

By the Committee on Education Pre-K - 12

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A bill to be entitled

An act relating to education; amending s. 1001.42, F.S.; removing certain schools from specified contract restrictions; revising the conditions considered an educational emergency; amending s. 1002.20, F.S.; authorizing a student to carry a United States Food and Drug Administration (FDA)-approved epinephrine delivery device, rather than an epinephrine auto-injector; requiring the State Board of Education to adopt rules for the use of an FDA-approved epinephrine delivery device, rather than an epinephrine auto-injector; making conforming changes; amending s. 1002.33, F.S.; providing additional criteria for award of a 15-year charter; providing that students may not be dismissed from certain charter schools based on academic performance; amending s. 1002.42, F.S.; authorizing a private school to purchase a supply of FDA-approved epinephrine delivery devices, rather than epinephrine auto-injectors; making conforming changes; amending s. 1002.68, F.S.; deleting provisions relating to the calculation of a kindergarten readiness rate; revising the period of time for which a public or private prekindergarten provider is prohibited from participating in the Voluntary Prekindergarten Education Program for a failing program assessment composite score; amending s. 1002.945, F.S.; requiring the Department of Children and Families to make a specified determination for child care providers; deleting an exception; amending

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s. 1003.42, F.S.; revising required instruction on the principles of agriculture; requiring the Department of Education to collaborate with specified entities to develop associated standards and a curriculum; authorizing the department to contract with certain agricultural education organizations for specified purposes; amending s. 1003.4282, F.S.; providing requirements for mathematics pathways established by a certain workgroup; requiring that certain courses for the mathematics pathways be identified by specified dates; requiring the workgroup to submit identified mathematics pathways to the Governor and the Legislature; creating s. 1003.4936, F.S.; providing legislative findings; requiring the Department of Education to develop applied algebra courses; providing requirements for the applied algebra courses; requiring the department to develop the courses on specified timelines; authorizing school districts to satisfy certain graduation requirements with an applied algebra course; requiring the department to collaborate with the Board of Governors of the State University System to ensure the courses are accepted as mathematics credits for state university admissions; requiring the department to provide certain implementation support; amending s. 1004.85, F.S.; authorizing an educator preparation institute to allow certain program participants to enroll in introductory coursework; amending s. 1004.933, F.S.; revising the definition of the term

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"institution"; deleting the age limit for enrollment in the Graduation Alternative to Traditional Education Program; clarifying that students are not required to enroll in adult secondary and career education program coursework simultaneously; amending s. 1006.07, F.S.; deleting provisions relating to the use of temporary door locks; amending s. 1006.39, F.S.; requiring that materials and products developed by or under the direction of the department be made available for use by school districts; authorizing school districts to purchase instructional materials developed by or under the direction of the department; amending s. 1007.2616, F.S.; requiring the State Board of Education to establish separate computer science subject area coverages for grades K-5 and 6-12 and to continue the comprehensive K-12 coverage; requiring the Department of Education to present recommended competencies for certain coverages to the board by a specified date; requiring the department to coordinate examinations by a specified date; amending s. 1008.25, F.S.; requiring certain resources for specified students to include information about the New Worlds Reading Initiative; specifying requirements for a school district if a screening identifies a student as exhibiting characteristics of dyslexia or dyscalculia; revising the score threshold for a Voluntary Prekindergarten Education Program student's performance on coordinated screening and progress monitoring for the student to receive specified

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instructional support; providing circumstances under which a student is required to undergo further screening for dyslexia or dyscalculia; requiring the State Board of Education to adopt rules; conforming a cross-reference; amending s. 1008.2125, F.S.; conforming a cross-reference; amending s. 1011.69, F.S.; revising a category of funding which a school district is authorized to withhold; requiring the department to collaborate with the Lastinger Center for Learning to make specified recommendations relating to artificial intelligence in learning to the Governor and the Legislature by a specified date; providing requirements for the recommendations; providing an effective date.

