

CHAPTER 2021-9

Committee Substitute for House Bill No. 7011

An act relating to student literacy; amending s. 1001.215, F.S.; revising and providing duties for the Just Read, Florida! Office within the Department of Education; amending s. 1001.42, F.S.; revising a district school board's duty to implement a school improvement plan for certain low-performing schools to conform to changes made by the act; amending s. 1002.33, F.S.; conforming a provision to changes made by the act; amending s. 1002.55, F.S.; revising requirements for prekindergarten instructors relating to the completion of emergent literacy training courses; amending s. 1002.59, F.S.; requiring the Office of Early Learning to adopt minimum standards for such courses in collaboration with the Just Read, Florida! Office; requiring such courses to be consistent with certain strategies identified by the Just Read, Florida! Office and reviewed; amending s. 1002.67, F.S.; requiring certain private prekindergarten providers and public schools to participate in a certain coordinated screening and progress monitoring system; amending s. 1002.69, F.S.; prohibiting the use of results from the statewide kindergarten screening in the calculation of readiness rates for a specified program year; requiring that certain prekindergarten providers and public schools participate in the coordinated screening and progress monitoring system; requiring that system results be used for specified purposes; providing that readiness rates calculated for a specified program year are for informational purposes only; prohibiting the use of such rates for the purpose of imposing sanctions or penalties; amending s. 1002.83, F.S.; requiring early learning coalitions to adopt best-practices plans for transitioning prekindergarten students into kindergarten; providing requirements for such plans; requiring the Office of Early Learning to provide certain guidelines to assist early learning coalitions, schools districts, charter schools, and parents; amending s. 1003.57, F.S.; requiring a school district to notify the parents of certain students of certain available scholarship options within a specified timeframe; amending ss. 1002.995 and 1003.621, F.S.; conforming provisions to changes made by the act; amending s. 1004.04, F.S.; providing requirements for certain candidates entering a teacher preparation program in a specified school year; revising provisions relating to teacher preparation programs; removing provisions authorizing the waiver of certain admission requirements for such programs; requiring certain school district and instructional personnel to have a certificate or endorsement in reading beginning in a specified school year; amending s. 1004.85, F.S.; providing requirements for certain candidates entering an educator preparation institute in a specified school year; amending s. 1006.28, F.S.; requiring each school district to provide certain training to school librarians and media specialists; amending s. 1008.25, F.S.; requiring certain students to participate in a certain coordinated screening and progress monitoring system; prohibiting a school from waiting until a certain evaluation is completed to provide specified interventions

for certain students; requiring that such interventions be initiated upon receipt of certain documentation; requiring a school to immediately begin collecting evidence for portfolios for certain students under specified conditions; requiring schools to communicate with parents at least monthly regarding the progress of certain students; providing requirements for such communication; requiring the department to compile resources that school districts must incorporate into read-at-home plans; providing requirements for such resources; requiring that a parent be provided a hardcopy of such resources upon request; requiring the department, in collaboration with the Office of Early Learning, to procure and require the use of a certain coordinated screening and progress monitoring system; providing requirements for such system; requiring private Voluntary Prekindergarten Education Program providers and public schools to participate in such system beginning in a specified school year; providing the frequency with which such system must be administered during the program year or school year, as applicable; providing that certain prekindergarten students may be eligible for certain instruction and interventions; authorizing a school district to pay for such instruction and interventions using certain funds; requiring screening and progress monitoring system results to be reported to the department and maintained in a specified department warehouse; requiring such results to be provided to a student's teacher and parent; requiring the department, in collaboration with the Office of Early Learning, to provide certain training and support; amending s. 1008.345, F.S.; conforming a cross-reference; creating s. 1008.365, F.S.; providing a short title; establishing the Reading Achievement Initiative for Scholastic Excellence Program within the department; providing a purpose; requiring the department to establish a specified number of literacy support regions and regional support teams for a certain purpose; requiring a regional literacy support director to meet certain criteria; providing duties and requirements for such teams; authorizing the department to establish criteria for identifying schools that need supports; requiring such schools to implement or amend a certain plan, as applicable; requiring the department to provide progress monitoring data to such teams regarding the implementation of supports; providing requirements for such supports; providing that certain schools are not required to implement a turnaround option or take other corrective actions; authorizing a school to discontinue receiving supports and implementing a school improvement plan under certain circumstances; requiring the department to establish a tutoring program and develop certain training to prepare high school students to tutor certain students; providing eligibility criteria for high school students to participate in the tutoring program; requiring school districts that wish to participate in such program to recruit, train, and deploy eligible high school students; providing requirements for such program; requiring the department to designate certain high school students as New Worlds Scholars; requiring the State Board of Education to adopt rules; amending s. 1011.62, F.S.; renaming the research-based reading instruction allocation as the evidence-based reading instruction allocation; requiring such allocation to be used to provide comprehensive reading instruction to certain

prekindergarten students; requiring a school district's K-12 comprehensive reading plan to be developed with input from certain personnel and provide for certain interventions delivered by certain instructional personnel; requiring the department to annually release to certain school districts their allocations of appropriated funds by a specified date; requiring the department to annually report certain findings and recommendations to the State Board of Education by a specified date; providing a definition; amending s. 1011.67, F.S.; authorizing school districts to purchase certain instructional materials with specified funds without undergoing certain adoption procedures; amending s. 1012.56, F.S.; providing requirements for certain candidates entering a competency-based professional development certification program in a specified school year; amending s. 1012.585, F.S.; revising requirements for the renewal of a professional certificate in certain areas; providing a limitation on earning certain inservice points; amending s. 1012.586, F.S.; requiring the department to adopt competency-based pathways for instructional personnel to earn a reading endorsement by the beginning of a specified school year; providing requirements for such pathways; providing requirements for the department in adopting such pathways; requiring school districts to resubmit certain programs to the department for approval by a specified date; prohibiting instructional personnel from earning a reading endorsement solely by achieving a passing score on a specified assessment; amending s. 1012.98, F.S.; requiring the department to identify certain professional development opportunities to be implemented by school districts, with priority given to certain training; amending s. 1012.986, F.S.; revising the goals of the William Cecil Golden Professional Development Program for School Leaders to include support for instructional personnel who provide reading instruction and interventions; providing an effective date.

