require that 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 years but no more than 5 years.

Section 9. Paragraph (b) of subsection (6) and subsection (7) of section 1002.71, Florida Statutes, are amended to read:

1002.71 Funding; financial and attendance reporting.—

(6)

(b)1. Each private prekindergarten provider's ~~and district~~

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~~school board's~~ attendance policy must require the parent of each student in the Voluntary Prekindergarten Education Program to verify, each month, the student's attendance on the prior month's certified student attendance.

2. The parent must submit the verification of the student's attendance to the private prekindergarten provider ~~or public school~~ on forms prescribed by the department. The forms must include, in addition to the verification of the student's attendance, a certification, in substantially the following form, that the parent continues to choose the private prekindergarten provider or public school in accordance with s. 1002.53 and directs that payments for the program be made to the provider or school:

VERIFICATION OF STUDENT'S ATTENDANCE
AND CERTIFICATION OF PARENTAL CHOICE

I, ...(Name of Parent)..., swear (or affirm) that my child, ...(Name of Student)..., attended the Voluntary Prekindergarten Education Program on the days listed above and certify that I continue to choose ...(Name of Provider or School)... to deliver the program for my child and direct that program funds be paid to the provider or school for my child.

...(Signature of Parent)...

...(Date)...

3. The private prekindergarten provider ~~or public school~~ must keep each original signed form for at least 2 years. Each private prekindergarten provider must permit the early learning

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349 ~~coalition, and each public school must permit the school~~
350 ~~district,~~ to inspect the original signed forms during normal
351 business hours. The department shall adopt procedures for early
352 learning coalitions ~~and school districts~~ to review the original
353 signed forms against the certified student attendance. The
354 review procedures must ~~shall~~ provide for the use of selective
355 inspection techniques, including, but not limited to, random
356 sampling. Each early learning coalition ~~and the school districts~~
357 must comply with the review procedures.

358 (7) The department shall require that administrative
359 expenditures be kept to the minimum necessary for efficient and
360 effective administration of the Voluntary Prekindergarten
361 Education Program. Administrative policies and procedures must
362 ~~shall be revised,~~ to the maximum extent practicable, be revised
363 to incorporate the use of automation and electronic submission
364 of forms, including those required for child eligibility and
365 enrollment, provider and class registration, and monthly
366 certification of attendance for payment. A school district may
367 use its automated daily attendance reporting system for the
368 purpose of maintaining and transmitting attendance records to
369 the early learning coalition in a mutually agreed-upon format.
370 Each school district shall certify the correctness of attendance
371 data submitted to the single point of entry system described in
372 paragraph (5) (a) as required by the department. In addition,
373 actions must ~~shall~~ be taken to reduce paperwork, eliminate the
374 duplication of reports, and eliminate other duplicative
375 activities. Each early learning coalition may retain and expend
376 no more than 5.0 percent of the funds paid by the coalition to
377 private prekindergarten providers and public schools under

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paragraph (5)(b). Funds retained by an early learning coalition under this subsection may be used only for administering the Voluntary Prekindergarten Education Program and may not be used for the school readiness program or other programs.

Section 10. Subsection (2) of section 1006.40, Florida Statutes, is amended to read:

1006.40 Purchase of instructional materials.—

(2) Each district school board must purchase current instructional materials to provide each student in kindergarten through grade 12 with a major tool of instruction in core courses of the subject areas of mathematics, language arts, science, social studies, reading, and literature. Such purchase must be made within the first 5 ~~3~~ years after the effective date of the adoption cycle, subject to state board requirement for an earlier purchase date for a specific subject area, unless a district school board or a consortium of school districts has implemented an instructional materials program pursuant to s. 1006.283.

Section 11. Subsections (2) and (3) of section 1008.212, Florida Statutes, are amended to read:

1008.212 Students with disabilities; extraordinary exemption.—

(2) A student with a disability for whom the individual education plan (IEP) team determines is prevented by a circumstance or condition from physically demonstrating the mastery of skills that have been acquired and are measured by the statewide standardized assessment, a statewide standardized end-of-course assessment, or an alternate assessment pursuant to s. 1008.22(3)(d) shall be granted an extraordinary exemption

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407 from the administration of the assessment. A learning,
408 emotional, behavioral, or significant cognitive disability, or
409 the receipt of services through the homebound or hospitalized
410 program in accordance with rule 6A-6.03020, Florida
411 Administrative Code, is not, in and of itself, an adequate
412 criterion for the granting of an extraordinary exemption. The
413 first two administrations of the coordinated screening and
414 progress monitoring system under s. 1008.25(9) or any alternate
415 assessments used in lieu of such administrations are not subject
416 to the requirements of this section.

417 (3) The IEP team, which must include the parent, may submit
418 to the district school superintendent a written request for an
419 extraordinary exemption from the end-of-year or end-of-course
420 statewide, standardized assessment at any time during the school
421 year, but not later than 60 days before the current year's
422 assessment administration for which the request is made. A
423 request must include all of the following:

424 (a) A written description of the student's disabilities,
425 including a specific description of the student's impaired
426 sensory, manual, or speaking skills.

427 (b) Written documentation of the most recent evaluation
428 data.

429 (c) Written documentation, if available, of the most recent
430 administration of the statewide standardized assessment, an end-
431 of-course assessment, or an alternate assessment.

432 (d) A written description of the condition's effect on the
433 student's participation in the statewide standardized
434 assessment, an end-of-course assessment, or an alternate
435 assessment.

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(e) Written evidence that the student has had the opportunity to learn the skills being tested.

(f) Written evidence that the student has been provided appropriate instructional accommodations.

(g) Written evidence as to whether the student has had the opportunity to be assessed using the instructional accommodations on the student's IEP which are allowable in the administration of the statewide standardized assessment, an end-of-course assessment, or an alternate assessment in prior assessments.

(h) Written evidence of the circumstance or condition as defined in subsection (1).

Section 12. Paragraphs (a), (b), and (d) of subsection (7) of section 1008.22, Florida Statutes, are amended to read:

1008.22 Student assessment program for public schools.—

(7) ASSESSMENT SCHEDULES AND REPORTING OF RESULTS.—

(a) The Commissioner of Education shall establish schedules for the administration of statewide, standardized assessments and the reporting of student assessment results. The commissioner shall consider the observance of religious and school holidays when developing the schedules. By January 1 of each year, the commissioner shall notify each school district in writing and publish on the department's website the assessment schedule for, at a minimum, the next 2 school years. The assessment and reporting schedules must provide the earliest possible reporting of student assessment results to the school districts. Assessment results for the statewide, standardized ELA and Mathematics assessments and all statewide, standardized EOC assessments must be made available no later than June 30,

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except for results for the grade 3 statewide, standardized ELA assessment, which must be made available no later than May 31. Beginning with the 2023-2024 school year, assessment results for the statewide, standardized ELA and Mathematics assessments must be available no later than May 31. School districts shall administer statewide, standardized assessments in accordance with the schedule established by the commissioner.

~~(b) By January of each year, the commissioner shall publish on the department's website a uniform calendar that includes the assessment and reporting schedules for, at a minimum, the next 2 school years. The uniform calendar must be provided to school districts in an electronic format that allows each school district and public school to populate the calendar with, at minimum, the following information for reporting the district assessment schedules under paragraph (d):~~

~~1. Whether the assessment is a district-required assessment or a state-required assessment.~~

~~2. The specific date or dates that each assessment will be administered, including administrations of the coordinated screening and progress monitoring system under s. 1008.25(9) (b).~~

~~3. The time allotted to administer each assessment.~~

~~4. Whether the assessment is a computer-based assessment or a paper-based assessment.~~

~~5. The grade level or subject area associated with the assessment.~~

~~6. The date that the assessment results are expected to be available to teachers and parents.~~

~~7. The type of assessment, the purpose of the assessment, and the use of the assessment results.~~

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494 ~~8. A glossary of assessment terminology.~~

495 ~~9. Estimates of average time for administering state-~~
496 ~~required and district-required assessments, by grade level.~~

497 (c)(d) Each school district shall, by November 1 of each
498 year, establish schedules for the administration of any
499 statewide, standardized assessments and district-required
500 assessments and approve the schedules as an agenda item at a
501 district school board meeting. Each school district shall
502 publish ~~the~~ testing schedules on its website which specify
503 whether an assessment is a state-required or district-required
504 assessment and the grade bands or subject areas associated with
505 the assessments ~~using the uniform calendar, including all~~
506 ~~information required under paragraph (b), and submit the~~
507 ~~schedules to the Department of Education by October 1 of each~~
508 ~~year~~. Each public school shall publish schedules for statewide,
509 standardized assessments and district-required assessments on
510 its website ~~using the uniform calendar, including all~~
511 ~~information required under paragraph (b)~~. The school board-
512 approved assessment ~~uniform~~ calendar must be included in the
513 parent guide required by s. 1002.23(5).

514 Section 13. Paragraphs (b), (c), and (d) of subsection (9)
515 of section 1008.25, Florida Statutes, are amended to read:

516 1008.25 Public school student progression; student support;
517 coordinated screening and progress monitoring; reporting
518 requirements.—

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

520 (b) Beginning with the 2022-2023 school year, private
521 Voluntary Prekindergarten Education Program providers and public
522 schools must participate in the coordinated screening and

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progress monitoring system pursuant to this paragraph.

1. For students in the school-year Voluntary Prekindergarten Education Program through grade 2, the coordinated screening and progress monitoring system must be administered at least three times within a school year, with the first administration occurring no later than the first 30 instructional days after a student's enrollment or the start of the school year, the second administration occurring midyear, and the third administration occurring within the last 30 days of the school year pursuant to state board rule. The state board may adopt alternate timeframes to address nontraditional school year calendars to ensure the coordinated screening and progress monitoring program is administered a minimum of three times within a year.

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

3. For grades 3 through 10 English Language Arts and grades 3 through 8 Mathematics, the coordinated screening and progress monitoring system must be administered at the beginning, middle, and end of the school year pursuant to state board rule. The end-of-year administration of the coordinated screening and progress monitoring system must be a comprehensive progress monitoring assessment administered in accordance with the

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scheduling requirements under s. 1008.22(7)(b) ~~s. 1008.22(7)(c)~~.

(c) To facilitate timely interventions and supports pursuant to subsection (4), the system must provide results from the first two administrations of the progress monitoring to a student's teacher or prekindergarten instructor within 1 week and to the student's parent within 2 weeks after the administration of the progress monitoring. Delivery of results from the comprehensive, end-of-year progress monitoring ELA assessment for grades 3 through 10 and Mathematics assessment for grades 3 through 8 must be in accordance with s. 1008.22(7)(g) ~~s. 1008.22(7)(h)~~.

1. A student's results from the coordinated screening and progress monitoring system must be recorded in a written, easy-to-comprehend individual student report. Each school district shall provide a parent secure access to his or her child's individual student reports through a web-based portal as part of its student information system. Each early learning coalition shall provide parents the individual student report in a format determined by state board rule.