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

Section 1. Subsection (21) of section 1001.42, Florida Statutes, is amended to read:

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

(21) EDUCATIONAL EMERGENCY.— To free schools that have with a school grade of "D" or "F" or are persistently low-performing schools as described in s. 1002.333 from contract restrictions that limit the school district's ~~school's~~ ability to implement programs and strategies needed to improve student performance, a district school board may adopt salary incentives or other strategies that address the selection, placement, compensation,

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and expectations of instructional personnel and provide principals with the autonomy described in s. 1012.28(8). For purposes of this subsection, an educational emergency exists in a school district if one or more schools in the district have a school grade of "D" or "F" or are persistently low-performing schools as described in s. 1002.333. ~~"F."~~ Notwithstanding chapter 447, relating to collective bargaining, a district school board may:

(a) Provide salary incentives that differentiate based on a teacher's certification, subject area taught, or grade level taught. Such incentives are not subject to collective bargaining requirements.

(b) Notwithstanding s. 1012.2315, relating to assignment of teachers, adopt strategies to assign high-quality teachers more equitably across schools in the district to low-performing schools as a management right. Such strategies are not subject to collective bargaining requirements.

Section 2. Paragraph (i) of subsection (3) 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 rights including, but not limited to, the following:

(3) HEALTH ISSUES.—

(i) *Epinephrine use and supply.*—

1. A student who has experienced or is at risk for life-threatening allergic reactions may carry a United States Food

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and Drug Administration (FDA)-approved ~~an~~ epinephrine delivery device ~~auto-injector~~ and self-administer epinephrine by FDA-approved delivery device ~~auto-injector~~ while in school, participating in school-sponsored activities, or in transit to or from school or school-sponsored activities if the school has been provided with parental and physician authorization. The State Board of Education, in cooperation with the Department of Health, shall adopt rules for such use of FDA-approved epinephrine delivery devices which must ~~auto-injectors~~ that ~~shall~~ include provisions to protect the safety of all students from the misuse or abuse of such delivery devices ~~auto-injectors~~. A school district, county health department, public-private partner, and their employees and volunteers shall be indemnified by the parent of a student authorized to carry an FDA-approved epinephrine delivery device ~~auto-injector~~ for any and all liability with respect to the student's use of an FDA-approved epinephrine delivery device ~~auto-injector~~ pursuant to this paragraph.

2. A public school may purchase a supply of FDA-approved epinephrine delivery devices ~~auto-injectors~~ from a wholesale distributor as defined in s. 499.003 or may enter into an arrangement with a wholesale distributor or manufacturer as defined in s. 499.003 for the FDA-approved epinephrine delivery devices ~~auto-injectors~~ at fair-market, free, or reduced prices for use in the event a student has an anaphylactic reaction. The FDA-approved epinephrine delivery devices ~~auto-injectors~~ must be maintained in a secure location on the public school's premises. The participating school district shall adopt a protocol developed by a licensed physician for the administration by

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175 school personnel who are trained to recognize an anaphylactic
176 reaction and to administer ~~an~~ epinephrine by an FDA-approved
177 delivery device ~~auto-injection~~. The supply of FDA-approved
178 epinephrine delivery devices ~~auto-injectors~~ may be provided to
179 and used by a student authorized to self-administer epinephrine
180 by FDA-approved delivery device ~~auto-injector~~ under subparagraph
181 1. or trained school personnel.

182 3. The school district and its employees, agents, and the
183 physician who provides the standing protocol for school FDA-
184 approved epinephrine delivery devices ~~auto-injectors~~ are not
185 liable for any injury arising from the use of such an
186 epinephrine delivery device ~~auto-injector~~ administered by
187 trained school personnel who follow the adopted protocol and
188 whose professional opinion is that the student is having an
189 anaphylactic reaction:

190 a. Unless the trained school personnel's action is willful
191 and wanton;

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

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

200 Section 3. Paragraph (c) of subsection (7) and paragraph
201 (e) of subsection (10) of section 1002.33, Florida Statutes, are
202 amended to read:

203 1002.33 Charter schools.—

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

(c)1. A charter may be renewed provided that a program review demonstrates that the criteria in paragraph (a) have been successfully accomplished and that none of the grounds for nonrenewal established by paragraph (8)(a) have been expressly found. The charter of a charter school that meets these requirements and has received a school grade lower than a "B" pursuant to s. 1008.34 in the most recently graded school year must be renewed for no less than a 5-year term except as provided in paragraph (9)(n). In order to facilitate long-term financing for charter school construction, charter schools operating for a minimum of 3 years and demonstrating exemplary

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academic programming, which may include academic performance measured by school improvement ratings, and fiscal management are eligible for a 15-year charter renewal. Such long-term charter is subject to annual review and may be terminated during the term of the charter.