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

Section 1. Subsections (1), (3), (4), (5), (6), and (11) of section 1001.215, Florida Statutes, are amended, and subsection (8) of that section is republished, to read:

1001.215 Just Read, Florida! Office.—There is created in the Department of Education the Just Read, Florida! Office. The office is fully accountable to the Commissioner of Education and shall:

(1) Provide training to Train reading coaches and school administrators on the evidence-based strategies identified pursuant to subsection (8) for purposes of implementation, modeling, and classroom observations to support professional growth and inform performance evaluations of instructional personnel.

(3) Work with the Lastinger Center for Learning at the University of Florida to develop training for K-12 teachers, reading coaches, and school administrators ~~principals~~ on effective content-area-specific reading strategies; the coordinated integration of content-rich curriculum from other core

subject areas into reading instruction, with an emphasis on civic literacy; and evidence-based reading strategies identified pursuant to ~~in~~ subsection (8) to improve student reading performance. For secondary teachers, emphasis shall be on technical text. These strategies must be developed for all content areas in the K-12 curriculum.

(4) Develop and provide access to sequenced, content-rich curriculum programming, instructional practices, and resources that help elementary schools use state-adopted instructional materials to increase students' background knowledge and literacy skills, including student attainment of the Next Generation Sunshine State Standards for social studies, science, and the arts. The office shall, as part of the adoption cycle for English Language Arts instructional materials, assist in evaluating elementary grades instructional materials submitted for adoption consideration in order to identify those materials that are closely aligned to the content and evidence-based strategies identified pursuant to subsection (8) and incorporate professional development to implement such strategies.

(5) Provide parents with information and evidence-based strategies for assisting their children in reading, including reading in content areas.

(6) Provide technical assistance to school districts in the development and implementation of district plans for use of the evidence-based ~~research-based~~ reading instruction allocation provided in s. 1011.62(9) and annually review and approve such plans.

(8) Work with the Florida Center for Reading Research to identify scientifically researched and evidence-based reading instructional and intervention programs that incorporate explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and incorporate decodable or phonetic text instructional strategies. Reading intervention includes evidence-based strategies frequently used to remediate reading deficiencies and includes, but is not limited to, individual instruction, multisensory approaches, tutoring, mentoring, or the use of technology that targets specific reading skills and abilities.

(11) Work with teacher preparation programs approved pursuant to ss. 1004.04 and 1004.85 to integrate effective, ~~research-based~~ and evidence-based reading instructional and intervention strategies, including explicit, systematic, and sequential reading strategies, multisensory intervention strategies, and reading in content area instructional strategies into teacher preparation programs.

Section 2. Paragraph (a) of subsection (18) 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:

(18) IMPLEMENT SCHOOL IMPROVEMENT AND ACCOUNTABILITY.—Maintain a system of school improvement and education accountability as provided by statute and State Board of Education rule. This system of school improvement and education accountability shall be consistent with, and implemented through, the district’s continuing system of planning and budgeting required by this section and ss. 1008.385, 1010.01, and 1011.01. This system of school improvement and education accountability shall comply with the provisions of ss. 1008.33, 1008.34, 1008.345, and 1008.385 and include the following:

(a) School improvement plans.—The district school board shall annually approve and require implementation of a new, amended, or continuation school improvement plan for each school in the district which has a school grade of “D” or “F”; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34 and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate. The improvement plan of a school that meets the requirements of this paragraph shall include strategies for improving these results. The state board shall adopt rules establishing thresholds and for determining compliance with this paragraph.

Section 3. Paragraph (b) of subsection (17) of section 1002.33, Florida Statutes, is amended to read:

1002.33 Charter schools.—

(17) FUNDING.—Students enrolled in a charter school, regardless of the sponsorship, shall be funded as if they are in a basic program or a special program, the same as students enrolled in other public schools in the school district. Funding for a charter lab school shall be as provided in s. 1002.32.

(b) The basis for the agreement for funding students enrolled in a charter school shall be the sum of the school district’s operating funds from the Florida Education Finance Program as provided in s. 1011.62 and the General Appropriations Act, including gross state and local funds, discretionary lottery funds, and funds from the school district’s current operating discretionary millage levy; divided by total funded weighted full-time equivalent students in the school district; multiplied by the weighted full-time equivalent students for the charter school. Charter schools whose students or programs meet the eligibility criteria in law are entitled to their proportionate share of categorical program funds included in the total funds

available in the Florida Education Finance Program by the Legislature, including transportation, the ~~evidence-based~~ research-based reading allocation, and the Florida digital classrooms allocation. Total funding for each charter school shall be recalculated during the year to reflect the revised calculations under the Florida Education Finance Program by the state and the actual weighted full-time equivalent students reported by the charter school during the full-time equivalent student survey periods designated by the Commissioner of Education. For charter schools operated by a not-for-profit or municipal entity, any unrestricted current and capital assets identified in the charter school's annual financial audit may be used for other charter schools operated by the not-for-profit or municipal entity within the school district. Unrestricted current assets shall be used in accordance with s. 1011.62, and any unrestricted capital assets shall be used in accordance with s. 1013.62(2).

Section 4. Paragraph (c) of subsection (3) and subsection (4) of section 1002.55, Florida Statutes, are amended to read:

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

(3) To be eligible to deliver the prekindergarten program, a private prekindergarten provider must meet each of the following requirements:

(c) The private prekindergarten provider must have, for each prekindergarten class of 11 children or fewer, at least one prekindergarten instructor who meets each of the following requirements:

1. The prekindergarten instructor must hold, at a minimum, one of the following credentials:

a. A child development associate credential issued by the National Credentialing Program of the Council for Professional Recognition; or

b. A credential approved by the Department of Children and Families as being equivalent to or greater than the credential described in sub-subparagraph a.

The Department of Children and Families may adopt rules under ss. 120.536(1) and 120.54 which provide criteria and procedures for approving equivalent credentials under sub-subparagraph b.