2. In addition to the information under subparagraph (a)5., the report must also include parent resources that explain the purpose of progress monitoring, assist the parent in interpreting progress monitoring results, and support informed parent involvement. Parent resources may include personalized video formats.

3. The department shall annually update school districts and early learning coalitions on new system features and functionality and collaboratively identify with school districts and early learning coalitions strategies for meaningfully

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reporting to parents results from the coordinated screening and progress monitoring system. The department shall develop ways to increase the utilization, by instructional staff and parents, of student assessment data and resources.

4. An individual student report must be provided in a printed format upon a parent's request.

(d) Screening and progress monitoring system results, including the number of students who demonstrate characteristics of dyslexia and dyscalculia, shall be reported to the department pursuant to state board rule and maintained in the department's Education Data Warehouse. Results must be provided to a student's teacher and parent in a timely manner as required in s. 1008.22(7)(f) ~~s. 1008.22(7)(g)~~.

Section 14. Paragraph (c) of subsection (3) and subsection (5) of section 1008.33, Florida Statutes, are amended to read:

1008.33 Authority to enforce public school improvement.—
(3)

(c) The state board shall adopt by rule a differentiated matrix of intervention and support strategies for assisting traditional public schools identified under this section and rules for implementing s. 1002.33(9)(n), relating to charter schools. The intervention and support strategies must address student performance and may include improvement planning; leadership quality improvement; educator quality improvement; professional learning; curriculum review, pacing, and alignment across grade levels to improve background knowledge in social studies, science, and the arts; and the use of continuous improvement and monitoring plans and processes. In addition, the state board may prescribe reporting requirements to review and

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610 monitor the progress of the schools. The rule must define the
611 intervention and support strategies for school improvement for
612 schools earning a grade of "D" or "F" and the roles for the
613 district and department. A school may not be required to use the
614 measure of student learning growth in s. 1012.34(7) as the sole
615 determinant to recruit instructional personnel. The rule must
616 create a timeline for a school district's school improvement
617 plan or district-managed turnaround plan to be approved and for
618 the school improvement funds under Title I to be released to the
619 school district. The timeline established in rule for the
620 release of school improvement funding under Title I may not
621 exceed 20 calendar days after the approval of the school
622 improvement plan or district-managed turnaround plan.

623 (5) The state board shall adopt rules pursuant to ss.
624 120.536(1) and 120.54 to administer this section. The rules
625 shall include timelines for submission of implementation plans,
626 approval criteria for implementation plans, timelines for
627 releasing Title I funding, timelines for implementing
628 intervention and support strategies, a standard charter school
629 turnaround contract, a standard facility lease, and a mutual
630 management agreement. The state board shall consult with
631 education stakeholders in developing the rules.

632 Section 15. Paragraph (e) is added to subsection (2) of
633 section 1010.20, Florida Statutes, to read:

634 1010.20 Cost accounting and reporting for school
635 districts.—

636 (2) COST REPORTING.—

637 (e) Each charter school shall receive and respond to
638 monitoring questions from the department.

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Section 16. Subsections (2) and (4) of section 1011.035, Florida Statutes, are amended to read:

1011.035 School district fiscal transparency.—

(2) Each district school board shall post on its website:

(a) A plain language version of each proposed, tentative, and official budget which describes each budget item in terms that are easily understandable to the public ~~and includes:~~

~~(a) Graphical representations, for each public school within the district and for the school district, of the following:~~

~~1. Summary financial efficiency data.~~

~~2. Fiscal trend information for the previous 3 years on:~~

~~a. The ratio of full-time equivalent students to full-time equivalent instructional personnel.~~

~~b. The ratio of full-time equivalent students to full-time equivalent administrative personnel.~~

~~c. The total operating expenditures per full-time equivalent student.~~

~~d. The total instructional expenditures per full-time equivalent student.~~

~~e. The general administrative expenditures as a percentage of total budget.~~

~~f. The rate of change in the general fund's ending fund balance not classified as restricted.~~

(b) A link to the web-based fiscal transparency tool developed by the department pursuant to s. 1010.20 to enable taxpayers to evaluate the financial efficiency of the school district and compare the financial efficiency of the school district with other similarly situated school districts.

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668
669 This information must be prominently posted on the school
670 district's website in a manner that is readily accessible to the
671 public.

672 (4) The website should contain links to:

673 ~~(a) Help explain or provide background information on~~
674 ~~various budget items that are required by state or federal law.~~

675 ~~(b) Allow users to navigate to related sites to view~~
676 ~~supporting details.~~

677 ~~(c)~~ enable taxpayers, parents, and education advocates to
678 send e-mails asking questions about the budget and enable others
679 to view the questions and responses.

680 Section 17. Subsection (1) of section 1011.14, Florida
681 Statutes, is amended to read:

682 1011.14 Obligations for a period of 1 year.—District school
683 boards are authorized only under the following conditions to
684 create obligations by way of anticipation of budgeted revenues
685 accruing on a current basis without pledging the credit of the
686 district or requiring future levy of taxes for certain purposes
687 for a period of 1 year; however, such obligations may be
688 extended from year to year with the consent of the lender for a
689 period not to exceed 4 years, or for a total of 5 years
690 including the initial year of the loan:

691 (1) PURPOSES.—The purposes for which such obligations may
692 be incurred within the intent of this section shall include only
693 the purchase of school buses, land, and equipment for
694 educational purposes; the erection of, alteration to, or
695 addition to educational plants, ancillary plants, and auxiliary
696 facilities; and the adjustment of insurance on educational

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property on a 5-year plan, as provided by rules of the State Board of Education.

Section 18. Subsection (2) of section 1011.60, Florida Statutes, is amended to read:

1011.60 Minimum requirements of the Florida Education Finance Program.—Each district which participates in the state appropriations for the Florida Education Finance Program shall provide evidence of its effort to maintain an adequate school program throughout the district and shall meet at least the following requirements:

(2) MINIMUM TERM.—Operate all schools for a term of 180 actual teaching days or the equivalent on an hourly basis as specified by rules of the State Board of Education each school year. The State Board of Education may prescribe procedures for altering, and, upon written application, may alter, this requirement during a national, state, or local emergency as it may apply to an individual school or schools in any district or districts if the district school board certifies to the Commissioner of Education that, ~~in the opinion of the board~~, it is not necessary ~~feasible~~ to make up lost days or hours, and the apportionment may, at the discretion of the Commissioner of Education and if the board determines that the reduction of school days or hours is caused by the existence of a bona fide emergency, be reduced for such district or districts in proportion to the decrease in the length of term in any such school or schools. A strike, as defined in s. 447.203(6), by employees of the school district may not be considered an emergency.

Section 19. Paragraph (b) of subsection (3) of section

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1011.6202, Florida Statutes, is amended to read:

1011.6202 Principal Autonomy Program Initiative.—The Principal Autonomy Program Initiative is created within the Department of Education. The purpose of the program is to provide a highly effective principal of a participating school with increased autonomy and authority to operate his or her school, as well as other schools, in a way that produces significant improvements in student achievement and school management while complying with constitutional requirements. The State Board of Education may, upon approval of a principal autonomy proposal, enter into a performance contract with the district school board for participation in the program.

(3) EXEMPTION FROM LAWS.—

(b) A participating school or a school operated by a principal pursuant to subsection (5) shall comply with ~~the provisions of~~ chapters 1000-1013, and rules of the state board that implement those provisions, pertaining to the following:

1. Those laws relating to the election and compensation of district school board members, the election or appointment and compensation of district school superintendents, public meetings and public records requirements, financial disclosure, and conflicts of interest.

2. Those laws relating to the student assessment program and school grading system, including chapter 1008.

3. Those laws relating to the provision of services to students with disabilities.

4. Those laws relating to civil rights, including s. 1000.05, relating to discrimination.

5. Those laws relating to student health, safety, and

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welfare.

6. Section 1001.42(4)(f), relating to the uniform opening date for public schools.

7. Section 1003.03, governing maximum class size, except that the calculation for compliance pursuant to s. 1003.03 is the average at the school level for a participating school.

8. Sections 1012.22(1)(c) and 1012.27(2), relating to compensation and salary schedules.

9. Section 1012.33(5), relating to workforce reductions for annual contracts for instructional personnel. This subparagraph does not apply to at-will employees.

10. Section 1012.335, relating to annual or instructional multiyear contracts for instructional personnel hired on or after July 1, 2011. This subparagraph does not apply to at-will employees.

11. Section 1012.34, relating to personnel evaluation procedures and criteria.

12. Those laws pertaining to educational facilities, including chapter 1013, except that s. 1013.20, relating to covered walkways for relocatables, is eligible for exemption.

13. Those laws pertaining to participating school districts, including this section and ss. 1011.69(2) and 1012.28(8).

Section 20. Subsection (4) of section 1011.69, Florida Statutes, is amended, and subsection (5) is added to that section, to read:

1011.69 Equity in School-Level Funding Act.—

(4) After providing Title I, Part A, Basic funds to schools above the 75 percent poverty threshold, which may include high

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784 schools above the 50 percent threshold as permitted by federal
785 law, school districts shall provide any remaining Title I, Part
786 A, Basic funds directly to all eligible schools as provided in
787 this subsection. For purposes of this subsection, an eligible
788 school is a school that is eligible to receive Title I funds,
789 including a charter school. ~~The threshold for identifying~~
790 ~~eligible schools may not exceed the threshold established by a~~
791 ~~school district for the 2016-2017 school year or the statewide~~
792 ~~percentage of economically disadvantaged students, as determined~~
793 ~~annually.~~

794 (a) Prior to the allocation of Title I funds to eligible
795 schools, a school district may withhold funds only as follows:

796 1. One percent for parent involvement, in addition to the
797 one percent the district must reserve under federal law for
798 allocations to eligible schools for parent involvement;

799 2. A necessary and reasonable amount for administration
800 which includes the district's indirect cost rate, not to exceed
801 a total of 10 percent;

802 3. A reasonable and necessary amount to provide:

- 803 a. Homeless programs;
804 b. Delinquent and neglected programs;
805 c. Prekindergarten programs and activities;
806 d. Private school equitable services; and
807 e. Transportation for foster care children to their school
808 of origin or choice programs;

809 4. Up to 5 percent to provide financial incentives and
810 rewards to teachers who serve students in eligible schools,
811 including charter schools, identified for comprehensive support
812 and improvement activities or targeted support and improvement

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activities, for the purpose of attracting and retaining
qualified and effective teachers, including teachers of any
subject or grade level for whom a measurement under s.
1012.34(7) or a state-approved Alternative Student Growth Model
is unavailable; and

5.4. A necessary and reasonable amount, ~~not to exceed 1~~
~~percent~~, for eligible schools, including charter schools, to
provide educational services in accordance with the approved
Title I plan. Such educational services may include the
provision of STEM curricula, instructional materials, and
related learning technologies that support academic achievement
in science, technology, engineering, and mathematics in Title I
schools, including, but not limited to, technologies related to
drones, coding, animation, artificial intelligence,
cybersecurity, data science, the engineering design process,
mobile development, and robotics. Funds may be reserved under
this subparagraph only to the extent that all required
reservations under federal law have been met and that such
reservation does not reduce school-level allocations below the
levels required under federal law.

