

## CHAPTER 2024-5

### Senate Bill No. 80

An act relating to the Florida Statutes; amending ss. 1001.11, 1001.20, 1001.212, 1001.215, 1002.311, 1002.333, 1002.334, 1002.451, 1002.59, 1002.73, 1002.82, 1002.84, 1002.89, 1002.995, 1003.051, 1003.32, 1003.4201, 1003.485, 1003.491, 1003.4996, 1004.071, 1004.344, 1004.42, 1004.615, 1004.645, 1004.6497, 1006.1493, 1006.73, 1007.2616, 1007.35, 1008.33, 1008.365, 1011.62, 1011.6202, 1012.22, 1012.34, 1012.35, 1012.42, 1012.562, 1012.585, and 1012.985, F.S., to conform to section 39 of chapter 2023-39, Laws of Florida, which directs the Division of Law Revision to prepare a reviser's bill for the 2024 Regular Session of the Legislature to replace the term "professional development," where it occurs within chapters 1000 through 1013 of the Florida Statutes, with the term "professional learning"; amending s. 1015.04, F.S., to conform to the changes in chapter 2023-39, Laws of Florida; providing an effective date.

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

Section 1. Subsection (7) of section 1001.11, Florida Statutes, is amended to read:

1001.11 Commissioner of Education; other duties.—

(7) The commissioner shall make prominently available on the department's website the following: links to the Internet-based clearinghouse for professional ~~learning development~~ regarding physical education; the school wellness and physical education policies and other resources required under s. 1003.453; and other Internet sites that provide professional learning development for elementary teachers of physical education as defined in s. 1003.01(15). These links must provide elementary teachers with information concerning current physical education and nutrition philosophy and best practices that result in student participation in physical activities that promote lifelong physical and mental well-being.

Section 2. Paragraph (a) of subsection (4) of section 1001.20, Florida Statutes, is amended to read:

1001.20 Department under direction of state board.—

(4) The Department of Education shall establish the following offices within the Office of the Commissioner of Education which shall coordinate their activities with all other divisions and offices:

(a) *Office of Technology and Information Services.*—

1. Responsible for developing a 5-year strategic plan for establishing Florida digital classrooms by October 1, 2014, and annually updating the plan by January 1 each year thereafter. The Florida digital classrooms plan

shall be provided to each school district and published on the department's website. The plan must:

- a. Describe how technology will be integrated into classroom teaching and learning to assist the state in improving student performance outcomes and enable all students in Florida to be digital learners with access to digital tools and resources.
- b. Identify minimum technology requirements that include specifications for hardware, software, devices, networking, security, and bandwidth capacity and guidelines for the ratio of students per device.
- c. Establish minimum requirements for professional learning development opportunities and training to assist district instructional personnel and staff with the integration of technology into classroom teaching.
- d. Identify the types of digital tools and resources that can assist district instructional personnel and staff in the management, assessment, and monitoring of student learning and performance.

2. Responsible for making budget recommendations to the commissioner, providing data collection and management for the system, assisting school districts in securing Internet access and telecommunications services, including those eligible for funding under the Schools and Libraries Program of the federal Universal Service Fund, and coordinating services with other state, local, and private agencies.

Section 3. Subsection (2) of section 1001.212, Florida Statutes, is amended to read:

1001.212 Office of Safe Schools.—There is created in the Department of Education the Office of Safe Schools. The office is fully accountable to the Commissioner of Education. The office shall serve as a central repository for best practices, training standards, and compliance oversight in all matters regarding school safety and security, including prevention efforts, intervention efforts, and emergency preparedness planning. The office shall:

- (2) Provide ongoing professional learning development opportunities to school district and charter school personnel.

Section 4. Subsection (4) of section 1001.215, Florida Statutes, is amended 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:

- (4) Develop and provide access to an online repository of digital science of reading and science of reading instructional resources, sequenced, content-rich curriculum programming, instructional practices, and other resources that help elementary schools use state-adopted instructional materials to

increase students’ background knowledge and literacy skills, including student attainment of the 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 (7) and incorporate professional learning development to implement such strategies.

Section 5. Paragraph (c) of subsection (2) of section 1002.311, Florida Statutes, is amended to read:

1002.311 Single-gender programs authorized.—

(2) A district school board that establishes a single-gender class, extracurricular activity, or school:

(c) Must comply with the following requirements when establishing a gender-specific elementary, middle, or high school:

- 1. Separate into grade-level boys-only classes and girls-only classes during instruction in core courses.
- 2. Open enrollment to all students within the school district.
- 3. Require the school’s administrative and instructional personnel to participate in professional learning development that includes scheduling and instructional strategies.
- 4. Provide to the department a comparison of the academic performance of students in the gender-specific elementary, middle, or high school with the academic performance of students in other public elementary, middle, or high schools, as appropriate, in the school district.