2. The prekindergarten instructor must successfully complete three ~~an~~ emergent literacy training courses ~~course~~ and a student performance standards training course approved by the office as meeting or exceeding the minimum standards adopted under s. 1002.59. The prekindergarten instructor must complete an emergent literacy training course at least once every 5 years after initially completing the three emergent literacy training courses. The courses in this subparagraph must be recognized as part of the informal early learning career pathway identified by the Office of Early Learning under s. 1002.995(1)(b). ~~The requirement for completion of the~~

~~standards training course shall take effect July 1, 2014, and The courses~~
must course shall be made available online.

(4) A prekindergarten instructor, in lieu of the minimum credentials ~~and courses~~ required under paragraph (3)(c)1. ~~(3)(e)~~, may hold one of the following educational credentials:

(a) A bachelor's or higher degree in early childhood education, pre-kindergarten or primary education, preschool education, or family and consumer science;

(b) A bachelor's or higher degree in elementary education, if the prekindergarten instructor has been certified to teach children any age from birth through 6th grade, regardless of whether the instructor's educator certificate is current, and if the instructor is not ineligible to teach in a public school because his or her educator certificate is suspended or revoked;

(c) An associate's or higher degree in child development;

(d) An associate's or higher degree in an unrelated field, at least 6 credit hours in early childhood education or child development, and at least 480 hours of experience in teaching or providing child care services for children any age from birth through 8 years of age; or

(e) An educational credential approved by the department as being equivalent to or greater than an educational credential described in this subsection. The department may adopt criteria and procedures for approving equivalent educational credentials under this paragraph.

Section 5. Subsection (1) of section 1002.59, Florida Statutes, is amended to read:

1002.59 Emergent literacy and performance standards training courses.

(1) The office, in collaboration with the Just Read, Florida! Office, shall adopt minimum standards for ~~one or more~~ training courses in emergent literacy for prekindergarten instructors. Each course must comprise 5 clock hours and provide instruction in strategies and techniques to address the age-appropriate progress of prekindergarten students in developing emergent literacy skills, including oral communication, knowledge of print and letters, phonological and phonemic and phonological awareness, and vocabulary and comprehension development, consistent with the evidence-based content and strategies identified pursuant to s. 1001.215(8). The course standards must be reviewed as part of any review of subject coverage or endorsement requirements in the elementary, reading, and exceptional student educational areas conducted pursuant to s. 1012.586. Each course must also provide resources containing strategies that allow students with disabilities and other special needs to derive maximum benefit from the Voluntary Prekindergarten Education Program. Successful completion of an emergent literacy training course approved under this

section satisfies requirements for approved training in early literacy and language development under ss. 402.305(2)(e)5., 402.313(6), and 402.3131(5).

Section 6. Paragraph (a) of subsection (3) of section 1002.67, Florida Statutes, is amended to read:

1002.67 Performance standards; curricula and accountability.—

(3)(a) Contingent upon legislative appropriation, each private prekindergarten provider and public school in the Voluntary Prekindergarten Education Program must implement an evidence-based pre- and post-assessment that has been approved by rule of the State Board of Education. However, beginning with the 2022-2023 program year, such providers and public schools shall participate in the coordinated screening and progress monitoring system pursuant to s. 1008.25(8) to meet the requirements of this subsection.

Section 7. Subsections (1) and (5) of section 1002.69, Florida Statutes, are amended to read:

1002.69 Statewide kindergarten screening; kindergarten readiness rates; state-approved prekindergarten enrollment screening; good cause exemption.—

(1)(a) The department shall adopt a statewide kindergarten screening that assesses the readiness of each student for kindergarten based upon the performance standards adopted by the department under s. 1002.67(1) for the Voluntary Prekindergarten Education Program. The department shall require that each school district administer the statewide kindergarten screening to each kindergarten student in the school district within the first 30 school days of each school year. Nonpublic schools may administer the statewide kindergarten screening to each kindergarten student in a nonpublic school who was enrolled in the Voluntary Prekindergarten Education Program. For the 2021-2022 program year, results from the kindergarten screening may not be used in the calculation of readiness rates.

(b) Notwithstanding paragraph (a) and subsection (5), beginning with the 2022-2023 program year, each private prekindergarten provider and public school participating in the Voluntary Prekindergarten Education Program must participate in the coordinated screening and progress monitoring system pursuant to s. 1008.25(8). Results from the progress monitoring system shall be used to determine student learning gains and norm-referenced learning outcomes based on the standards established under s. 1002.67 and to calculate a provider's kindergarten readiness rate annually. For purposes of this paragraph, progress monitoring results must be limited to assessments conducted during the program year.

(5) The office shall adopt procedures to annually calculate each private prekindergarten provider's and public school's kindergarten readiness rate,

which must be expressed as the percentage of the provider's or school's students who are assessed as ready for kindergarten. The methodology for calculating each provider's kindergarten readiness rate must include student learning gains when available and the percentage of students who meet all state readiness measures. The rates must not include students who are not administered the statewide kindergarten screening. The office shall determine learning gains using a value-added measure based on growth demonstrated by the results of the preassessment and postassessment from at least 2 successive years of administration of the preassessment and postassessment. Readiness rates calculated for the 2020-2021 program year shall be for informational purposes only and may not be used to impose any sanction or penalty under subsection (7).

Section 8. Subsection (14) of section 1002.83, Florida Statutes, is renumbered as subsection (15), and a new subsection (14) is added to that section to read:

1002.83 Early learning coalitions.—

(14) Each early learning coalition shall adopt a best-practices plan for transitioning prekindergarten students into kindergarten. The plan must provide for:

(a) Opportunities for prekindergarten students and their parents to visit schools in which they may be enrolled in kindergarten.

(b) Written information for parents on school registration and academic and social expectations for kindergarten.

(c) Meetings at least annually with school districts and charter schools in the coalition's service area to identify and address areas for improvement in transitioning prekindergarten students into kindergarten.

(d) Transferring prekindergarten student information for continuity in progress monitoring and the provision of supports.

The office shall provide guidelines for successful kindergarten transitions to early learning coalitions, school districts, charter schools, and parents to assist with the implementation of this subsection.

Section 9. Subsection (2) of section 1002.995, Florida Statutes, is amended to read:

1002.995 Early learning professional development standards and career pathways.—

(2) To the greatest extent possible, the credentials and certifications established pursuant to this section shall align with the training for K-12 teachers, reading coaches, and school administrators ~~principals~~ in s. 1001.215(3).