(b) All remaining Title I funds shall be distributed to all
eligible schools in accordance with federal law and regulation.
An eligible school may use funds under this subsection to
participate in discretionary educational services provided by
the school district. Any funds provided by an eligible school to
participate in discretionary educational services provided by
the school district are not subject to the requirements of this
subsection.

(c) Any funds carried forward by the school district are

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not subject to the requirements of this subsection.

(5) The Department of Education shall make funds from Title I, Title II, and Title III programs available to local education agencies for the full period of availability provided in federal law.

Section 21. Subsections (2) through (6) of section 1011.71, Florida Statutes, are amended to read:

1011.71 District school tax.—

(2) In addition to the maximum millage levy as provided in subsection (1), each school board may levy not more than 1.5 mills against the taxable value for school purposes for charter schools pursuant to s. 1013.62(1) and (3) and for district schools for operational or capital purposes. ~~to fund:~~

~~(a) New construction, remodeling projects, sites and site improvement or expansion to new sites, existing sites, auxiliary facilities, athletic facilities, or ancillary facilities.~~

~~(b) Maintenance, renovation, and repair of existing school plants or of leased facilities to correct deficiencies pursuant to s. 1013.15(2).~~

~~(c) The purchase, lease purchase, or lease of school buses.~~

~~(d) The purchase, lease purchase, or lease of new and replacement equipment; computer and device hardware and operating system software necessary for gaining access to or enhancing the use of electronic and digital instructional content and resources; and enterprise resource software applications that are classified as capital assets in accordance with definitions of the Governmental Accounting Standards Board, have a useful life of at least 5 years, and are used to support districtwide administration or state mandated reporting~~

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871 ~~requirements. Enterprise resource software may be acquired by~~
872 ~~annual license fees, maintenance fees, or lease agreements.~~

873 ~~(e) Payments for educational facilities and sites due under~~
874 ~~a lease-purchase agreement entered into by a district school~~
875 ~~board pursuant to s. 1003.02(1)(f) or s. 1013.15(2), not~~
876 ~~exceeding, in the aggregate, an amount equal to three-fourths of~~
877 ~~the proceeds from the millage levied by a district school board~~
878 ~~pursuant to this subsection. The three-fourths limit is waived~~
879 ~~for lease purchase agreements entered into before June 30, 2009,~~
880 ~~by a district school board pursuant to this paragraph. If~~
881 ~~payments under lease purchase agreements in the aggregate,~~
882 ~~including lease purchase agreements entered into before June 30,~~
883 ~~2009, exceed three-fourths of the proceeds from the millage~~
884 ~~levied pursuant to this subsection, the district school board~~
885 ~~may not withhold the administrative fees authorized by s.~~
886 ~~1002.33(20) from any charter school operating in the school~~
887 ~~district.~~

888 ~~(f) Payment of loans approved pursuant to ss. 1011.14 and~~
889 ~~1011.15.~~

890 ~~(g) Payment of costs directly related to complying with~~
891 ~~state and federal environmental statutes, rules, and regulations~~
892 ~~governing school facilities.~~

893 ~~(h) Payment of costs of leasing relocatable educational~~
894 ~~facilities, of renting or leasing educational facilities and~~
895 ~~sites pursuant to s. 1013.15(2), or of renting or leasing~~
896 ~~buildings or space within existing buildings pursuant to s.~~
897 ~~1013.15(4).~~

898 ~~(i) Payment of the cost of school buses when a school~~
899 ~~district contracts with a private entity to provide student~~

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900 ~~transportation services if the district meets the requirements~~
901 ~~of this paragraph.~~

902 ~~1. The district's contract must require that the private~~
903 ~~entity purchase, lease-purchase, or lease, and operate and~~
904 ~~maintain, one or more school buses of a specific type and size~~
905 ~~that meet the requirements of s. 1006.25.~~

906 ~~2. Each such school bus must be used for the daily~~
907 ~~transportation of public school students in the manner required~~
908 ~~by the school district.~~

909 ~~3. Annual payment for each such school bus may not exceed~~
910 ~~10 percent of the purchase price of the state pool bid.~~

911 ~~4. The proposed expenditure of the funds for this purpose~~
912 ~~must have been included in the district school board's notice of~~
913 ~~proposed tax for school capital outlay as provided in s.~~
914 ~~200.065(10).~~

915 ~~(j) Payment of the cost of the opening day collection for~~
916 ~~the library media center of a new school.~~

917 ~~(k) Payment of salaries and benefits for employees whose~~
918 ~~job duties support activities funded by this subsection.~~

919 (3) Notwithstanding subsection (2), if the revenue from 1.5
920 mills is insufficient to meet the payments due under a lease-
921 purchase agreement entered into before June 30, 2009, by a
922 district school board ~~pursuant to paragraph (2)(e)~~, or to meet
923 other critical district fixed capital outlay needs, the board,
924 in addition to the 1.5 mills, may levy up to 0.25 mills for
925 fixed capital outlay in lieu of levying an equivalent amount of
926 the discretionary mills for operations as provided in the
927 General Appropriations Act. Millage levied pursuant to this
928 subsection is subject to the provisions of s. 200.065 and,

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combined with the 1.5 mills authorized in subsection (2), may not exceed 1.75 mills. If the district chooses to use up to 0.25 mills for fixed capital outlay, the compression adjustment pursuant to s. 1011.62(5) shall be calculated for the standard discretionary millage that is not eligible for transfer to capital outlay.

(4) If the revenue from the millage authorized in subsection (2) is insufficient to make payments due under a lease-purchase agreement entered into prior to June 30, 2008, by a district school board pursuant to paragraph (2)(e), an amount up to 0.5 mills of the taxable value for school purposes within the school district shall be legally available for such payments, notwithstanding other restrictions on the use of such revenues imposed by law.

~~(5) A school district may expend, subject to s. 200.065, up to \$200 per unweighted full-time equivalent student from the revenue generated by the millage levy authorized by subsection (2) to fund, in addition to expenditures authorized in paragraphs (2)(a)-(j), expenses for the following:~~

~~(a) The purchase, lease-purchase, or lease of driver's education vehicles; motor vehicles used for the maintenance or operation of plants and equipment; security vehicles; or vehicles used in storing or distributing materials and equipment.~~

~~(b) Payment of the cost of premiums, as defined in s. 627.403, for property and casualty insurance necessary to insure school district educational and ancillary plants. As used in this paragraph, casualty insurance has the same meaning as in s. 624.605(1)(b), (d), (f), (g), (h), and (m). Operating revenues~~

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~~that are made available through the payment of property and casualty insurance premiums from revenues generated under this subsection may be expended only for nonrecurring operational expenditures of the school district.~~

~~(6) Violations of the expenditure provisions in subsection (2) or subsection (5) shall result in an equal dollar reduction in the Florida Education Finance Program (FEFP) funds for the violating district in the fiscal year following the audit citation.~~

Section 22. Paragraph (c) of subsection (1) and paragraph (a) of subsection (3) of section 1012.22, Florida Statutes, are amended to read:

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

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

(c) *Compensation and salary schedules.*—

1. Definitions.—As used in this paragraph:

a. "Adjustment" means an addition to the base salary schedule that is not a bonus and becomes part of the employee's permanent base salary and shall be considered compensation under s. 121.021(22).

b. "Grandfathered salary schedule" means the salary schedule or schedules adopted by a district school board before July 1, 2014, pursuant to subparagraph 4.

c. "Instructional personnel" means instructional personnel

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as defined in s. 1012.01(2)(a)-(d), excluding substitute teachers.

d. "Performance salary schedule" means the salary schedule or schedules adopted by a district school board pursuant to subparagraph 5.

e. "Salary schedule" means the schedule or schedules used to provide the base salary for district school board personnel.

f. "School administrator" means a school administrator as defined in s. 1012.01(3)(c).

g. "Supplement" means an annual addition to the base salary for the term of the negotiated supplement as long as the employee continues his or her employment for the purpose of the supplement. A supplement does not become part of the employee's continuing base salary but shall be considered compensation under s. 121.021(22).

2. Cost-of-living adjustment.—A district school board may provide a cost-of-living salary adjustment if the adjustment:

a. Does not discriminate among comparable classes of employees based upon the salary schedule under which they are compensated.

b. Does not exceed 50 percent of the annual adjustment provided to instructional personnel rated as effective.

3. Advanced degrees.—A district school board may use advanced degrees in setting a salary schedule for instructional personnel or school administrators if the advanced degree is held in the individual's area of certification, a field related to his or her teaching assignment, or a related field of study. For the purposes of the salary schedule, an advanced degree may include a master's degree or higher in the area of certification

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1016 or teaching assignment, or an advanced degree in another field
1017 with a minimum of 18 graduate semester hours related to the area
1018 of certification or teaching assignment.

1019 4. Grandfathered salary schedule.—

1020 a. The district school board shall adopt a salary schedule
1021 or salary schedules to be used as the basis for paying all
1022 school employees hired before July 1, 2014. Instructional
1023 personnel on annual contract as of July 1, 2014, shall be placed
1024 on the performance salary schedule adopted under subparagraph 4.
1025 ~~5.~~ Instructional personnel on continuing contract or
1026 professional service contract may opt into the performance
1027 salary schedule if the employee relinquishes such contract and
1028 agrees to be employed on an annual contract under s. 1012.335.
1029 Such an employee shall be placed on the performance salary
1030 schedule and may not return to continuing contract or
1031 professional service contract status. Any employee who opts into
1032 the performance salary schedule may not return to the
1033 grandfathered salary schedule.

1034 b. In determining the grandfathered salary schedule for
1035 instructional personnel, a district school board must base a
1036 portion of each employee's compensation upon performance
1037 demonstrated under s. 1012.34 and shall provide differentiated
1038 pay for both instructional personnel and school administrators
1039 based upon district-determined factors, including, but not
1040 limited to, additional responsibilities, school demographics,
1041 high-demand teacher needs areas, and level of job performance
1042 difficulties.

1043 5. Performance salary schedule.—By July 1, 2014, the
1044 district school board shall adopt a performance salary schedule

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that provides annual salary adjustments for instructional personnel and school administrators based upon performance determined under s. 1012.34. Employees hired on or after July 1, 2014, or employees who choose to move from the grandfathered salary schedule to the performance salary schedule shall be compensated pursuant to the performance salary schedule once they have received the appropriate performance evaluation for this purpose.

a. Base salary.—The base salary shall be established as follows:

(I) The base salary for instructional personnel or school administrators who opt into the performance salary schedule shall be the salary paid in the prior year, including adjustments only.