2. The 15-year charter renewal that may be granted pursuant to subparagraph 1. must be granted to a charter school that has received a school grade of "A" or "B" pursuant to s. 1008.34 in the most recently graded school year and that is not in a state of financial emergency or deficit position as defined by this section. Such long-term charter is subject to annual review and may be terminated during the term of the charter pursuant to subsection (8).

(10) ELIGIBLE STUDENTS.—

(e) A charter school may limit the enrollment process only to target the following student populations:

1. Students within specific age groups or grade levels.

2. Students considered at risk of dropping out of school or academic failure. Such students shall include exceptional education students.

3. Students enrolling in a charter school-in-the-workplace or charter school-in-a-municipality established pursuant to subsection (15).

4. Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8. or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or

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within the racial/ethnic range of other nearby public schools.

5. Students who meet reasonable academic, artistic, or other eligibility standards established by the charter school and included in the charter school application and charter or, in the case of existing charter schools, standards that are consistent with the school's mission and purpose. Such standards shall be in accordance with current state law and practice in public schools and may not discriminate against otherwise qualified individuals. A school that limits enrollment for such purposes must place a student on a progress monitoring plan for at least one semester before dismissing such student from the school. A student may not be dismissed based on academic performance while a school is implementing a school improvement plan pursuant to paragraph (9) (n) or corrective action plan pursuant to s. 1002.345.

6. Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools that has been approved by the sponsor.

7. Students living in a development, or students whose parent or legal guardian maintains a physical or permanent employment presence within the development, in which a developer, including any affiliated business entity or charitable foundation, contributes to the formation, acquisition, construction, or operation of one or more charter schools or charter school facilities and related property in an amount equal to or having a total appraised value of at least \$5 million to be used as charter schools to mitigate the educational impact created by the development of new residential dwelling units. Students living in the development are entitled

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to 50 percent of the student stations in the charter schools. The students who are eligible for enrollment are subject to a random lottery, the racial/ethnic balance provisions, or any federal provisions, as described in subparagraph 4. The remainder of the student stations must be filled in accordance with subparagraph 4.

8. Students whose parent or legal guardian is employed within a reasonable distance of the charter school, as described in paragraph (20)(c). The students who are eligible for enrollment are subject to a random lottery.

Section 4. Subsection (17) of section 1002.42, Florida Statutes, is amended to read:

1002.42 Private schools.—

(17) EPINEPHRINE SUPPLY.—

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

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epinephrine delivery devices ~~auto-injectors~~ may be provided to and used by a student authorized to self-administer epinephrine by an FDA-approved delivery device ~~auto-injector~~ under s. 1002.20(3)(i) or trained school personnel.

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

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

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

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

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

1002.68 Voluntary Prekindergarten Education Program accountability.—

~~(3)(a) For the 2020-2021 program year, the department shall calculate a kindergarten readiness rate for each private~~

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

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

~~(3)-(4)~~

(e) Subject to an appropriation, the department shall

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

(4) (a) ~~(5) (a)~~ If a public school's or private prekindergarten provider's program assessment composite score for its prekindergarten classrooms fails to meet the minimum program assessment composite score for contracting adopted in rule by the department, the private prekindergarten provider or public school may not participate in the Voluntary Prekindergarten Education Program beginning in the consecutive 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 ss. 1002.55(6), 1002.61(10)(b), 1002.63(9)(b), or paragraph (b) ~~(5) (b)~~ of this section. If a public school or

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private prekindergarten provider would like an additional program assessment completed within the same program year, the public school or private prekindergarten provider shall be responsible for the cost of the program assessment.