Section 10. Paragraph (k) is added to subsection (1) of section 1003.57, Florida Statutes, to read:

1003.57 Exceptional students instruction.—

(1)

(k) Within 10 days after a student’s individual education plan or 504 accommodation plan under s. 504 of the Rehabilitation Act of 1973 is issued, a school district shall notify the parent of the student of all the scholarship options available under chapter 1002.

Section 11. Paragraph (g) of subsection (2) of section 1003.621, Florida Statutes, is amended to read:

1003.621 Academically high-performing school districts.—It is the intent of the Legislature to recognize and reward school districts that demonstrate the ability to consistently maintain or improve their high-performing status. The purpose of this section is to provide high-performing school districts with flexibility in meeting the specific requirements in statute and rules of the State Board of Education.

(2) COMPLIANCE WITH STATUTES AND RULES.—Each academically high-performing school district shall comply with all of the provisions in chapters 1000-1013, and rules of the State Board of Education which implement these provisions, pertaining to the following:

(g) Those statutes pertaining to planning and budgeting, including chapter 1011, except s. 1011.62(9)(d), relating to the requirement for a comprehensive reading plan. A district that is exempt from submitting this plan shall be deemed approved to receive the evidence-based ~~research-based~~ reading instruction allocation.

Section 12. Paragraph (c) of subsection (2), paragraph (b) of subsection (3), 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)(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.

(3) INITIAL STATE PROGRAM APPROVAL.—

(b) Each teacher preparation program approved by the Department of Education, as provided for by this section, shall require students, at a minimum, to meet, ~~at a minimum, the following as prerequisites for admission into the program:~~

1. Have a grade point average of at least 2.5 on a 4.0 scale for the general education component of undergraduate studies or have completed the requirements for a baccalaureate degree with a minimum grade point average of 2.5 on a 4.0 scale from any college or university accredited by a regional accrediting association as defined by State Board of Education rule or any college or university otherwise approved pursuant to State Board of Education rule.

2. Demonstrate mastery of general knowledge ~~sufficient for entry into the program,~~ including the ability to read, write, and perform in mathematics, by passing the General Knowledge Test of the Florida Teacher Certification Examination or, for a graduate level program, obtain a baccalaureate degree from an institution that is accredited or approved pursuant to the rules of the State Board of Education.

~~Each teacher preparation program may waive these admissions requirements for up to 10 percent of the students admitted. Programs shall implement strategies to ensure that students admitted under a waiver receive assistance to demonstrate competencies to successfully meet requirements for certification and shall annually report to the Department of Education the status of each candidate admitted under such a waiver.~~

(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 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; ~~and~~
- c. At least 3 years of teaching experience in prekindergarten through grade 12; ~~and must have~~
- 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)(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 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 13. 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 previously approved by the Department of Education for this purpose or 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 the certification subject area of the educational plan and meet the requirements of s. 1012.56(2)(a)-(f).

2. Participate in coursework and 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.

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 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 14. Paragraph (d) of subsection (2) of section 1006.28, Florida Statutes, is amended to read:

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

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

(d) School library media services; establishment and maintenance.—Establish and maintain a program of school library media services for all public schools in the district, including school library media centers, or school library media centers open to the public, and, in addition such traveling or circulating libraries as may be needed for the proper operation of the district school system. Each school district shall provide training to school librarians and media specialists regarding the prohibition against distributing harmful materials to minors under s. 847.012 and applicable case law, and best practices for providing students access to age-appropriate materials and library resources. Upon written request, a school district shall provide access to any material or book specified in the request that is maintained in a district school system library and is available for review.

Section 15. Subsections (8) and (9) of section 1008.25, Florida Statutes, are renumbered as subsections (9) and (10), respectively, paragraph (a) of subsection (4), paragraphs (a) and (c) of subsection (5), paragraph (a) of subsection (7), and present subsection (8) are amended, paragraph (d) is added to subsection (5), and a new subsection (8) is added to that section, to read:

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

(4) ASSESSMENT AND SUPPORT.—

(a) Each student must participate in the statewide, standardized assessment program required under ~~by~~ s. 1008.22 and the Voluntary Prekindergarten Education Program through grade 8 coordinated screening and progress monitoring system required under subsection (8). Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, the statewide, standardized Mathematics assessment, or the Algebra I EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance.

(5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

(a) Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency. A school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. In addition, a school may not wait until an evaluation conducted pursuant to s. 1003.57 is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under chapter 490 which demonstrates that the student has been diagnosed with dyslexia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional. ~~A~~ The student's reading proficiency must be monitored and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment. The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 3 has a substantial deficiency in reading.

(c) The parent of any student who exhibits a substantial deficiency in reading, as described in paragraph (a), must be 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. 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, 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 (d).

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 portfolio as provided in subparagraph (6)(b)4. and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A parent of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the 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.

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. 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.

(d) The Department of Education shall compile resources that each school district must incorporate into a read-at-home plan provided to the parent of a student who is identified as having a substantial reading deficiency pursuant to paragraph (c). The resources must be made available in an electronic format that is accessible online and must include the following:

1. Developmentally appropriate, evidence-based strategies and programming, including links to video training modules and opportunities to sign up for at-home reading tips delivered periodically via text and email, which a parent can use to help improve his or her child's literacy skills.

2. An overview of the types of assessments used to identify reading deficiencies and what those assessments measure or do not measure, the

frequency with which the assessments are administered, and the requirements for interventions and supports that districts must provide to students who do not make adequate academic progress.

3. An overview of the process for initiating and conducting evaluations for exceptional education eligibility. The overview must include an explanation that a diagnosis of a medical condition alone is not sufficient to establish exceptional education eligibility but may be used to document how that condition relates to the student's eligibility determination and may be disclosed in an eligible student's individual education plan when necessary to inform school personnel responsible for implementing the plan.

4. Characteristics of conditions associated with learning disorders, including dyslexia, dysgraphia, dyscalculia, and developmental aphasia.

5. A list of resources that support informed parent involvement in decisionmaking processes for students who have difficulty in learning.