(II) Instructional personnel or school administrators new to the district, returning to the district after a break in service without an authorized leave of absence, or appointed for the first time to a position in the district in the capacity of instructional personnel or school administrator shall be placed on the performance salary schedule.

b. Salary adjustments.—Salary adjustments for highly effective or effective performance shall be established as follows:

(I) The annual salary adjustment under the performance salary schedule for an employee rated as highly effective must be at least 25 percent greater than the highest annual salary adjustment available to an employee of the same classification through any other salary schedule adopted by the district.

(II) The annual salary adjustment under the performance

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salary schedule for an employee rated as effective must be equal to at least 50 percent and no more than 75 percent of the annual adjustment provided for a highly effective employee of the same classification.

(III) A salary schedule may ~~shall~~ not provide an annual salary adjustment for an employee who receives a rating other than highly effective or effective for the year.

c. Salary supplements.—In addition to the salary adjustments, each district school board shall provide for salary supplements for activities that must include, but are not limited to:

(I) Assignment to a Title I eligible school.

(II) Assignment to a school that earned a grade of "F" or three consecutive grades of "D" pursuant to s. 1008.34 such that the supplement remains in force for at least 1 year following improved performance in that school.

(III) Certification and teaching in high-demand teacher needs areas. Statewide high-demand teacher needs areas shall be identified by the State Board of Education under s. 1012.07. However, the district school board may identify other areas of high-demand needs within the school district for purposes of this sub-sub-subparagraph and may remove areas identified by the state board which do not apply within the school district.

(IV) Assignment of additional academic responsibilities.

If budget constraints in any given year limit a district school board's ability to fully fund all adopted salary schedules, the performance salary schedule may ~~shall~~ not be reduced on the basis of total cost or the value of individual awards in a

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manner that is proportionally greater than reductions to any other salary schedules adopted by the district. Any compensation for longevity of service awarded to instructional personnel who are on any other salary schedule must be included in calculating the salary adjustments required by sub-subparagraph b.

(3)(a) *Collective bargaining.*—Notwithstanding provisions of chapter 447 related to district school board collective bargaining, collective bargaining may not preclude a district school board from carrying out its constitutional and statutory duties related to the following:

1. Providing incentives to effective and highly effective teachers.

2. Implementing intervention and support strategies under s. 1008.33 to address the causes of low student performance and improve student academic performance and attendance.

3. Implementing student discipline provisions required by law, including a review of a student's abilities, past performance, behavior, and needs.

4. Implementing school safety plans and requirements.

5. Implementing staff and student recognition programs.

6. Distributing correspondence to parents, teachers, and community members related to the daily operation of schools and the district.

7. Providing any required notice or copies of information related to the district school board or district operations which is readily available on the school district's website.

8. The school district's calendar.

9. Providing salary supplements pursuant to sub-sub-paragraph (1)(c) 5.c.(III).

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Section 23. Present paragraphs (b) and (c) of subsection (1) of section 1012.335, Florida Statutes, are redesignated as paragraphs (c) and (d), respectively, a new paragraph (b) is added to that subsection, paragraphs (d), (e), and (f) are added to subsection (2) of that section, and subsections (3) and (4) of that section are amended, to read:

1012.335 Contracts with instructional personnel hired on or after July 1, 2011.—

(1) DEFINITIONS.—As used in this section, the term:

(b) "Instructional multiyear contract," beginning July 1, 2026, means an employment contract for a period not to exceed 3 years which the district school board may choose to award to instructional personnel upon completion of a probationary contract and at least one annual contract.

(2) EMPLOYMENT.—

(d) An instructional multiyear contract may be awarded, beginning July 1, 2026, only if the employee:

1. Holds an active professional certificate issued pursuant to s. 1012.56 and rules of the State Board of Education;

2. Has been recommended by the district school superintendent for the instructional multiyear contract based upon the individual's evaluation under s. 1012.34 and approved by the district school board; and

3. Has not received an annual performance evaluation rating of unsatisfactory or needs improvement in the past 3 years under s. 1012.34.

(e) An employee awarded an instructional multiyear contract who receives an annual performance evaluation rating of unsatisfactory or needs improvement under s. 1012.34 must be

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1161 returned to an annual contract in the following school year.
1162 Such evaluation rating must be included with the evaluation
1163 ratings under subsequent annual contracts for determinations of
1164 just cause under s. 1012.33.

1165 (f) The award of an instructional multiyear contract does
1166 not remove the authority of the district school superintendent
1167 to reassign a teacher during the term of the contract.

1168 (3) VIOLATION OF ANNUAL OR INSTRUCTIONAL MULTIYEAR
1169 CONTRACT.—Instructional personnel who accept a written offer
1170 from the district school board and who leave their positions
1171 without prior release from the district school board are subject
1172 to the jurisdiction of the Education Practices Commission.

1173 (4) SUSPENSION OR DISMISSAL OF INSTRUCTIONAL PERSONNEL ON
1174 ANNUAL OR INSTRUCTIONAL MULTIYEAR CONTRACT.—Any instructional
1175 personnel with an annual or instructional multiyear contract may
1176 be suspended or dismissed at any time during the term of the
1177 contract for just cause as provided in subsection (5). The
1178 district school board shall notify the employee in writing
1179 whenever charges are made and may suspend such person without
1180 pay. However, if the charges are not sustained, the employee
1181 must ~~shall~~ be immediately reinstated and his or her back pay
1182 must ~~shall~~ be paid. If the employee wishes to contest the
1183 charges, he or she must, within 15 days after receipt of the
1184 written notice, submit a written request for a hearing to the
1185 district school board. A direct hearing must ~~shall~~ be conducted
1186 by the district school board or a subcommittee thereof within 60
1187 days after receipt of the written appeal. The hearing must ~~shall~~
1188 be conducted in accordance with ss. 120.569 and 120.57. A
1189 majority vote of the membership of the district school board

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shall be required to sustain the district school superintendent's recommendation. The district school board's determination is final as to the sufficiency or insufficiency of the grounds for suspension without pay or dismissal. Any such decision adverse to the employee may be appealed by the employee pursuant to s. 120.68.

Section 24. Paragraph (c) of subsection (1) of section 1012.39, Florida Statutes, is amended to read:

1012.39 Employment of substitute teachers, teachers of adult education, nondegreed teachers of career education, and career specialists and nondegreed teachers of fine and performing arts; students performing clinical field experience.—

(1) Notwithstanding ss. 1012.32, 1012.55, 1012.56, and 1012.57, or any other provision of law or rule to the contrary, each district school board shall establish the minimal qualifications for:

(c) Part-time and full-time nondegreed teachers of career programs. Qualifications must be established for nondegreed teachers of career and technical education courses for program clusters that are recognized in the state and are based primarily on successful occupational experience rather than academic training. The qualifications for such teachers must require:

1. The filing of a complete set of fingerprints in the same manner as required by s. 1012.32. Faculty employed solely to conduct postsecondary instruction may be exempted from this requirement.

2. Documentation of education and successful occupational experience, including documentation of:

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1219 a. A high school diploma or the equivalent.

1220 b. Completion of a minimum level, established by the
1221 district school board, ~~3 years~~ of full-time successful
1222 occupational experience or the equivalent of part-time
1223 experience in the teaching specialization area. The district
1224 school board may establish alternative qualifications for
1225 teachers with an industry certification in the career area in
1226 which they teach.

1227 ~~c. For full-time teachers, completion of professional~~
1228 ~~education training in teaching methods, course construction,~~
1229 ~~lesson planning and evaluation, and teaching special needs~~
1230 ~~students. This training may be completed through coursework from~~
1231 ~~an accredited or approved institution or an approved district~~
1232 ~~teacher education program, or the local school district~~
1233 ~~inservice master plan.~~

1234 ~~d.~~ Documentation of industry certification when state or
1235 national industry certifications are available and applicable.

1236 Section 25. Paragraphs (a), (b), (d), and (e) of subsection
1237 (2) of section 1012.555, Florida Statutes, are amended to read:

1238 1012.555 Teacher Apprenticeship Program.—

1239 (2)(a) An individual must meet the following minimum
1240 eligibility requirements to participate in the apprenticeship
1241 program:

1242 1. Be enrolled in or have completed ~~Have received~~ an
1243 associate degree program at ~~from~~ an accredited postsecondary
1244 institution.

1245 2. Have earned a cumulative grade point average of 2.5 in
1246 that degree program.

1247 3. Have successfully passed a background screening as

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provided in s. 1012.32.

4. Have received a temporary apprenticeship certificate as provided in s. 1012.56(7) (d).

(b) As a condition of participating in the program, an apprentice teacher must commit to spending at least the first 2 years in the classroom of a mentor teacher using team teaching strategies identified in s. 1003.03(4) (b) ~~s. 1003.03(5) (b)~~ and fulfilling the on-the-job training component of the registered apprenticeship and its associated standards.

(d) An apprentice teacher must be appointed by the district school board or work in the district as an education paraprofessional and must be paid in accordance with s. 446.032 and rules adopted by the State Board of Education.

(e) An apprentice teacher may change schools or districts after the first year of his or her apprenticeship if the receiving ~~hiring~~ school or district has agreed to fund the remaining year of the apprenticeship.

Section 26. Paragraph (g) of subsection (2), subsection (7), and paragraph (a) of subsection (8) of section 1012.56, Florida Statutes, are amended to read:

1012.56 Educator certification requirements.—

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

(g) Demonstrate mastery of general knowledge pursuant to subsection (3), if the person serves as a classroom teacher as defined in s. 1012.01(2) (a).

(7) TYPES AND TERMS OF CERTIFICATION.—

(a) The Department of Education shall issue a professional certificate for a period not to exceed 5 years to any applicant

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who fulfills one of the following:

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

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

a. Meets the applicable requirements of paragraphs (2)(a)-(h).

b. Holds a master's or higher degree in the area of science, technology, engineering, or mathematics.

c. Teaches a high school course in the subject of the advanced degree.

d. Is rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, based in part on student performance as measured by a statewide, standardized assessment or an Advanced Placement, Advanced International Certificate of Education, or International Baccalaureate examination.

e. Achieves a passing score on the Florida professional education competency examination required by state board rule.

3. Meets the applicable requirements of paragraphs (2)(a)-(h) and completes a professional learning certification program approved by the department pursuant to paragraph (8)(c) or an educator preparation institute approved by the department pursuant to s. 1004.85. An applicant who completes one of these programs and is rated highly effective as determined by his or her performance evaluation under s. 1012.34 is not required to take or achieve a passing score on the professional education competency examination in order to be awarded a professional certificate.

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(b) 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 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

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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.

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

(d) The department shall issue a temporary apprenticeship certificate to any applicant who meets the requirements of paragraphs (2)(a), (b), and (d)-(f).

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

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

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

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

(f)1. A temporary certificate is valid for 5 school fiscal years, is limited to a one-time issuance, and is nonrenewable.