(5) ~~(6)~~

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

Section 6. Paragraphs (a) and (d) of subsection (4) of section 1002.945, Florida Statutes, are amended to read:

1002.945 Gold Seal Quality Care Program.—

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

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

~~(d) Notwithstanding paragraph (a), if the Department of~~

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~~Education determines through a formal process that a provider has been in business for at least 5 years and has no other class I violations recorded, the department may recommend to the state board that the provider maintain its Gold Seal Quality Care status. The state board's determination regarding such provider's status is final.~~

Section 7. Paragraph (j) of subsection (2) of section 1003.42, Florida Statutes, is amended to read:

1003.42 Required instruction.—

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

(j) The elementary principles of agriculture. This component must include, but need not be limited to, the history of agriculture both nationally and specifically to this state, the economic and societal impact of agriculture, and the various agricultural industry sectors. The department, in collaboration with the Department of Agriculture and Consumer Services and the University of Florida's Institute of Food and Agricultural Sciences, shall prepare and offer standards and a curriculum for the instruction required by this paragraph and may seek input from state or nationally recognized agricultural educational organizations. The department may contract with state or nationally recognized agricultural educational organizations to develop training for instructional personnel and grade-

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appropriate classroom resources to support the developed
curriculum.

The State Board of Education is encouraged to adopt standards and pursue assessment of the requirements of this subsection. Instructional programming that incorporates the values of the recipients of the Congressional Medal of Honor and that is offered as part of a social studies, English Language Arts, or other schoolwide character building and veteran awareness initiative meets the requirements of paragraph (u).

Section 8. Subsection (10) of section 1003.4282, Florida Statutes, is amended to read:

1003.4282 Requirements for a standard high school diploma.—

(10) CAREER AND TECHNICAL EDUCATION CREDIT.—The Department of Education shall convene a workgroup, ~~no later than December 1, 2024,~~ to:

(a) Identify best practices in career and technical education pathways from middle school to high school to aid middle school students in career planning and facilitate their transition to high school programs. The career pathway must be linked to postsecondary programs.

(b) Establish three mathematics pathways for students enrolled in secondary grades by aligning mathematics courses to programs, postsecondary education, and careers. The workgroup shall collaborate to identify the three mathematics pathways and the mathematics course sequence within each pathway which align to the mathematics skills needed for success in the corresponding academic programs, postsecondary education, and careers.

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494 1. The mathematics pathways must incorporate the applied
495 algebra courses established under s. 1003.4936 which align the
496 Florida Standards for Algebra I with the career and technical
497 education standards and benchmarks for each designated career
498 cluster.

499 2. Each mathematics pathway must include at least one
500 course sequence beginning with an applied algebra course aligned
501 to a specific career cluster. The workgroup shall identify
502 additional mathematics courses that follow each applied algebra
503 course and build on the algebraic reasoning, modeling, and
504 quantitative skills introduced through industry-relevant
505 applications. The mathematics pathways may include a plan to
506 create new mathematics courses to complete a pathway.

507 3. Each mathematics pathway must offer flexibility and the
508 ability to move between pathways if necessary.

509 4. Mathematics pathways must create clear links between
510 precollege mathematics and college-level mathematics pathways,
511 and support student progression into postsecondary academic
512 programs, state college career and technical education programs,
513 career center programs, industry certification programs, and
514 high-skill, high-wage occupations.

515 5. The mathematics pathways that incorporate applied
516 algebra courses created under s. 1003.4936(3)(a)1. must be
517 identified no later than September 1, 2027. The mathematics
518 pathways that incorporate applied algebra courses created under
519 s. 1003.4936(3)(a)2. must be identified no later than September
520 1, 2028. The workgroup shall submit the identified mathematics
521 pathways to the Governor, the President of the Senate, and the
522 Speaker of the House of Representatives.

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523 Section 9. Section 1003.4936, Florida Statutes, is created
524 to read:

525 1003.4936 Applied algebra for career and technical
526 education.—

527 (1) The Legislature finds that algebra is an important step
528 in a student's mathematics pathway. Algebra is a prerequisite
529 for higher level mathematics courses, and success in algebra is
530 strongly connected with later mathematics success. Establishing
531 an applied algebra course that integrates career and technical
532 education standards equips students with mathematical skills
533 directly connected to real industry practices and increases the
534 relevance of algebra instruction. By contextualizing algebraic
535 concepts within authentic occupational problems, such applied
536 algebra courses improve student engagement, strengthen
537 understanding of core math standards, and better prepare
538 students for high-skill, high-wage careers. Such a course will
539 enable students to pass the Algebra I end-of-course assessment
540 and develop practical skills that support success in Florida's
541 workforce and postsecondary pathways.