Upon the request of a parent, resources meeting the requirements of this paragraph must be provided to the parent in a hardcopy format.

(7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE STUDENTS.—

(a) Students retained under paragraph (5)(b) must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include:

1. Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district.

2. Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies under subparagraph 1.

3. A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies under subparagraph 1. This instruction may include:

a. Coordinated integration of content-rich texts in science and civic literacy social studies within the 90-minute block.

b. Small group instruction.

c. Reduced teacher-student ratios.

d. More frequent progress monitoring.

e. Tutoring or mentoring.

- f. Transition classes containing 3rd and 4th grade students.
- g. Extended school day, week, or year.

(8) 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 serving kindergarten through grade 8 students. The system must:

1. Measure student progress in the Voluntary Prekindergarten Education Program through grade 8 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.

2. 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.

3. Be a valid, reliable, and developmentally appropriate computer-adaptive direct instrument that provides screening and diagnostic capabilities for monitoring student progress; identifies students who have a substantial deficiency in reading, including identifying students with characteristics of dyslexia; and informs instruction.

4. Provide data for Voluntary Prekindergarten Education Program accountability as required under s. 1002.67.

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

6. Provide information to the department to aid in the development of educational programs, policies, and supports for providers, districts, and schools.

(b) Beginning with the 2022-2023 school year, private Voluntary Prekindergarten Education Program providers and public schools must participate in the screening and progress monitoring system. The screening and progress monitoring system must be administered at least three times within a program year or school year, as applicable, with the first administration occurring no later than the first 30 instructional days after the start of the program year or school year pursuant to state board rule.

(c) A Voluntary Prekindergarten Education Program student who is at risk of being identified as having a substantial deficiency in early literacy skills, based upon results under this subsection, must be referred to the

school district in which he or she resides and may be eligible to receive early literacy instruction and interventions after program completion and before participating in kindergarten. Such instruction and interventions may be paid for using funds from the school district's evidence-based reading instruction allocation in accordance with s. 1011.62(9).

(d) Screening and progress monitoring system results, including the number of students who demonstrate characteristics of dyslexia, 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)(g).

(e) The department, in collaboration with the Office of Early Learning, shall provide training and support for effective implementation of the screening and progress monitoring system.

(9)(8) ANNUAL REPORT.—

(a) In addition to the requirements in paragraph (5)(b), each district school board must annually report to the parent of each student the progress of the student toward achieving state and district expectations for proficiency in English Language Arts, science, social studies, and mathematics. The district school board must report to the parent the student's results on each statewide, standardized assessment and the screening and progress monitoring system under subsection (8). The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, response to intensive interventions provided under paragraph (5)(a), and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board.

(b) Each district school board must annually publish on the district website and in the local newspaper the following information on the prior school year:

1. The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion.

2. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the statewide, standardized English Language Arts assessment.

3. By grade, the number and percentage of all students retained in kindergarten through grade 10.

4. Information on the total number of students who were promoted for good cause, by each category of good cause as specified in paragraph (6)(b).

5. Any revisions to the district school board's policies and procedures on student retention and promotion from the prior year.

Section 16. Paragraph (a) of subsection (5) of section 1008.345, Florida Statutes, is amended to read:

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

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

(a) For each school district:

1. The percentage of students, by school and grade level, demonstrating learning growth in English Language Arts and mathematics.

2. The percentage of students, by school and grade level, in both the highest and lowest quartiles demonstrating learning growth in English Language Arts and mathematics.

3. The information contained in the school district's annual report required pursuant to s. 1008.25(9) ~~s. 1008.25(8)~~.

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

Section 17. Section 1008.365, Florida Statutes, is created to read:

1008.365 Reading Achievement Initiative for Scholastic Excellence Act.

(1) This section may be cited as the "Reading Achievement Initiative for Scholastic Excellence Act."

(2) The Reading Achievement Initiative for Scholastic Excellence (RAISE) Program is established within the Department of Education to provide instructional supports to school districts, school administrators, and instructional personnel in implementing evidence-based reading instruction and interventions in order to improve student reading achievement.

(3) The department shall establish at least 20 literacy support regions and regional support teams, at the direction of a regional literacy support director appointed by the Commissioner of Education, to assist schools with improving low reading scores as provided in this section.

(a) A regional literacy support director must successfully demonstrate competence on the evidence-based strategies identified pursuant to s. 1001.215(8) and have the experience and credentials necessary, as determined by the department, to:

1. Effectively monitor student reading growth and achievement data;
 2. Oversee districtwide and schoolwide professional development and planning to establish evidence-based practices among school administrators and instructional personnel;
 3. Evaluate implementation of evidence-based practices; and
 4. Manage a regional support team.
- (b) A regional support team shall report to its regional literacy support director and must consist of individuals who:
1. Successfully demonstrate competence on the evidence-based strategies identified pursuant to s. 1001.215(8);
 2. Have substantial experience in literacy coaching and monitoring student progress data in reading; and
 3. Have received training necessary to assist with the delivery of professional development and site-based supports, including modeling evidence-based practices and providing feedback to instructional personnel.
- (4) The department may establish criteria to identify schools that must receive supports from a regional support team. However, regardless of its school grade designated pursuant to s. 1008.34, a school serving students in kindergarten through grade 5 must be identified for supports if 50 percent of its students who take the statewide, standardized English Language Arts assessment score below a Level 3 for any grade level, or, for students in kindergarten through grade 3, progress monitoring data collected pursuant to s. 1008.25(8) shows that 50 percent or more of the students are not on track to pass the statewide, standardized grade 3 English Language Arts assessment. A school identified for supports under this section must implement a school improvement plan pursuant to s. 1001.42(18), or, if the school is already implementing a school improvement plan, the plan must be amended to explicitly address strategies for improving reading performance consistent with this section.
- (5) The department shall provide progress monitoring data to regional support teams regarding the implementation of supports. Such supports must include:
- (a) Professional development, aligned to evidence-based strategies identified pursuant to s. 1001.215(8), for appropriate instructional personnel and school administrators identified by the regional support team.
 - (b) Assistance with implementing:
 1. Data-informed instructional decisionmaking using progress monitoring and other appropriate data.