2. A temporary apprenticeship certificate issued under

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paragraph (d) is valid for 5 school years, may be issued only once, and is nonrenewable.

(g) A certificateholder may request that her or his certificate be placed in an inactive status. A certificate that has been inactive may be reactivated upon application to the department. The department shall prescribe, by rule, professional learning requirements as a condition of reactivating a certificate that has been inactive for more than 1 year.

(h) A school district or a regional education consortium may issue temporary certificates, based on the requirements in paragraph (b). School districts and regional education consortia shall report the number of such certificates issued, and any additional information, to the department, based on reporting requirements adopted by the State Board of Education. Such certificates are subject to the authority of the Education Practices Commission under s. 1012.795.

At least 1 year before an individual's department-issued 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.

(8) PROFESSIONAL LEARNING CERTIFICATION PROGRAM.—

(a) The Department of Education shall develop and each school district, charter school, and charter management organization may provide a cohesive competency-based professional learning certification program by which

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instructional staff may satisfy the mastery of professional preparation and education competence requirements specified in subsection (6) and rules of the State Board of Education.

Participants must hold a state-issued temporary certificate. A school district, charter school, or charter management organization that implements the program shall provide a competency-based certification program developed by the Department of Education or developed by the district, charter school, or charter management organization and approved by the Department of Education. These entities may collaborate with other supporting agencies or educational entities for implementation. The program shall include the following:

1. A teacher mentorship and induction component.

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

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

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

(III) Must have completed training in clinical supervision and participate in ongoing mentor training provided through the coordinated system of professional learning under s. 1012.98(4);

(IV) Must have earned an effective or highly effective rating on the prior year's performance evaluation; and

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

b. The teacher mentorship and induction component must, at a minimum, provide routine opportunities for mentoring and induction activities, including ongoing professional learning as

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described in s. 1012.98 targeted to a teacher's needs, opportunities for a teacher to observe other teachers, co-teaching experiences, and reflection and follow-up ~~followup~~ discussions. Professional learning must meet the criteria established in s. 1012.98(3). Mentorship and induction activities must be provided for an applicant's first year in the program and may be provided until the applicant attains his or her professional certificate in accordance with this section.

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

a. An initial evaluation of each educator's competencies to determine an appropriate individualized professional learning plan.

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

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

a. The state academic standards provided under s. 1003.41, including scientifically researched and evidence-based reading instructional strategies grounded in the science of reading, content literacy, and mathematical practices, for each subject identified on the temporary certificate. Reading instructional strategies for foundational skills shall include phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Instructional

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strategies may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Instructional strategies may include visual information and strategies which improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading.

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

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

5. Beginning with candidates entering a program in the 2022-2023 school year, a candidate for certification in a coverage area identified pursuant to s. 1012.585(3)(g) ~~s. 1012.585(3)(f)~~ must successfully complete all competencies for a reading endorsement, including completion of the endorsement practicum.

Section 27. Paragraph (a) of subsection (2), subsection (3), and paragraph (b) of subsection (5) of section 1012.585, Florida Statutes, are amended to read:

1012.585 Process for renewal of professional certificates.—

(2)(a) All professional certificates, except a nonrenewable professional certificate, are ~~shall be~~ renewable for successive periods not to exceed 10 ~~5~~ years after the date of submission of documentation of completion of the requirements for renewal provided in subsection (3). Only one renewal may be granted during each 5-year or 10-year validity period of a professional

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certificate.

1. An applicant who is rated highly effective, pursuant to s. 1012.34, in the first 4 years of the 5-year validity period of his or her professional certificate is eligible for a professional certificate valid for 10 years. An applicant must be issued at least one 5-year professional certificate to be eligible for a 10-year professional certificate. An applicant who does not meet the requirement of this subparagraph is eligible only to renew his or her 5-year professional certificate.

2. An applicant who is rated effective or highly effective, pursuant to s. 1012.34, for the first 9 years of the 10-year validity period of his or her professional certificate is eligible to renew a professional certificate valid for 10 years. An applicant issued a 10-year professional certificate who does not meet the requirement of this subparagraph is eligible only for renewal of a professional certificate valid for 5 years.

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

(a) The applicant must:

1. Earn a minimum of 6 college credits or 120 inservice points or a combination thereof for a certificate valid for 5 years.

2. Earn a minimum of 12 college credits or 240 inservice points or a combination thereof for a professional certificate valid for 10 years. A minimum of 5 college credits or 100 inservice points or a combination thereof must be earned within the first 5 years of a professional certificate valid for 10 years.

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(b) For each area of specialization to be retained on a certificate, the applicant must earn at least 3 of the required credit hours or equivalent inservice points in the specialization area. Education in "clinical educator" training pursuant to s. 1004.04(5)(b); participation in mentorship and induction activities, including as a mentor, pursuant to s. 1012.56(8)(a); credits or points that provide training in the knowledge and skills required to support students with autism; and credits or points that provide training in the area of scientifically researched, knowledge-based reading literacy grounded in the science of reading, including explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies, and computational skills acquisition, exceptional student education, normal child development, and the disorders of development may be applied toward any specialization area. Credits or points that provide training in the areas of drug abuse, child abuse and neglect, strategies in teaching students having limited proficiency in English, or dropout prevention, or training in areas identified in the educational goals and performance standards adopted pursuant to ss. 1000.03(5) and 1008.345 may be applied toward any specialization area, except specialization areas identified by State Board of Education rule that include reading instruction or intervention for any students in kindergarten through grade 6. Each district school board shall include in its inservice master plan the ability for teachers to receive inservice points for supporting students in extracurricular career and technical education activities, such as career and technical student

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organization activities outside of regular school hours and training related to supervising students participating in a career and technical student organization. Credits or points earned through approved summer institutes may be applied toward the fulfillment of these requirements. Inservice points may also be earned by participation in professional growth components approved by the State Board of Education and specified pursuant to s. 1012.98 in the district's approved master plan for inservice educational training; however, such points may not be used to satisfy the specialization requirements of this paragraph.

(c)~~(b)~~ In lieu of college course credit or inservice points, the applicant may renew a subject area specialization by passage of a state board approved Florida-developed subject area examination or, if a Florida subject area examination has not been developed, a standardized examination specified in state board rule.

(d)~~(e)~~ If an applicant wishes to retain more than two specialization areas on the certificate, the applicant must ~~shall~~ be permitted two successive validity periods for renewal of all specialization areas, but must earn no fewer than 6 college course credit hours or the equivalent inservice points in any one validity period.

(e)~~(d)~~ The State Board of Education shall adopt rules for the expanded use of training for renewal of the professional certificate for educators who are required to complete training in teaching students of limited English proficiency or students with disabilities and training in the teaching of reading as follows:

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1567 1. A teacher who holds a professional certificate may use
1568 college credits or inservice points earned through training in
1569 teaching students of limited English proficiency or students
1570 with disabilities and training in the teaching of reading in
1571 excess of 6 semester hours during one certificate-validity
1572 period toward renewal of the professional certificate during the
1573 subsequent validity periods.

1574 2. A teacher who holds a temporary certificate may use
1575 college credits or inservice points earned through training in
1576 teaching students of limited English proficiency or students
1577 with disabilities and training in the teaching of reading toward
1578 renewal of the teacher's first professional certificate. Such
1579 training must not have been included within the degree program,
1580 and the teacher's temporary and professional certificates must
1581 be issued for consecutive school years.

1582 (f)~~(e)~~ Beginning July 1, 2014, an applicant for renewal of
1583 a professional certificate must earn a minimum of one college
1584 credit or the equivalent inservice points in the area of
1585 instruction for teaching students with disabilities. The
1586 requirement in this paragraph may not add to the total hours
1587 required by the department for continuing education or inservice
1588 training.

1589 (g)~~(f)~~ An applicant for renewal of a professional
1590 certificate in any area of certification identified by State
1591 Board of Education rule that includes reading instruction or
1592 intervention for any students in kindergarten through grade 6,
1593 with a beginning validity date of July 1, 2020, or thereafter,
1594 must earn a minimum of 2 college credits or the equivalent
1595 inservice points in evidence-based instruction and interventions

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grounded in the science of reading specifically designed for students with characteristics of dyslexia, including the use of explicit, systematic, and sequential approaches to reading instruction, developing phonological and phonemic awareness, decoding, and implementing multisensory intervention strategies. Such training must be provided by teacher preparation programs under s. 1004.04 or s. 1004.85 or approved school district professional learning systems under s. 1012.98. The requirements in this paragraph may not add to the total hours required by the department for continuing education or inservice training.

(h)~~(g)~~ An applicant for renewal of a professional certificate in educational leadership from a Level I program under s. 1012.562(2) or Level II program under s. 1012.562(3), with a beginning validity date of July 1, 2025, or thereafter, must earn a minimum of 1 college credit or 20 inservice points in Florida's educational leadership standards, as established in rule by the State Board of Education. The requirement in this paragraph may not add to the total hours required by the department for continuing education or inservice training.

(i)~~(h)~~ A teacher may earn inservice points only once during each 5-year validity period for any mandatory training topic that is not linked to student learning or professional growth.

(5) The State Board of Education shall adopt rules to allow the reinstatement of expired professional certificates. The department may reinstate an expired professional certificate if the certificateholder:

(b) Documents completion of 6 college credits during the 5 years immediately preceding reinstatement of the expired certificate, completion of 120 inservice points, or a

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combination thereof, in an area specified in paragraph (3) (b)
~~(3) (a)~~ to include the credit required under paragraph (3) (f)
~~(3) (e)~~.

The requirements of this subsection may not be satisfied by
subject area examinations or college credits completed for
issuance of the certificate that has expired.

Section 28. Section 1013.19, Florida Statutes, is amended
to read:

1013.19 Purchase, conveyance, or encumbrance of property
interests above surface of land; joint-occupancy structures.—For
the purpose of implementing jointly financed construction
project agreements, or for the construction of combined
occupancy structures, any board may purchase, own, convey, sell,
lease, or encumber airspace or any other interests in property
above the surface of the land, provided the lease of airspace
for nonpublic use is for such reasonable rent, length of term,
and conditions as the board in its discretion may determine. All
proceeds from such sale or lease shall be used by a the board of
trustees for a Florida College System institution or state
university ~~or boards~~ receiving the proceeds solely for fixed
capital outlay purposes. These purposes may include the
renovation or remodeling of existing facilities owned by the
board or the construction of new facilities; however, for a
Florida College System institution board or university board,
such new facility must be authorized by the Legislature. It is
declared that the use of such rental by the board for public
purposes in accordance with its statutory authority is a public
use. Airspace or any other interest in property held by the

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Board of Trustees of the Internal Improvement Trust Fund or the State Board of Education may not be divested or conveyed without approval of the respective board. Any building, including any building or facility component that is common to both nonpublic and educational portions thereof, constructed in airspace that is sold or leased for nonpublic use pursuant to this section is subject to all applicable state, county, and municipal regulations pertaining to land use, zoning, construction of buildings, fire protection, health, and safety to the same extent and in the same manner as such regulations would be applicable to the construction of a building for nonpublic use on the appurtenant land beneath the subject airspace. Any educational facility constructed or leased as a part of a joint-occupancy facility is subject to all rules and requirements of the respective boards or departments having jurisdiction over educational facilities. Any contract executed by a university board of trustees pursuant to this section is subject to ~~the provisions of~~ s. 1010.62.