Section 6. Paragraph (a) of subsection (10) of section 1002.333, Florida Statutes, is amended to read:

1002.333 Persistently low-performing schools.—

(10) **SCHOOLS OF HOPE PROGRAM.**—The Schools of Hope Program is created within the Department of Education.

(a) A school of hope is eligible to receive funds from the Schools of Hope Program for the following expenditures:

- 1. Preparing teachers, school leaders, and specialized instructional support personnel, including costs associated with:
  - a. Providing professional learning development.
  - b. Hiring and compensating teachers, school leaders, and specialized instructional support personnel for services until the school reaches full

enrollment in accordance with the performance-based agreement pursuant to subsection (5).

2. Acquiring supplies, training, equipment, and educational materials, including developing and acquiring instructional materials.

3. Providing one-time startup costs associated with providing transportation to students to and from the charter school.

4. Carrying out community engagement activities, which may include paying the cost of student and staff recruitment.

5. Providing funds to cover the nonvoted ad valorem millage that would otherwise be required for schools and the required local effort funds calculated pursuant to s. 1011.62 when the state board enters into an agreement with a hope operator pursuant to subsection (5).

6. Providing funds for the initial leasing costs of a school facility in the event the department determines that a suitable district-owned facility is unavailable or not leased in a timely manner pursuant to paragraph (7)(d).

In the event a school of hope is dissolved or is otherwise terminated, all property, furnishings, and equipment purchased with public funds shall automatically revert to full ownership by the district school board, subject to complete satisfaction of any lawful liens or encumbrances. Any unencumbered public funds from the school of hope, district school board property and improvements, furnishings, and equipment purchased with public funds, or financial or other records pertaining to the school of hope, in the possession of any person, entity, or holding company, other than the charter school, shall be held in trust upon the district school board's request, until any appeal status is resolved.

Section 7. Paragraph (a) of subsection (4) of section 1002.334, Florida Statutes, is amended to read:

1002.334 Innovative Blended Learning and Real-Time Student Assessment Pilot Program.—

(4) A program applicant must submit an application to the department in a format prescribed by the department. The application must include all of the following:

(a) A plan for the synchronous technological and resource design, curriculum, classroom operation, school or district management, privacy protection and teacher professional learning development, and at least weekly progress monitoring of real-time student performance in innovative blended learning programs.

Section 8. Paragraph (e) of subsection (6) of section 1002.451, Florida Statutes, is amended to read:

1002.451 District innovation school of technology program.—

(6) APPLICATION PROCESS AND PERFORMANCE CONTRACT.—

(e) The performance contract must address the terms under which the State Board of Education may cancel the contract and, at a minimum, the methods by which:

1. Upon execution of the performance contract, the school district will plan the program during the first year, begin at least partial implementation of the program during the second year, and fully implement the program by the third year. A district may implement the program sooner than specified in this subparagraph if authorized in the performance contract.

2. The school will integrate industry-leading technology into instruction, assessment, and professional learning development. The school may also restructure the school day or school year in a way that allows it to best accomplish its goals.

3. The school and district will monitor performance progress based on skills that help students succeed in college and careers, including problem solving, research, interpretation, and communication.

4. The school will incorporate industry certifications and similar recognitions into performance expectations.

5. The school and district will comply with this section and the performance contract.

Section 9. Subsection (3) of section 1002.59, Florida Statutes, is amended to read:

1002.59 Emergent literacy and performance standards training courses.

(3) The department shall make available online professional learning development and training courses comprised of at least 8 clock hours that support prekindergarten instructors in increasing the competency of teacher-child interactions.

Section 10. Paragraph (c) of subsection (2) of section 1002.73, Florida Statutes, is amended to read:

1002.73 Department of Education; powers and duties; accountability requirements.—

(2) The department shall adopt procedures for:

(c) Annually notifying private prekindergarten providers and public schools placed on probation for not meeting the minimum performance metric or designation as required by s. 1002.68 of the high-quality professional learning development opportunities developed or supported by the department.

Section 11. Paragraph (w) of subsection (2) and paragraph (b) of subsection (3) of section 1002.82, Florida Statutes, are amended to read:

1002.82 Department of Education; powers and duties.—

(2) The department shall:

(w) Establish preservice and inservice training requirements that address, at a minimum, school readiness child development standards, health and safety requirements, and social-emotional behavior intervention models, which may include positive behavior intervention and support models, including the integration of early learning professional learning development pathways established in s. 1002.995.