542 (2) The Department of Education shall develop an applied
543 algebra course for each of the established career and technical
544 education career clusters. Each applied algebra course must:

545 (a) Integrate the career and technical education program
546 standards and benchmarks for the relevant career cluster with
547 the Florida Standards for Algebra I.

548 (b) Provide students with rigorous, career-relevant
549 mathematical applications that demonstrate the use of algebraic
550 concepts in authentic industry problems, processes, or settings.

551 (c) Prepare students to take the statewide, standardized

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Algebra I end-of-course assessment required under s. 1008.22.

(d) Meet all requirements for a mathematics credit required for high school graduation under s. 1003.4282(3)(b) or for middle grades promotion pursuant to s. 1003.4156(1)(b).

(3)(a) The department shall develop the courses on the following timelines:

1. Applied algebra courses in the following career clusters must be developed and available for school district adoption in the 2027-2028 school year:

a. Agriculture, food, and natural resources.

b. Architecture and construction.

c. Business management and administration.

d. Energy.

e. Engineering and technology education.

f. Finance.

g. Health science.

h. Information technology.

i. Manufacturing.

j. Transportation and distribution logistics.

2. Applied algebra courses in the following career clusters must be developed and available for district adoption in the 2028-2029 school year:

a. Arts, audio-visual technology, and communications.

b. Education and training.

c. Government and public administration.

d. Hospitality and tourism.

e. Human services.

f. Law, public safety, and security.

g. Marketing, sales, and service.

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581 (b) In grades 6 through 12, school districts may offer one
582 or more applied algebra courses in lieu of Algebra I, and
583 successful completion of the course will satisfy the Algebra I
584 credit requirement for high school graduation or middle grades
585 promotion.

586 (c) The department shall collaborate with the Board of
587 Governors of the State University System to ensure that each
588 applied algebra course is accepted as a mathematics credit for
589 state university admissions.

590 (d) The department shall provide professional development,
591 instructional resources, and technical assistance to support
592 school district implementation.

593 Section 10. Paragraph (b) of subsection (3) of section
594 1004.85, Florida Statutes, is amended to read:

595 1004.85 Postsecondary educator preparation institutes.—

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

607 (b) Each program participant must:

608 1. Meet certification requirements pursuant to s.
609 1012.56(1) by obtaining a statement of status of eligibility

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determining the participant is eligible for a certificate in the certification subject area of the educational plan. An educator preparation institute may allow a program participant to enroll in and complete coursework while the participant is working to obtain the statement of status of eligibility indicating eligibility for a certificate in the certification subject area of the educational plan.

2. ~~and~~ Meet the requirements of s. 1012.56(2)(a)-(f) before participating in field experiences.

3.2. ~~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)(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.~~

4.3. ~~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 11. Paragraph (b) of subsection (3) and paragraph (b) of subsection (4) of section 1004.933, Florida Statutes, are

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amended to read:

1004.933 Graduation Alternative to Traditional Education
(GATE) Program.—

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

(b) “Institution” means any ~~a~~ school district career center established under s. 1001.44, a charter technical career center established under s. 1002.34, or a Florida College System institution identified in s. 1000.21. Any such institution may enter into an agreement with an online provider for the adult education or career instruction portion of the program if such provider offers instructional content and services that align with the state career and adult education curriculum frameworks.

(4) PAYMENT WAIVER; ELIGIBILITY.—

(b) To be eligible for participation in the GATE Program, a student must:

1. Not have earned a standard high school diploma pursuant to s. 1003.4282 or a high school equivalency diploma pursuant to s. 1003.435 before enrolling in the GATE Program;

2. Have been withdrawn from high school;

3. Be a resident of this state as defined in s. 1009.21(1);

4. Be at least 16 ~~to 21~~ years of age at the time of initial enrollment, provided that a student who is 16 or 17 years of age has withdrawn from school enrollment pursuant to the requirements and safeguards in s. 1003.21(1)(c);

5. Select the adult secondary education program and career education program of his or her choice at the time of admission to the GATE Program, provided that the career education program is included on the Master Credentials List under s. 445.004(4).
The student is not required to enroll in adult secondary and

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668 career education program coursework simultaneously. The student
669 may not change the requested pathway after enrollment, except
670 that, if necessary for the student, the student may enroll in an
671 adult basic education program prior to enrolling in the adult
672 secondary education program;

673 6. Maintain a 2.0 GPA for career and technical education
674 coursework; and

675 7. Notwithstanding s. 1003.435(4), complete the programs
676 under subparagraph 5. within 3 years after his or her initial
677 enrollment unless the institution determines that an extension
678 is warranted due to extenuating circumstances.