Section 29. Section 1013.35, Florida Statutes, is amended to read:

1013.35 School district educational facilities plan; ~~definitions~~; preparation, adoption, and amendment; long-term work programs.—

(1) ~~DEFINITIONS. As used in this section, the term:~~
(a) ~~"Adopted educational facilities plan" means the comprehensive planning document that is adopted annually by the district school board as provided in subsection (2) and that contains the educational plant survey.~~

(b) ~~"District facilities work program" means the 5-year~~

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~~listing of capital outlay projects adopted by the district school board as provided in subparagraph (2)(a)2. and paragraph (2)(b) as part of the district educational facilities plan, which is required in order to:~~

~~1. Properly maintain the educational plant and ancillary facilities of the district.~~

~~2. Provide an adequate number of satisfactory student stations for the projected student enrollment of the district in K-12 programs.~~

~~(c) "Tentative educational facilities plan" means the comprehensive planning document prepared annually by the district school board and submitted to the Office of Educational Facilities and the affected general-purpose local governments.~~

~~(2) PREPARATION OF TENTATIVE DISTRICT EDUCATIONAL FACILITIES PLAN.—~~

~~(a) Annually, before prior to the adoption of the district school budget, each district school board shall prepare a tentative district educational facilities plan that includes long-range planning for facilities needs over 5-year, 10-year, and 20-year periods. The district school board shall submit the tentative facilities plan to the department The plan must be developed in coordination with the general-purpose local governments and be consistent with the local government comprehensive plans. The school board's plan for provision of new schools must meet the needs of all growing communities in the district, ranging from small rural communities to large urban cities. The plan must include:~~

~~1. Projected student populations apportioned geographically at the local level. The projections must be based on information~~

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1712 ~~produced by the demographic, revenue, and education estimating~~
1713 ~~conferences pursuant to s. 216.136, where available, as modified~~
1714 ~~by the district based on development data and agreement with the~~
1715 ~~local governments and the Office of Educational Facilities. The~~
1716 ~~projections must be apportioned geographically with assistance~~
1717 ~~from the local governments using local development trend data~~
1718 ~~and the school district student enrollment data.~~

1719 ~~2. An inventory of existing school facilities. Any~~
1720 ~~anticipated expansions or closures of existing school sites over~~
1721 ~~the 5-year, 10-year, and 20-year periods must be identified. The~~
1722 ~~inventory must include an assessment of areas proximate to~~
1723 ~~existing schools and identification of the need for improvements~~
1724 ~~to infrastructure, safety, including safe access routes, and~~
1725 ~~conditions in the community. The plan must also provide a~~
1726 ~~listing of major repairs and renovation projects anticipated~~
1727 ~~over the period of the plan.~~

1728 ~~3. Projections of facilities space needs, which may not~~
1729 ~~exceed the norm space and occupant design criteria established~~
1730 ~~in the State Requirements for Educational Facilities.~~

1731 ~~4. Information on leased, loaned, and donated space and~~
1732 ~~relocatables used for conducting the district's instructional~~
1733 ~~programs.~~

1734 ~~5. The general location of public schools proposed to be~~
1735 ~~constructed over the 5-year, 10-year, and 20-year time periods,~~
1736 ~~including a listing of the proposed schools' site acreage needs~~
1737 ~~and anticipated capacity and maps showing the general locations.~~
1738 ~~The school board's identification of general locations of future~~
1739 ~~school sites must be based on the school siting requirements of~~
1740 ~~s. 163.3177(6) (a) and policies in the comprehensive plan which~~

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~~provide guidance for appropriate locations for school sites.~~

~~6. The identification of options deemed reasonable and approved by the school board which reduce the need for additional permanent student stations. Such options may include, but need not be limited to:~~

~~a. Acceptable capacity;~~

~~b. Redistricting;~~

~~c. Busing;~~

~~d. Year-round schools;~~

~~e. Charter schools;~~

~~f. Magnet schools; and~~

~~g. Public-private partnerships.~~

~~7. The criteria and method, jointly determined by the local government and the school board, for determining the impact of proposed development to public school capacity.~~

~~(b) The plan must also include a financially feasible district facilities work program for a 5-year period. The work program must include:~~

~~1. A schedule of major repair and renovation projects necessary to maintain the educational facilities and ancillary facilities of the district.~~

~~2. A schedule of capital outlay projects necessary to ensure the availability of satisfactory student stations for the projected student enrollment in K-12 programs. This schedule shall consider:~~

~~a. The locations, capacities, and planned utilization rates of current educational facilities of the district. The capacity of existing satisfactory facilities, as reported in the Florida Inventory of School Houses must be compared to the capital~~

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outlay full-time equivalent student enrollment as determined by the department, including all enrollment used in the calculation of the distribution formula in s. 1013.64.

b. The proposed locations of planned facilities, whether those locations are consistent with the comprehensive plans of all affected local governments, and recommendations for infrastructure and other improvements to land adjacent to existing facilities. The provisions of ss. 1013.33(6), (7), and (8) and 1013.36 must be addressed for new facilities planned within the first 3 years of the work plan, as appropriate.

e. Plans for the use and location of relocatable facilities, leased facilities, and charter school facilities.

d. Plans for multitrack scheduling, grade level organization, block scheduling, or other alternatives that reduce the need for additional permanent student stations.

e. Information concerning average class size and utilization rate by grade level within the district which will result if the tentative district facilities work program is fully implemented.

f. The number and percentage of district students planned to be educated in relocatable facilities during each year of the tentative district facilities work program. For determining future needs, student capacity may not be assigned to any relocatable classroom that is scheduled for elimination or replacement with a permanent educational facility in the current year of the adopted district educational facilities plan and in the district facilities work program adopted under this section. Those relocatable classrooms clearly identified and scheduled for replacement in a school board adopted, financially feasible,

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~~5-year district facilities work program shall be counted at zero capacity at the time the work program is adopted and approved by the school board. However, if the district facilities work program is changed and the relocatable classrooms are not replaced as scheduled in the work program, the classrooms must be reentered into the system and be counted at actual capacity. Relocatable classrooms may not be perpetually added to the work program or continually extended for purposes of circumventing this section. All relocatable classrooms not identified and scheduled for replacement, including those owned, lease-purchased, or leased by the school district, must be counted at actual student capacity. The district educational facilities plan must identify the number of relocatable student stations scheduled for replacement during the 5-year survey period and the total dollar amount needed for that replacement.~~

~~g. Plans for the closure of any school, including plans for disposition of the facility or usage of facility space, and anticipated revenues.~~

~~h. Projects for which capital outlay and debt service funds accruing under s. 9(d), Art. XII of the State Constitution are to be used shall be identified separately in priority order on a project priority list within the district facilities work program.~~

~~3. The projected cost for each project identified in the district facilities work program. For proposed projects for new student stations, a schedule shall be prepared comparing the planned cost and square footage for each new student station, by elementary, middle, and high school levels, to the low, average, and high cost of facilities constructed throughout the state~~

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1828 ~~during the most recent fiscal year for which data is available~~
1829 ~~from the Department of Education.~~

1830 ~~4. A schedule of estimated capital outlay revenues from~~
1831 ~~each currently approved source which is estimated to be~~
1832 ~~available for expenditure on the projects included in the~~
1833 ~~district facilities work program.~~

1834 ~~5. A schedule indicating which projects included in the~~
1835 ~~district facilities work program will be funded from current~~
1836 ~~revenues projected in subparagraph 4.~~

1837 ~~6. A schedule of options for the generation of additional~~
1838 ~~revenues by the district for expenditure on projects identified~~
1839 ~~in the district facilities work program which are not funded~~
1840 ~~under subparagraph 5. Additional anticipated revenues may~~
1841 ~~include Classrooms First funds.~~

1842 ~~(c) To the extent available, the tentative district~~
1843 ~~educational facilities plan shall be based on information~~
1844 ~~produced by the demographic, revenue, and education estimating~~
1845 ~~conferences pursuant to s. 216.136.~~

1846 ~~(2)(d)~~ Provision must ~~shall~~ be made for public comment
1847 concerning the tentative district educational facilities plan.

1848 ~~(e) The district school board shall coordinate with each~~
1849 ~~affected local government to ensure consistency between the~~
1850 ~~tentative district educational facilities plan and the local~~
1851 ~~government comprehensive plans of the affected local governments~~
1852 ~~during the development of the tentative district educational~~
1853 ~~facilities plan.~~

1854 ~~(3)(f)~~ Not less than once every 5 years, the district
1855 school board shall have an audit conducted of the district's
1856 educational planning and construction activities. An operational

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audit conducted by the Auditor General pursuant to s. 11.45 satisfies this requirement.

~~(4)(3) SUBMITTAL OF TENTATIVE DISTRICT EDUCATIONAL FACILITIES PLAN TO LOCAL GOVERNMENT.~~ The district school board shall submit a copy of its tentative district educational facilities plan to all affected local governments before ~~prior~~ to adoption by the board. The affected local governments may ~~shall~~ review the tentative district educational facilities plan and comment to the district school board on the consistency of the plan with the local comprehensive plan, whether a comprehensive plan amendment will be necessary for any proposed educational facility, and whether the local government supports a necessary comprehensive plan amendment. If the local government does not support a comprehensive plan amendment for a proposed educational facility, the matter must ~~shall~~ be resolved pursuant to the interlocal agreement when required by ss. 163.3177(6)(h), 163.31777, and 1013.33(2). The process for the submittal and review must ~~shall~~ be detailed in the interlocal agreement when required pursuant to ss. 163.3177(6)(h), 163.31777, and 1013.33(2).

~~(5)(4) ADOPTED DISTRICT EDUCATIONAL FACILITIES PLAN.~~ Annually, the district school board shall consider and adopt the tentative district educational facilities plan ~~completed~~ pursuant to ~~subsection (2)~~. Upon giving proper notice to the public and local governments and opportunity for public comment, the district school board may amend the plan to revise the priority of projects, to add or delete projects, to reflect the impact of change orders, or to reflect the approval of new revenue sources which may become available. The district school

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board shall submit the revised plan to the department. The adopted district educational facilities plan must ~~shall~~:

(a) Be a complete, balanced, and financially feasible capital outlay financial plan for the district.

(b) Set forth the proposed commitments and planned expenditures of the district to address the educational facilities needs of its students and to adequately provide for the maintenance of the educational plant and ancillary facilities, including safe access ways from neighborhoods to schools.