(3)

(b) Results of the survey shall be based on a statistically significant sample size of completed surveys and calculated annually for each early learning coalition and included in the department's annual report under subsection (7). If an early learning coalition's customer satisfaction survey results are below 60 percent, the coalition shall be placed on a 1-year corrective action plan that outlines the specific steps the coalition shall take to improve the results of the customer service surveys, including, but not limited to, technical assistance, staff professional learning development, or coaching. If, after being placed on corrective action, an early learning coalition's customer satisfaction survey results do not improve above the 60 percent threshold, the department may contract out or merge the coalition.

Section 12. Subsection (7) of section 1002.84, Florida Statutes, is amended to read:

1002.84 Early learning coalitions; school readiness powers and duties. Each early learning coalition shall:

(7) Use a coordinated professional learning development system that supports the achievement and maintenance of core competencies by school readiness program teachers in helping children attain the performance standards adopted by the department.

Section 13. Paragraph (b) of subsection (4) of section 1002.89, Florida Statutes, is amended to read:

1002.89 School readiness program; funding.—

(4) COST REQUIREMENTS.—Costs shall be kept to the minimum necessary for the efficient and effective administration of the school readiness program with the highest priority of expenditure being direct services for eligible children. However, no more than 5 percent of the funds allocated in paragraph (1)(a) may be used for administrative costs and no more than 22 percent of the funds allocated in paragraph (1)(a) may be used

in any fiscal year for any combination of administrative costs, quality activities, and nondirect services as follows:

(b) Activities to improve the quality of child care as described in 45 C.F.R. s. 98.53, which shall be limited to the following:

1. Developing, establishing, expanding, operating, and coordinating resource and referral programs specifically related to the provision of comprehensive consumer education to parents and the public to promote informed child care choices specified in 45 C.F.R. s. 98.33.

2. Awarding grants and providing financial support to school readiness program providers and their staff to assist them in meeting applicable state requirements for the program assessment required under s. 1002.82(2)(n), child care performance standards, implementing developmentally appropriate curricula and related classroom resources that support curricula, providing literacy supports, and providing continued professional learning development and training. Any grants awarded pursuant to this subparagraph shall comply with ss. 215.971 and 287.058.

3. Providing training, technical assistance, and financial support to school readiness program providers, staff, and parents on standards, child screenings, child assessments, child development research and best practices, developmentally appropriate curricula, character development, teacher-child interactions, age-appropriate discipline practices, health and safety, nutrition, first aid, cardiopulmonary resuscitation, the recognition of communicable diseases, and child abuse detection, prevention, and reporting.

4. Providing, from among the funds provided for the activities described in subparagraphs 1.-3., adequate funding for infants and toddlers as necessary to meet federal requirements related to expenditures for quality activities for infant and toddler care.

5. Improving the monitoring of compliance with, and enforcement of, applicable state and local requirements as described in and limited by 45 C.F.R. s. 98.40.

6. Responding to Warm-Line requests by providers and parents, including providing developmental and health screenings to school readiness program children.

Section 14. Section 1002.995, Florida Statutes, is amended to read:

1002.995 Early learning professional learning development standards and career pathways.—

(1) The department shall:

(a) Develop early learning professional learning development training and course standards to be utilized for school readiness program providers.

(b) Identify both formal and informal early learning career pathways with stackable credentials and certifications that allow early childhood teachers to access specialized professional learning development that:

1. Strengthens knowledge and teaching practices.
2. Aligns to established professional standards and core competencies.
3. Provides a progression of attainable, competency-based stackable credentials and certifications.
4. Improves outcomes for children to increase kindergarten readiness and early grade success.

(c) Subject to the appropriation of funds by the Legislature, provide incentives to school readiness personnel who meet the requirements of s. 1002.88(1)(e) and prekindergarten instructors who meet the requirements specified in s. 1002.55, s. 1002.61, or s. 1002.63 and who possess a reading certification or endorsement or a literacy micro-credential as specified in s. 1003.485 and teach students in the school readiness program or the voluntary prekindergarten education program or work in a child care or early learning setting.

(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 in s. 1001.215(3).

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

Section 15. Paragraph (a) of subsection (2) and subsection (3) of section 1003.051, Florida Statutes, are amended to read:

1003.051 Purple Star Campuses.—

(2)(a) The Department of Education shall establish the Purple Star Campus program. At a minimum, the program must require a participating school to:

1. Designate a staff member as a military liaison.
2. Maintain a web page on the school's website which includes resources for military students and their families.
3. Maintain a student-led transition program that assists military students in transitioning into the school.
4. Offer professional learning development training opportunities for staff members on issues relating to military students.
5. Reserve at least 5 percent of controlled open enrollment seats for military students.