2. Selection and consistent, coordinated use of high-quality instructional materials and supplemental materials.

3. Reading instruction in other core subject area curricula, with an emphasis on civic literacy.

4. A multitiered system of supports in order to provide students effective interventions and identify students who may require an evaluation for special educational services, including identifying characteristics of conditions that affect phonological processing, such as dyslexia.

(c) Evaluating a school's improvement plan for alignment with the school district's K-12 comprehensive reading plan under s. 1011.62(9)(d) and the school district's allocation of resources as required by s. 1008.25(3)(a). If the regional support team determines that the school district's reading plan does not address the school's need to improve student outcomes, the regional literacy support director, the district school superintendent, or his or her designee, and the director of the Just Read, Florida! Office shall convene a meeting to rectify the deficiencies of the reading plan.

(6) Identification of a school for supports pursuant to this section does not, on its own, require a school to implement a turnaround option or take other corrective actions under s. 1008.33. However, a regional support team may be used to assist with providing the differentiated matrix of intervention and support strategies under s. 1008.33, if applicable. The department may direct a regional support team to make other forms of assistance available to school districts and schools.

(7) Once a school's data shows that it no longer meets the criteria under subsection (4), the school, for purposes of complying with this section, may discontinue receiving supports and implementing a school improvement plan at the conclusion of the school year. Such supports may continue subject to available resources.

(8) As part of the RAISE Program, the department shall establish a tutoring program and develop training in effective reading tutoring practices and content, based on evidence-based practices and aligned to the English Language Arts standards under s. 1003.41, which prepares eligible high school students to tutor students in kindergarten through grade 3 in schools identified under this section, instilling in those students a love of reading and improving their literacy skills.

(a) To be eligible to participate in the tutoring program, a high school student must be a rising junior or senior who has a cumulative grade point average of 3.0 or higher, has no history of out-of-school suspensions or expulsions, is on track to complete all core course requirements to graduate, and has written recommendations from at least two of his or her present or former high school teachers of record or extracurricular activity sponsors.

(b) School districts that wish to participate in the tutoring program must recruit, train, and deploy eligible high school students using the materials developed under this section. Tutoring must occur during the school day on school district property in the presence and under the supervision of instructional personnel who are school district employees. A parent must give written permission for his or her child to receive tutoring through the program.

(c) Tutoring may be part of a service-learning course adopted pursuant to s. 1003.497. Students may earn up to 3 elective credits for high school graduation based on the verified number of hours the student spends tutoring under the program. The hours of volunteer service must be documented in writing, and the document must be signed by the student, the student's parent or guardian, and an administrator or designee of the school in which the tutoring occurred. The hours that a high school student devotes to tutoring may be counted toward meeting community service requirements for high school graduation and community service requirements for participation in the Florida Bright Futures Scholarship Program as provided in s. 1003.497(3)(b). The department shall designate a high school student who provides at least 75 verified hours of tutoring under the program as a New Worlds Scholar and award the student with a pin indicating such designation.

(9) The State Board of Education shall adopt rules to administer this section.

Section 18. Paragraphs (b) and (d) of subsection (6) and subsections (9) and (11) of section 1011.62, Florida Statutes, are amended to read:

1011.62 Funds for operation of schools.—If the annual allocation from the Florida Education Finance Program to each district for operation of schools is not determined in the annual appropriations act or the substantive bill implementing the annual appropriations act, it shall be determined as follows:

(6) CATEGORICAL FUNDS.—

(b) If a district school board finds and declares in a resolution adopted at a regular meeting of the school board that the funds received for any of the following categorical appropriations are urgently needed to maintain school board specified academic classroom instruction or improve school safety, the school board may consider and approve an amendment to the school district operating budget transferring the identified amount of the categorical funds to the appropriate account for expenditure:

1. Funds for student transportation.
2. Funds for evidence-based ~~research-based~~ reading instruction if the required additional hour of instruction beyond the normal school day for each day of the entire school year has been provided for the students in each

low-performing elementary school in the district pursuant to paragraph (9)(a).

3. Funds for instructional materials if all instructional material purchases necessary to provide updated materials that are aligned with applicable state standards and course descriptions and that meet statutory requirements of content and learning have been completed for that fiscal year, but no sooner than March 1. Funds available after March 1 may be used to purchase hardware for student instruction.

4. Funds for the guaranteed allocation as provided in subparagraph (1)(e)2.

5. Funds for the supplemental academic instruction allocation as provided in paragraph (1)(f).

6. Funds for the Florida digital classrooms allocation as provided in subsection (12).

7. Funds for the federally connected student supplement as provided in subsection (13).

8. Funds for class size reduction as provided in s. 1011.685.

(d) If a district school board transfers funds from its evidence-based research-based reading instruction allocation, the board must also submit to the Department of Education an amendment describing the changes that the district is making to its reading plan approved pursuant to paragraph (9)(d).

(9) EVIDENCE-BASED RESEARCH-BASED READING INSTRUCTION ALLOCATION.—

(a) The evidence-based research-based reading instruction allocation is created to provide comprehensive reading instruction to students in kindergarten through grade 12, including certain students who have completed the Voluntary Prekindergarten Education Program and who are at risk of being identified as having a substantial deficiency in early literacy skills under s. 1008.25(8)(c). Each school district that has one or more of the 300 lowest-performing elementary schools based on a 3-year average of the state reading assessment data must use the school's portion of the allocation to provide an additional hour per day of intensive reading instruction for the students in each school. The additional hour may be provided within the school day. Students enrolled in these schools who earned a level 4 or level 5 score on the statewide, standardized English Language Arts assessment for the previous school year may participate in the additional hour of instruction. Exceptional student education centers may not be included in the 300 schools. The intensive reading instruction delivered in this additional hour shall include: evidence-based research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency; differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to

meet students' specific reading needs; explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback; and the coordinated integration of civic literacy ~~social studies~~, science, and mathematics-text reading, text discussion, and writing in response to reading.

(b) Funds for comprehensive, evidence-based ~~research-based~~ reading instruction shall be allocated annually to each school district in the amount provided in the General Appropriations Act. Each eligible school district shall receive the same minimum amount as specified in the General Appropriations Act, and any remaining funds shall be distributed to eligible school districts based on each school district's proportionate share of K-12 base funding.