679 Section 12. Paragraph (f) of subsection (6) of section
680 1006.07, Florida Statutes, is amended to read:

681 1006.07 District school board duties relating to student
682 discipline and school safety.—The district school board shall
683 provide for the proper accounting for all students, for the
684 attendance and control of students at school, and for proper
685 attention to health, safety, and other matters relating to the
686 welfare of students, including:

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

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

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

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

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

709 c. Another closed and locked gate or access point separates
710 the open or unlocked gate from areas occupied by students; or

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

718
719 This subparagraph does not apply to the nonexclusive zone of a
720 school campus. The term "nonexclusive zone" means the area
721 outside of the exclusive zone but contained on school property.
722 Nonexclusive zones may include, but are not limited to, such
723 spaces as parking lots, athletic fields and stadiums, mechanical
724 buildings, playgrounds, bus ramps, agricultural spaces, and
725 other areas that do not give direct, unimpeded access to the

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exclusive zone.

2.a. All school classrooms and other instructional spaces must be locked to prevent ingress when occupied by students, except between class periods when students are moving between classrooms or other instructional spaces. If a classroom or other instructional space door must be left unlocked or open for any reason other than between class periods when students are moving between classrooms or other instructional spaces, the door must be actively staffed by a person standing or seated at the door. ~~All school classrooms and other instructional spaces with a permanently installed door lock may also use temporary door locks during an active assailant incident. The temporary door lock must be able to be engaged or removed without opening the door; must be easily removed in a single operation from the egress side of the door without the use of a key and from the ingress side of the door with the use of a key or other credential; may be installed at any height; must otherwise be in compliance with the Florida Fire Prevention Code; and must be integrated into the active assailant response plan.~~

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

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measures at the school that prevent egress from the instructional space to hallways or other classrooms or instructional spaces.

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

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

a. A person is actively entering or exiting the door, gate, or other access point;

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

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

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

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personnel.

4. All school classrooms and other instructional spaces must clearly and conspicuously mark the safest areas in each classroom or other instructional space where students must shelter in place during an emergency. Students must be notified of these safe areas within the first 10 days of the school year. If it is not feasible to clearly and conspicuously mark the safest areas in a classroom or other instructional space, the school safety specialist, or his or her designee, must document such determination in the Florida Safe Schools Assessment Tool portal maintained by the Office of Safe Schools, identifying where affected students must shelter in place. The office shall assist the school safety specialist with compliance during the inspection required under s. 1001.212(13).

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

Section 13. Subsections (1) and (5) of section 1006.39, Florida Statutes, are amended to read:

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

(1) Educational materials and products developed by or under the direction of the department, through research and

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development or other efforts, including those subject to copyright, patent, or trademark, shall be made available for use by school districts, teachers, students, administrators, and other appropriate persons in the state system of education at the earliest practicable date and in the most economical and efficient manner possible.

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

Section 14. Present subsection (8) of section 1007.2616, Florida Statutes, is redesignated as subsection (9), and a new subsection (8) is added to that section, to read:

1007.2616 Computer science and technology instruction.—

(8) (a) To align educator credentials with instructional practice across grade levels, the State Board of Education shall establish by rule or maintain the following computer science subject area coverages:

1. Computer science (grades K-5);
2. Computer science (grades 6-12); and
3. Computer science (K-12).

(b) For the coverages in paragraph (a), the State Board of Education shall adopt competencies and skills and designate corresponding examinations by rule. The comprehensive computer

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science (K-12) coverage and its examination shall remain
available unless amended by rule of the state board.

(c)1. The Department of Education shall present recommended
competencies and skills for the grades K-5 and grades 6-12
coverages to the State Board of Education for approval by
September 1, 2026.