~~(6) (5) EXECUTION OF ADOPTED DISTRICT EDUCATIONAL FACILITIES PLAN.~~ The first year of the adopted district educational facilities plan constitutes ~~shall constitute~~ the capital outlay budget required in s. 1013.61. ~~The adopted district educational facilities plan shall include the information required in subparagraphs (2) (b) 1., 2., and 3., based upon projects actually funded in the plan.~~

Section 30. Subsections (3) and (4) of section 1013.41, Florida Statutes, are amended to read:

1013.41 SMART schools; Classrooms First; legislative purpose.—

(3) SCHOOL DISTRICT EDUCATIONAL FACILITIES PLAN.—It is the purpose of the Legislature to create s. 1013.35, requiring each school district annually to adopt an educational facilities plan that provides an integrated long-range facilities plan, ~~including the survey of projected needs and the 5-year work program.~~ The purpose of the educational facilities plan is to keep the district school board, local governments, and the public fully informed as to whether the district is using sound

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1915 policies and practices that meet the essential needs of students
1916 and that warrant public confidence in district operations. The
1917 educational facilities plan will be monitored by the Office of
1918 Educational Facilities, which will also apply performance
1919 standards pursuant to s. 1013.04.

1920 (4) OFFICE OF EDUCATIONAL FACILITIES.—It is the purpose of
1921 the Legislature to require the Office of Educational Facilities
1922 to assist school districts in building SMART schools utilizing
1923 functional and frugal practices. The Office of Educational
1924 Facilities shall ~~must~~ review district facilities ~~work programs~~
1925 ~~and~~ projects and identify opportunities to maximize design and
1926 construction savings; ~~develop school district facilities work~~
1927 ~~program performance standards;~~ and provide for review and
1928 recommendations to the Governor, the Legislature, and the State
1929 Board of Education.

1930 Section 31. Subsection (4) of section 1013.45, Florida
1931 Statutes, is amended to read:

1932 1013.45 Educational facilities contracting and construction
1933 techniques for school districts and Florida College System
1934 institutions.—

1935 (4) Except as otherwise provided in this section and s.
1936 481.229, the services of a registered architect must be used by
1937 Florida College System institution and state university boards
1938 of trustees for the development of plans for the erection,
1939 enlargement, or alteration of any educational facility. The
1940 services of a registered architect are not required for a minor
1941 renovation project for which the construction cost is less than
1942 \$50,000 or for the placement or hookup of relocatable
1943 educational-facilities that conform to standards adopted under

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s. 1013.37. However, boards must provide compliance with building code requirements and ensure that these structures are adequately anchored for wind resistance as required by law. A ~~district school board shall reuse existing construction documents or design criteria packages if such reuse is feasible and practical. If a school district's 5-year educational facilities work plan includes the construction of two or more new schools for students in the same grade group and program, such as elementary, middle, or high school, the district school board must require that prototype design and construction be used for the construction of these schools.~~ Notwithstanding s. 287.055, a board may purchase the architectural services for the design of educational or ancillary facilities under an existing contract agreement for professional services held by a district school board in the State of Florida, provided that the purchase is to the economic advantage of the purchasing board, the services conform to the standards prescribed by rules of the State Board of Education, and such reuse is not without notice to, and permission from, the architect of record whose plans or design criteria are being reused. Plans must be reviewed for compliance with the State Requirements for Educational Facilities. Rules adopted under this section must establish uniform prequalification, selection, bidding, and negotiation procedures applicable to construction management contracts and the design-build process. This section does not supersede any small, woman-owned, or minority-owned business enterprise preference program adopted by a board. Except as otherwise provided in this section, the negotiation procedures applicable to construction management contracts and the design-build

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process must conform to the requirements of s. 287.055. A board may not modify any rules regarding construction management contracts or the design-build process.

Section 32. Section 1013.451, Florida Statutes, is repealed.

Section 33. Paragraph (e) of subsection (1) and paragraph (b) of subsection (6) of section 1013.64, Florida Statutes, are amended to read:

1013.64 Funds for comprehensive educational plant needs; construction cost maximums for school district capital projects.—Allocations from the Public Education Capital Outlay and Debt Service Trust Fund to the various boards for capital outlay projects shall be determined as follows:

(1)

(e) Remodeling projects must ~~shall~~ be based on the recommendations of a survey pursuant to s. 1013.31, or, for district school boards, as indicated by the relative need as determined by the Florida Inventory of School Houses and the capital outlay full-time equivalent enrollment in the district.

(6)

(b)1. A district school board may not use funds from the following sources: Public Education Capital Outlay and Debt Service Trust Fund; School District and Community College District Capital Outlay and Debt Service Trust Fund; Classrooms First Program funds provided in s. 1013.68; nonvoted 1.5-mill levy of ad valorem property taxes provided in s. 1011.71(2); Classrooms for Kids Program funds provided in s. 1013.735; District Effort Recognition Program funds provided in s. 1013.736; or High Growth District Capital Outlay Assistance

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Grant Program funds provided in s. 1013.738 to pay for any portion of the cost of any new construction of educational plant space with a total cost per student station, including change orders, which exceeds:

- a. \$17,952 for an elementary school;
- b. \$19,386 for a middle school; or
- c. \$25,181 for a high school,

(January 2006) as adjusted annually to reflect increases or decreases in the Consumer Price Index. The department, in conjunction with the Office of Economic and Demographic Research, shall review and adjust the cost per student station limits to reflect actual construction costs by January 1, 2020, and annually thereafter. The adjusted cost per student station shall be used by the department for computation of the statewide average costs per student station for each instructional level pursuant to paragraph (d). The department shall also collaborate with the Office of Economic and Demographic Research to select an industry-recognized construction index to replace the Consumer Price Index by January 1, 2020, adjusted annually to reflect changes in the construction index.

2. School districts shall maintain accurate documentation related to the costs of all new construction of educational plant space reported to the Department of Education pursuant to paragraph (d). The Auditor General shall review the documentation maintained by the school districts and verify compliance with the limits under this paragraph during its scheduled operational audits of the school district.

3. Except for educational facilities and sites subject to a

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lease-purchase agreement ~~entered pursuant to s. 1011.71(2)(c) or~~
funded solely through local impact fees, in addition to the
funding sources listed in subparagraph 1., a district school
board may not use funds from any sources for new construction of
educational plant space with a total cost per student station,
including change orders, which equals more than the current
adjusted amounts provided in sub-subparagraphs 1.a.-c. However,
if a contract has been executed for architectural and design
services or for construction management services before July 1,
2017, a district school board may use funds from any source for
the new construction of educational plant space and such funds
are exempt from the total cost per student station requirements.

4. A district school board must not use funds from the
Public Education Capital Outlay and Debt Service Trust Fund or
the School District and Community College District Capital
Outlay and Debt Service Trust Fund for any new construction of
an ancillary plant that exceeds 70 percent of the average cost
per square foot of new construction for all schools.

Section 34. Paragraph (e) of subsection (6) of section
163.3180, Florida Statutes, is amended to read:

163.3180 Concurrency.—

(6)

(e) A school district that includes relocatable facilities
in its inventory of student stations shall include the capacity
of such relocatable facilities ~~as provided in s.~~
~~1013.35(2)(b)2.f.~~, provided the relocatable facilities were
purchased after 1998 and the relocatable facilities meet the
standards for long-term use pursuant to s. 1013.20.

Section 35. Paragraph (a) of subsection (10) of section

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200.065, Florida Statutes, is amended to read:

200.065 Method of fixing millage.—

(10)(a) In addition to the notice required in subsection (3), a district school board shall publish a second notice of intent to levy additional taxes under s. 1011.71(2) or (3). The notice shall specify the projects or number of school buses anticipated to be funded by the additional taxes and shall be published in the size, within the time periods, adjacent to, and in substantial conformity with the advertisement required under subsection (3). The projects shall be listed in priority within each category as follows: construction and remodeling; maintenance, renovation, and repair; motor vehicle purchases; new and replacement equipment; payments for educational facilities and sites due under a lease-purchase agreement; payments for renting and leasing educational facilities and sites; payments of loans approved pursuant to ss. 1011.14 and 1011.15; payment of costs of compliance with environmental statutes and regulations; payment of premiums for property and casualty insurance necessary to insure the educational and ancillary plants of the school district; payment of costs of leasing relocatable educational facilities; and payments to private entities to offset the cost of school buses ~~pursuant to s. 1011.71(2)(i)~~. The additional notice shall be in the following form, except that if the district school board is proposing to levy the same millage under s. 1011.71(2) or (3) which it levied in the prior year, the words "continue to" shall be inserted before the word "impose" in the first sentence, and except that the second sentence of the second paragraph shall be deleted if the district is advertising pursuant to paragraph

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(3) (e) :

NOTICE OF TAX FOR SCHOOL
CAPITAL OUTLAY

The ...(name of school district)... will soon consider a measure to impose a ...(number)... mill property tax for the capital outlay projects listed herein.

This tax is in addition to the school board's proposed tax of ...(number)... mills for operating expenses and is proposed solely at the discretion of the school board. THE PROPOSED COMBINED SCHOOL BOARD TAX INCREASE FOR BOTH OPERATING EXPENSES AND CAPITAL OUTLAY IS SHOWN IN THE ADJACENT NOTICE.

The capital outlay tax will generate approximately \$...(amount)..., to be used for the following projects:

...(list of capital outlay projects)...

All concerned citizens are invited to a public hearing to be held on ...(date and time)... at ...(meeting place)....

A DECISION on the proposed CAPITAL OUTLAY TAXES will be made at this hearing.

Section 36. Paragraph (a) of subsection (5) of section 1002.68, Florida Statutes, is amended to read:

1002.68 Voluntary Prekindergarten Education Program accountability.—

(5) (a) If a public school's or private prekindergarten provider's program assessment composite score for its

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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 program year and thereafter until the public school or private prekindergarten provider meets the minimum composite score for contracting. A public school or private prekindergarten provider may request one program assessment per program year in order to requalify for participation in the Voluntary Prekindergarten Education Program, provided that the public school or private prekindergarten provider is not excluded from participation under s. 1002.55(6), s. 1002.61(10)(b), s. 1002.63(9) ~~ss.~~ ~~1002.55(6), 1002.61(10)(b), 1002.63(9)(b)~~, or paragraph (5)(b) of this section. If a public school or private prekindergarten provider would like an additional program assessment completed within the same program year, the public school or private prekindergarten provider is ~~shall be~~ responsible for the cost of the program assessment.

Section 37. Paragraph (c) of subsection (2) of section 1003.631, Florida Statutes, is amended to read:

1003.631 Schools of Excellence.—The Schools of Excellence Program is established to provide administrative flexibility to the state's top schools so that the instructional personnel and administrative staff at such schools can continue to serve their communities and increase student learning to the best of their professional ability.