(c) Funds allocated under this subsection must be used to provide a system of comprehensive reading instruction to students enrolled in the K-12 programs, which may include the following:

1. An additional hour per day of evidence-based intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who have demonstrated effectiveness in teaching reading as required in paragraph (a).

2. Kindergarten through grade 5 evidence-based reading intervention ~~teachers to provide intensive reading interventions provided by reading intervention teachers~~ ~~intervention~~ during the school day and in the required extra hour for students identified as having a substantial reading deficiency.

3. Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data, and improve teacher delivery of effective reading instruction, intervention, and reading in the content areas based on student need.

4. Professional development for school district teachers in scientifically ~~researched and evidence-based~~ ~~based~~ reading instruction, including strategies to teach reading in content areas and with an emphasis on technical and informational text, to help school district teachers earn a certification or an endorsement in reading.

5. Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with s. 1008.25(7)(b)3., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts assessment.

6. Scientifically researched and evidence-based supplemental instructional materials ~~that are grounded in scientifically based reading research~~ as identified by the Just Read, Florida! Office pursuant to s. 1001.215(8).

7. Evidence-based intensive reading interventions for students in kindergarten through grade 12 who have been identified as having a substantial reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

(d)1. Annually, by a date determined by the Department of Education but before May 1, school districts shall submit a K-12 comprehensive reading plan for the specific use of the evidence-based research-based reading instruction allocation in the format prescribed by the department for review and approval by the Just Read, Florida! Office created pursuant to s. 1001.215. The plan format shall be developed with input from school district personnel, including teachers and principals, and shall provide for intensive reading interventions identified through a root-cause analysis of student performance data and reflection tool developed by the department to evaluate the effectiveness of interventions implemented in the prior year. Intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading and must incorporate evidence-based strategies identified by the Just Read, Florida! Office pursuant to s. 1001.215(8).

2. By July 1 of each year, the department shall release to each school district with an approved plan its allocation of appropriated funds ~~The plan annually submitted by school districts shall be deemed approved unless the department rejects the plan on or before June 1.~~ If a school district and the Just Read, Florida! Office cannot reach agreement on the contents of the plan, the school district may appeal to the State Board of Education for resolution. School districts shall be allowed reasonable flexibility in designing their plans and shall be encouraged to offer reading intervention through innovative methods, including career academies. ~~The plan format shall be developed with input from school district personnel, including teachers and principals, and shall provide for intensive reading interventions through integrated curricula, provided that, beginning with the 2020-2021 school year, the interventions are delivered by a teacher who is certified or endorsed in reading. Such interventions must incorporate strategies identified by the Just Read, Florida! Office pursuant to s. 1001.215(8). No~~ later than July 1 annually, the department shall release the school district's allocation of appropriated funds to those districts having approved plans. A school district that spends 100 percent of this allocation on its approved plan shall be deemed to have been in compliance with the plan. The department shall shall may withhold funds upon a determination that reading instruction allocation funds are not being used to implement the approved plan. The department shall evaluate ~~monitor and track~~ the implementation of each district plan, including conducting site visits and collecting specific data on expenditures and reading improvement results. By February 1 of each year, the department shall report its findings to the Legislature and the State Board of Education, including any recommendations for improving implementation of evidence-based reading and intervention strategies in classrooms.

3.2- Each school district that has a school designated as one of the 300 lowest-performing elementary schools as specified in paragraph (a) shall specifically delineate in the comprehensive reading plan, or in an addendum to the comprehensive reading plan, the implementation design and reading intervention strategies that will be used for the required additional hour of reading instruction. The term “reading intervention” includes evidence-based strategies frequently used to remediate reading deficiencies and also includes individual instruction, tutoring, mentoring, or the use of technology that targets specific reading skills and abilities.

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

(11) VIRTUAL EDUCATION CONTRIBUTION.—The Legislature may annually provide in the Florida Education Finance Program a virtual education contribution. The amount of the virtual education contribution shall be the difference between the amount per FTE established in the General Appropriations Act for virtual education and the amount per FTE for each district and the Florida Virtual School, which may be calculated by taking the sum of the base FEFPP allocation, the discretionary local effort, the state-funded discretionary contribution, the discretionary millage compression supplement, the evidence-based ~~research-based~~ reading instruction allocation, the teacher salary increase allocation, and the instructional materials allocation, and then dividing by the total unweighted FTE. This difference shall be multiplied by the virtual education unweighted FTE for programs and options identified in s. 1002.455 and the Florida Virtual School and its franchises to equal the virtual education contribution and shall be included as a separate allocation in the funding formula.

Section 19. Subsection (2) of section 1011.67, Florida Statutes, is amended to read:

1011.67 Funds for instructional materials.—

(2) Annually by July 1 and before the release of instructional materials funds, each district school superintendent shall certify to the Commissioner of Education that the district school board has approved a comprehensive staff development plan that supports fidelity of implementation of instructional materials programs, including verification that training was provided; that the materials are being implemented as designed; and, beginning July 1, 2021, for core reading materials and reading intervention materials used in kindergarten through grade 5, that the materials meet the requirements of s. 1001.215(8). Such instructional materials, as evaluated and identified pursuant to s. 1001.215(4), may be purchased by the school district with funds under this section without undergoing the adoption procedures under s. 1006.40(4)(b). This subsection does not preclude school districts from purchasing or using other materials to supplement reading instruction and provide additional skills practice.

Section 20. Paragraph (a) of subsection (8) of section 1012.56, Florida Statutes, is amended to read:

1012.56 Educator certification requirements.—

(8) PROFESSIONAL DEVELOPMENT CERTIFICATION AND EDUCATION COMPETENCY 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 development certification and education competency program by which 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. The program shall include the following:

1. A minimum period of initial preparation before assuming duties as the teacher of record.

2. An option for collaboration with other supporting agencies or educational entities for implementation.

3. A teacher mentorship and induction component.

a. Each individual selected by the district 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 specialized training in clinical supervision and participate in ongoing mentor training provided through the coordinated system of professional development under s. 1012.98(3)(e);

(IV) Must have earned an effective or highly effective rating on the prior year’s performance evaluation under s. 1012.34; 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 weekly opportunities for mentoring and induction activities, including common planning time, ongoing professional development targeted to a teacher’s needs, opportunities for a teacher to observe other

teachers, co-teaching experiences, and reflection and followup discussions. 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. A principal who is rated highly effective as determined by his or her performance evaluation under s. 1012.34 must be provided flexibility in selecting professional development activities under this paragraph; however, the activities must be approved by the department as part of the district's, charter school's, or charter management organization's program.