2. Following approval under subparagraph 1., the department
shall coordinate development, piloting, and standard-setting for
the examinations. The examinations for both grade-band coverages
must be available for administration no later than January 1,
2028.

Section 15. Paragraph (c) of subsection (4), paragraphs (b)
and (d) of subsection (5), and paragraph (a) of subsection (9)
of section 1008.25, Florida Statutes, are amended, and paragraph
(d) is added to subsection (4) of that section, to read:

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

(4) ASSESSMENT AND SUPPORT.—

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

1. The student's specific, identified reading or

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871 mathematics skill deficiency.

872 2. Goals and benchmarks for student growth in reading or
873 mathematics.

874 3. A description of the specific measures that will be used
875 to evaluate and monitor the student's reading or mathematics
876 progress.

877 4. For a substantial reading deficiency, the specific
878 evidence-based literacy instruction grounded in the science of
879 reading which the student will receive.

880 5. Strategies, resources, and materials that will be
881 provided to the student's parent to support the student to make
882 reading or mathematics progress. Resources must include
883 information about the student's eligibility for the New Worlds
884 Reading Initiative under s. 1003.485.

885 6. Any additional services the student's teacher deems
886 available and appropriate to accelerate the student's reading or
887 mathematics skill development.

888 (d) If the coordinated screening and progress monitoring
889 system under subsection (9), or any district-approved screening
890 instrument, identifies a student as exhibiting characteristics
891 of dyslexia or dyscalculia, the school district shall:

892 1. Ensure that the student is covered by a plan under
893 paragraph (b) which includes evidence-based interventions that
894 are specific to the identified characteristics of dyslexia or
895 dyscalculia and that are aligned, as appropriate, with the
896 interventions required under subsections (5) and (6).

897 2. Treat the screening result as reasonable suspicion that
898 the student may be a student with a disability for purposes of
899 s. 1003.57 and promptly seek parental consent to conduct an

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initial evaluation consistent with state board rule and
applicable federal law.

3. Ensure that screening activities and intervention
procedures, including interventions required under this
subsection and subsections (5) and (6), occur concurrently with
the evaluation process and are not used to delay or deny an
appropriate evaluation.

(5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

(b) A Voluntary Prekindergarten Education Program student who exhibits a substantial deficiency in early literacy skills based upon the results of the administration of the midyear or final coordinated screening and progress monitoring under subsection (9) shall be referred to the local school district and may be eligible to receive instruction in early literacy skills before participating in kindergarten. A Voluntary Prekindergarten Education Program student who scores below the 25th ~~10th~~ percentile on the final administration of the coordinated screening and progress monitoring under subsection (9) shall be referred to the local school district and is eligible to receive early literacy skill instructional support through a summer bridge program the summer before participating in kindergarten. The summer bridge program must meet requirements adopted by the department and shall consist of 4 hours of instruction per day for a minimum of 100 total hours. A student with an individual education plan who has been retained pursuant to paragraph (2) (g) and has demonstrated a substantial deficiency in early literacy skills must receive instruction in early literacy skills.

(d) The parent of any student who exhibits a substantial

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deficiency in reading, as described in paragraph (a), must be immediately notified in writing of the following:

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

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

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

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

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

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

7. The district's specific criteria and policies for a

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

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

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

After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports and the student's eligibility for the New Worlds Reading Initiative under s. 1003.485. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement. Upon the request of the parent, the teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions or supports, and earlier implementation of the

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additional interventions or supports described in the initial notification.

(9) COORDINATED SCREENING AND PROGRESS MONITORING SYSTEM.—

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

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

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

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

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1016 in the system meets thresholds established by State Board of
1017 Education rule in circumstances in which the system is not
1018 capable of identifying characteristics of dyslexia or
1019 dyscalculia must undergo further screening. The further
1020 screening required under this subparagraph is used to refine
1021 instructional planning and parental communication and is not a
1022 prerequisite for the interventions or evaluation obligations
1023 described in subsection (4). The State Board of Education shall
1024 adopt rules establishing timelines, performance thresholds, and
1025 parental notification requirements for further screening under
1026 this subparagraph. Screening activities under this subsection
1027 shall occur concurrently with the interventions and evaluation
1028 obligations described in subsection (4) and may not be used to
1029 delay or deny an appropriate evaluation. Beginning with the
1030 2023-2024 school year, the coordinated screening and progress
1031 monitoring system must be computer-adaptive.