(2) ADMINISTRATIVE FLEXIBILITIES.—A School of Excellence must be provided the following administrative flexibilities:

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(c) For instructional personnel, the substitution of 1 school year of employment at a School of Excellence for 20 inservice points toward the renewal of a professional certificate, up to 60 inservice points in a 5-year cycle, ~~pursuant to s. 1012.585(3).~~

Section 38. Paragraph (c) of subsection (2) and paragraph (b) of subsection (5) of section 1004.04, Florida Statutes, are amended to read:

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

(2) UNIFORM CORE CURRICULA AND CANDIDATE ASSESSMENT.—

(c) Each candidate must receive instruction and be assessed on the uniform core curricula in the candidate's area or areas of program concentration during course work and field experiences. Beginning with candidates entering a teacher preparation program in the 2022-2023 school year, a candidate for certification in a coverage area identified pursuant to s. 1012.585(3)(g) ~~s. 1012.585(3)(f)~~ must successfully complete all competencies for a reading endorsement, including completion of the endorsement practicum through the candidate's field experience under subsection (5), in order to graduate from the program.

(5) PRESERVICE FIELD EXPERIENCE.—All postsecondary instructors, school district personnel and instructional personnel, and school sites preparing instructional personnel through preservice field experience courses and internships shall meet special requirements. District school boards may pay student teachers during their internships.

(b)1. All school district personnel and instructional

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personnel who supervise or direct teacher preparation students during field experience courses or internships taking place in this state in which candidates demonstrate an impact on student learning growth must have:

- a. Evidence of "clinical educator" training;
- b. A valid professional certificate issued pursuant to s. 1012.56;
- c. At least 3 years of teaching experience in prekindergarten through grade 12;
- d. Earned an effective or highly effective rating on the prior year's performance evaluation under s. 1012.34 or be a peer evaluator under the district's evaluation system approved under s. 1012.34; and
- e. Beginning with the 2022-2023 school year, for all such personnel who supervise or direct teacher preparation students during internships in kindergarten through grade 3 or who are enrolled in a teacher preparation program for a certificate area identified pursuant to s. 1012.585(3)(g) ~~s. 1012.585(3)(f)~~, a certificate or endorsement in reading.

The State Board of Education shall approve the training requirements.

2. All instructional personnel who supervise or direct teacher preparation students during field experience courses or internships in another state, in which a candidate demonstrates his or her impact on student learning growth, through a Florida online or distance program must have received "clinical educator" training or its equivalent in that state, hold a valid professional certificate issued by the state in which the field

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experience takes place, and have at least 3 years of teaching experience in prekindergarten through grade 12.

3. All instructional personnel who supervise or direct teacher preparation students during field experience courses or internships, in which a candidate demonstrates his or her impact on student learning growth, on a United States military base in another country through a Florida online or distance program must have received "clinical educator" training or its equivalent, hold a valid professional certificate issued by the United States Department of Defense or a state or territory of the United States, and have at least 3 years teaching experience in prekindergarten through grade 12.

Section 39. Paragraph (b) of subsection (3) of section 1004.85, Florida Statutes, is amended to read:

1004.85 Postsecondary educator preparation institutes.—

(3) Educator preparation institutes approved pursuant to this section may offer competency-based certification programs specifically designed for noneducation major baccalaureate degree holders to enable program participants to meet the educator certification requirements of s. 1012.56. An educator preparation institute choosing to offer a competency-based certification program pursuant to the provisions of this section must implement a program developed by the institute and approved by the department for this purpose. Approved programs shall be available for use by other approved educator preparation institutes.

(b) Each program participant must:

1. Meet certification requirements pursuant to s. 1012.56(1) by obtaining a statement of status of eligibility in

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the certification subject area of the educational plan and meet the requirements of s. 1012.56(2)(a)-(f) before participating in field experiences.

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

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

Section 40. Paragraph (e) of subsection (2) of section 1012.552, Florida Statutes, is amended to read:

1012.552 The Coaching for Educator Readiness and Teaching (CERT) Certification Program.—

(2) PROGRAM REQUIREMENTS.—A CERT program must include all of the following:

(e) Required successful completion of all competencies for

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a reading endorsement, including completion of the endorsement practicum, for a candidate certification in a coverage area identified pursuant to s. 1012.585(3)(g) ~~s. 1012.585(3)(f)~~.

Section 41. Paragraph (b) of subsection (2) of section 1012.586, Florida Statutes, is amended to read:

1012.586 Additions or changes to certificates; duplicate certificates; reading endorsement pathways.—

(2)

(b) As part of adopting a pathway pursuant to paragraph (a), the department shall review the competencies for the reading endorsement and subject area examinations for educator certificates identified pursuant to s. 1012.585(3)(g) ~~s. 1012.585(3)(f)~~ for alignment with evidence-based instructional and intervention strategies rooted in the science of reading and identified pursuant to s. 1001.215(7) and recommend changes to the State Board of Education. Recommended changes must address identification of the characteristics of conditions such as dyslexia, implementation of evidence-based classroom instruction and interventions, including evidence-based reading instruction and interventions specifically for students with characteristics of dyslexia, and effective progress monitoring. By July 1, 2023, each school district reading endorsement add-on program must be resubmitted for approval by the department consistent with this paragraph.

Section 42. Paragraph (b) of subsection (5) of section 1012.98, Florida Statutes, is amended to read:

1012.98 School Community Professional Learning Act.—

(5) The Department of Education, school districts, schools, Florida College System institutions, and state universities

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share the responsibilities described in this section. These responsibilities include the following:

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

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

2. Be based on analyses of student achievement data and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students. Schools and districts, in developing and refining the professional learning system, shall also review and monitor school discipline data; school environment surveys; assessments of parental satisfaction; performance appraisal data of teachers, managers, and administrative personnel; and other performance indicators to identify school and student needs that can be met by improved professional performance.

3. Provide inservice activities coupled with follow-up

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2321 ~~followup~~ support appropriate to accomplish district-level and
2322 school-level improvement goals and standards. The inservice
2323 activities for instructional and school administrative personnel
2324 shall focus on analysis of student achievement data; ongoing
2325 formal and informal assessments of student achievement;
2326 identification and use of enhanced and differentiated
2327 instructional strategies that emphasize rigor, relevance, and
2328 reading in the content areas; enhancement of subject content
2329 expertise; integrated use of classroom technology that enhances
2330 teaching and learning; classroom management; parent involvement;
2331 and school safety.

2332 4. Provide inservice activities and support targeted to the
2333 individual needs of new teachers participating in the
2334 professional learning certification and education competency
2335 program under s. 1012.56(8)(a).

2336 5. Include a professional learning catalog for inservice
2337 activities, pursuant to rules of the State Board of Education,
2338 for all district employees from all fund sources. The catalog
2339 must be updated annually by September 1, must be based on input
2340 from teachers and district and school instructional leaders, and
2341 must use the latest available student achievement data and
2342 research to enhance rigor and relevance in the classroom. Each
2343 district inservice catalog must be aligned to and support the
2344 school-based inservice catalog and school improvement plans
2345 pursuant to s. 1001.42(18). Each district inservice catalog must
2346 provide a description of the training that middle grades
2347 instructional personnel and school administrators receive on the
2348 district's code of student conduct adopted pursuant to s.
2349 1006.07; integrated digital instruction and competency-based

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instruction and CAPE Digital Tool certificates and CAPE industry certifications; classroom management; student behavior and interaction; extended learning opportunities for students; and instructional leadership. District plans must be approved by the district school board annually in order to ensure compliance with subsection (1) and to allow for dissemination of research-based best practices to other districts. District school boards shall submit verification of their approval to the Commissioner of Education no later than October 1, annually. Each school principal may establish and maintain an individual professional learning plan for each instructional employee assigned to the school as a seamless component to the school improvement plans developed pursuant to s. 1001.42(18). An individual professional learning plan must be related to specific performance data for the students to whom the teacher is assigned, define the inservice objectives and specific measurable improvements expected in student performance as a result of the inservice activity, and include an evaluation component that determines the effectiveness of the professional learning plan.

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

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

8. Provide for delivery of professional learning by distance learning and other technology-based delivery systems to

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reach more educators at lower costs.

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

10. For all grades, emphasize:

a. Interdisciplinary planning, collaboration, and instruction.

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

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

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

11. Provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other

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data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Such training for teaching foundational skills must be based on the science of reading and include phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Instructional strategies included in the training may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such instructional strategies may include visual information and strategies which improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading. Each district shall ~~must~~ provide all elementary grades instructional personnel access to training sufficient to meet the requirements of s. 1012.585(3)(g) ~~s. 1012.585(3)(f)~~.

Section 43. Subsection (3) of section 1013.62, Florida Statutes, is amended to read:

1013.62 Charter schools capital outlay funding.—

(3) If the school board levies the discretionary millage authorized in s. 1011.71(2), the department must ~~shall~~ use the following calculation methodology to determine the amount of revenue that a school district must distribute to each eligible charter school:

(a) Reduce the total discretionary millage revenue by the

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school district's annual debt service obligation incurred as of March 1, 2017, which has not been subsequently retired, and any amount of participation requirement pursuant to s. 1013.64(2)(a)8. that is being satisfied by revenues raised by the discretionary millage.

(b) Divide the school district's adjusted discretionary millage revenue by the district's total capital outlay full-time equivalent membership and the total number of full-time equivalent students of each eligible charter school to determine a capital outlay allocation per full-time equivalent student.

(c) Multiply the capital outlay allocation per full-time equivalent student by the total number of full-time equivalent students of each eligible charter school to determine the capital outlay allocation for each charter school.

(d) If applicable, reduce the capital outlay allocation identified in paragraph (c) by the total amount of state funds allocated to each eligible charter school in subsection (2) to determine the maximum calculated capital outlay allocation. The amount of funds a school district must distribute to charter schools shall be as follows:

1. For fiscal year 2023-2024, the amount is 20 percent of the amount calculated under this paragraph.

2. For fiscal year 2024-2025, the amount is 40 percent of the amount calculated under this paragraph.

3. For fiscal year 2025-2026, the amount is 60 percent of the amount calculated under this paragraph.

4. For fiscal year 2026-2027, the amount is 80 percent of the amount calculated under this paragraph.

5. For fiscal year 2027-2028, and each fiscal year

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thereafter, the amount is 100 percent of the amount calculated under this paragraph.

(e) School districts shall distribute capital outlay funds to eligible charter schools no later than February 1 of each year, as required by this subsection, based on the amount of funds received by the district school board. School districts shall distribute any remaining capital outlay funds, as required by this subsection, upon the receipt of such funds until the total amount calculated pursuant to this subsection is distributed.

By October 1 of each year, each school district shall certify to the department the amount of debt service and participation requirement that complies with the requirement of paragraph (a) and can be reduced from the total discretionary millage revenue. The Auditor General shall verify compliance with the requirements of paragraph (a) ~~and s. 1011.71(2)(e)~~ during scheduled operational audits of school districts.

Section 44. This act shall take effect July 1, 2026.