4. An assessment of teaching performance aligned to the district'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 development plan.

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

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

a. The state standards provided under s. 1003.41, including scientifically based reading instruction, content literacy, and mathematical practices, for each subject identified on the temporary certificate.

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

c. A variety of data indicators for monitoring student progress.

d. Methodologies for teaching students with disabilities.

e. Methodologies for teaching students of limited English proficiency appropriate for each subject area identified on the temporary certificate.

f. Techniques and strategies for operationalizing the role of the teacher in assuring a safe learning environment for students.

6. 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).

7. 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)(f) must successfully complete all competencies for a reading endorsement, including completion of the endorsement practicum through the candidate's demonstration of mastery of professional preparation and education competence under paragraph (b).

Section 21. Paragraph (f) of subsection (3) of section 1012.585, Florida Statutes, is amended, and paragraph (g) is added to that subsection, to read:

1012.585 Process for renewal of professional certificates.—

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

(f) An applicant for renewal of a professional certificate in any area of certification identified by State Board of Education rule that includes reading instruction or intervention for any students in kindergarten through grade 6, with a beginning validity date of July 1, 2020, or thereafter, must earn a minimum of 2 college credits or the equivalent inservice points in evidence-based instruction and interventions 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 multi-sensory intervention strategies. Such training must be provided by teacher preparation programs under s. 1004.04 or s. 1004.85 or approved school district professional development 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.

(g) 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.

Section 22. Section 1012.586, Florida Statutes, is amended to read:

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

(1) A school district may process via a Department of Education website certificates for the following applications of public school employees:

~~(a)~~(1) Addition of a subject coverage or endorsement to a valid Florida certificate on the basis of the completion of the appropriate subject area testing requirements of s. 1012.56(5)(a) or the completion of the requirements of an approved school district program or the inservice components for an endorsement.

~~1.~~(a) To reduce duplication, the department may recommend the consolidation of endorsement areas and requirements to the State Board of Education.

~~2.~~(b) ~~By July 1, 2018, and~~ At least once every 5 years thereafter, the department shall conduct a review of existing subject coverage or endorsement requirements in the elementary, reading, and exceptional student educational areas. The review must include reciprocity requirements for out-of-state certificates and requirements for demonstrating competency in the reading instruction professional development topics listed in s. 1012.98(4)(b)

11. The review must also consider the award of an endorsement to an individual who holds a certificate issued by an internationally recognized organization that establishes standards for providing evidence-based interventions to struggling readers or who completes a postsecondary program that is accredited by such organization. Any such certificate or program must require an individual who completes the certificate or program to demonstrate competence in reading intervention strategies through clinical experience. At the conclusion of each review, the department shall recommend to the state board changes to the subject coverage or endorsement requirements based upon any identified instruction or intervention strategies proven to improve student reading performance. This ~~subparagraph~~ ~~paragraph~~ does not authorize the state board to establish any new certification subject coverage.

~~(b)(2)~~ A reissued certificate to reflect a name change.

~~(c)(3)~~ A duplicate certificate to replace a lost or damaged certificate.

The employing school district shall charge the employee a fee not to exceed the amount charged by the Department of Education for such services. Each district school board shall retain a portion of the fee as defined in the rules of the State Board of Education. The portion sent to the department shall be used for maintenance of the technology system, the web application, and posting and mailing of the certificate.

(2)(a) By the beginning of the 2022-2023 school year, the department shall adopt one or more statewide, competency-based pathways by which instructional personnel may earn a reading endorsement. A pathway adopted by the department must allow a candidate to complete coursework online and demonstrate mastery of each endorsement competency either in person or remotely.

(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)(f) for alignment with evidence-based instructional and intervention strategies rooted in the science of reading and identified pursuant to s. 1001.215(8) 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.

(c) Beginning July 1, 2024, instructional personnel may not earn a reading endorsement solely by achieving a passing score on the K-12 reading certification subject area assessment.

Section 23. Subsection (5) of section 1012.98, Florida Statutes, is amended to read:

1012.98 School Community Professional Development Act.—

(5) Each district school board shall provide funding for the professional development system as required by s. 1011.62 and the General Appropriations Act, and shall direct expenditures from other funding sources to continuously strengthen the system in order to increase student achievement and support instructional staff in enhancing rigor and relevance in the classroom. The department shall identify professional development opportunities that require the teacher to demonstrate proficiency in specific classroom practices, with priority given to implementing training to complete a reading endorsement pathway adopted pursuant to s. 1012.586(2)(a). A school district may coordinate its professional development program with that of another district, with an educational consortium, or with a Florida College System institution or university, especially in preparing and educating personnel. Each district school board shall make available inservice activities to instructional personnel of nonpublic schools in the district and the state certified teachers who are not employed by the district school board on a fee basis not to exceed the cost of the activity per all participants.

Section 24. Paragraph (e) is added to subsection (1) of section 1012.986, Florida Statutes, to read:

1012.986 William Cecil Golden Professional Development Program for School Leaders.—

(1) There is established the William Cecil Golden Professional Development Program for School Leaders to provide high standards and sustained support for principals as instructional leaders. The program shall consist of a collaborative network of state and national professional leadership organizations to respond to instructional leadership needs throughout the state. The network shall support the human-resource development needs of principals, principal leadership teams, and candidates for principal leadership positions using the framework of leadership standards adopted by the State Board of Education, the Southern Regional Education Board, and the National Staff Development Council. The goal of the network leadership program is to:

(e) Support the professional growth of instructional personnel who provide reading instruction and interventions by training school administrators on classroom observation and teacher evaluation practices aligned to evidence-based reading instruction and intervention strategies.

Section 25. This act shall take effect July 1, 2021.

Approved by the Governor May 4, 2021.

Filed in Office Secretary of State May 4, 2021.