1032 4. Provide data for Voluntary Prekindergarten Education
1033 Program accountability as required under s. 1002.68.

1034 5. Provide Voluntary Prekindergarten Education Program
1035 providers, school districts, schools, teachers, and parents with
1036 data and resources that enhance differentiated instruction and
1037 parent communication.

1038 6. Provide baseline data to the department of each
1039 student's readiness for kindergarten. The determination of
1040 kindergarten readiness must be based on the results of each
1041 student's initial progress monitoring assessment in
1042 kindergarten. The methodology for determining a student's
1043 readiness for kindergarten must be developed by the department
1044 and aligned to the methodology adopted pursuant to s. 1002.68(3)

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1045 ~~s. 1002.68(4).~~

1046 7. Assess how well educational goals and curricular
1047 standards are met at the provider, school, district, and state
1048 levels and provide information to the department to aid in the
1049 development of educational programs, policies, and supports for
1050 providers, districts, and schools.

1051 Section 16. Paragraph (a) of subsection (1) of section
1052 1008.2125, Florida Statutes, is amended to read:

1053 1008.2125 The Council for Early Grade Success.—

1054 (1) The Council for Early Grade Success, a council as
1055 defined in s. 20.03(7), is created within the Department of
1056 Education to oversee the coordinated screening and progress
1057 monitoring program under s. 1008.25(9) for students in the
1058 Voluntary Prekindergarten Education Program through grade 3 and,
1059 except as otherwise provided in this section, shall operate
1060 consistent with s. 20.052.

1061 (a) The council shall be responsible for reviewing the
1062 implementation of, training for, and outcomes from the
1063 coordinated screening and progress monitoring program to provide
1064 recommendations to the department that support grade 3 students
1065 reading at or above grade level. The council, at a minimum,
1066 shall:

1067 1. Provide recommendations on the implementation of the
1068 coordinated screening and progress monitoring program, including
1069 reviewing any procurement solicitation documents and criteria
1070 before being published.

1071 2. Develop training plans and timelines for such training.

1072 3. Identify appropriate personnel, processes, and
1073 procedures required for the administration of the coordinated

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screening and progress monitoring program.

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

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

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

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

Section 17. Paragraph (a) of subsection (4) of section 1011.69, Florida Statutes, is amended 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 schools above the 50 percent threshold as permitted by federal law, school districts shall provide any remaining Title I, Part A, Basic funds directly to all eligible schools as provided in this subsection. For purposes of this subsection, an eligible school is a school that is eligible to receive Title I funds, including a charter school. The threshold for identifying eligible schools may not exceed the threshold established by a school district for the 2016-2017 school year or the statewide percentage of economically disadvantaged students, as determined

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annually.

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

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

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

3. A reasonable and necessary amount to provide:

a. Homeless programs;

b. Delinquent and neglected programs;

c. Prekindergarten programs and activities;

d. Private school equitable services; and

e. Transportation for foster care children to their school of origin or choice programs; and

4. A necessary and reasonable amount, not to exceed 1 percent, for eligible 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

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allocations below the levels required under federal law.

Section 18. (1) The Department of Education shall collaborate with the Lastinger Center for Learning at the University of Florida to recommend to the Legislature individualized, adaptive artificial intelligence tools to support mathematics instruction in kindergarten through grade 12. The recommendations must:

(a) Ensure that recommended tools align to the Florida academic standards and prepare students for state assessments.

(b) Consider alternate mathematics sequencing and grade-level progression, and alternate funding models to support individualized progression through content.

(c) Evaluate the extent to which the tools provide real-time diagnostic assessments, individualized learning pathways, adaptive sequencing of content, and immediate, personalized feedback to students.

(d) Evaluate the applicability of the tools to progress monitoring tools, district learning management systems, suggested interventions, small-group instructional supports, and professional development that enables teachers to integrate the tools into classroom instruction.

(e) Provide for student data privacy and transparency in data collection and retention.

(f) Consider statewide and district-level costs.

(2) The department shall submit its recommendations to the Governor, the President of the Senate, and the Speaker of the House of Representatives by December 1, 2026.

Section 19. This act shall take effect July 1, 2026.