(3) A school may partner with a school district to procure digital, professional learning development, or other assistance necessary for the school to meet the criteria specified in subsection (2).

Section 16. Paragraph (b) of subsection (2) and subsection (7) of section 1003.32, Florida Statutes, are amended to read:

1003.32 Authority of teacher; responsibility for control of students; district school board and principal duties.—Subject to law and to the rules of the district school board, each teacher or other member of the staff of any school shall have such authority for the control and discipline of students as may be assigned to him or her by the principal or the principal's designated representative and shall keep good order in the classroom and in other places in which he or she is assigned to be in charge of students.

(2) Teachers and other instructional personnel shall:

(b) Seek professional learning development to improve classroom management skills when data show that they are not effective in handling minor classroom disruptions.

(7) Any teacher who removes 25 percent of his or her total class enrollment shall be required to complete professional learning development to improve classroom management skills.

Section 17. Paragraph (a) of subsection (2) of section 1003.4201, Florida Statutes, is amended to read:

1003.4201 Comprehensive system of reading instruction.—Each school district must implement a system of comprehensive reading instruction for students enrolled in prekindergarten through grade 12 and certain students who exhibit a substantial deficiency in early literacy.

(2)(a) Components of the reading instruction plan may include the following:

1. Additional time per day of evidence-based intensive reading instruction for kindergarten through grade 12 students, which may be delivered during or outside of the regular school day.

2. Highly qualified reading coaches, who must be endorsed in reading, to specifically support classroom teachers in making instructional decisions based on progress monitoring data collected pursuant to s. 1008.25(8) and improve classroom teacher delivery of effective reading instruction, reading intervention, and reading in the content areas based on student need.

3. Professional learning development to help instructional personnel and certified prekindergarten teachers funded in the Florida Education Finance Program earn a certification, a credential, an endorsement, or an advanced degree in scientifically researched and evidence-based reading instruction.

4. Summer reading camps, using only classroom teachers or other district personnel who possess a micro-credential as specified in s. 1003.485 or are certified or endorsed in reading consistent with s. 1008.25(7)(b)3., for all students in kindergarten through grade 5 exhibiting a reading deficiency as determined by district and state assessments.

5. Incentives for instructional personnel and certified prekindergarten teachers funded in the Florida Education Finance Program who possess a reading certification or endorsement or micro-credential as specified in s. 1003.485 and provide educational support to improve student literacy.

6. Tutoring in reading.

Section 18. Paragraph (g) of subsection (1) and paragraphs (f) and (i) of subsection (4) of section 1003.485, Florida Statutes, are amended to read:

1003.485 The New Worlds Reading Initiative.—

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

(g) “Micro-credential” means evidence-based professional learning development activities grounded in the science of reading which are competency-based, personalized, and on-demand. Educators must demonstrate their competence via evidence submitted and reviewed by trained evaluators.

(4) ADMINISTRATOR RESPONSIBILITIES.—The administrator shall:

(f) Provide professional learning development and resources to teachers that correlate with the books provided through the initiative.

(i) Administer the early literacy micro-credential program established under this section, which must include components on content, student learning, pedagogy, and professional learning development and must build on a strong foundation of 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, as identified by the Just Read, Florida! Office, pursuant to s. 1001.215(7).

1. At a minimum, the micro-credential curriculum must be designed specifically for instructional personnel in prekindergarten through grade 3 based upon the strategies and techniques identified in s. 1002.59 and address foundational literacy skills of students in grades 4 through 12.

2. The micro-credential must be competency based and designed for eligible instructional personnel to complete the credentialing process in no more than 60 hours, in an online format. The micro-credential may be delivered in an in-person format. Eligible instructional personnel may

receive the micro-credential once competency is demonstrated even if it is prior to the completion of 60 hours.

3. The micro-credential must be available by December 31, 2022, at no cost, to instructional personnel as defined in s. 1012.01(2); prekindergarten instructors as specified in ss. 1002.55, 1002.61, and 1002.63; and child care personnel as defined in ss. 402.302(3) and 1002.88(1)(e).

Section 19. Paragraph (p) of subsection (3) of section 1003.491, Florida Statutes, is amended to read:

1003.491 Florida Career and Professional Education Act.—The Florida Career and Professional Education Act is created to provide a statewide planning partnership between the business and education communities in order to attract, expand, and retain targeted, high-value industry and to sustain a strong, knowledge-based economy.

(3) The strategic 3-year plan developed jointly by the local school district, local workforce development boards, economic development agencies, and state-approved postsecondary institutions must be constructed and based on:

(p) Strategies to provide professional learning development for secondary certified school counselors on the benefits of career and professional academies and career-themed courses that lead to industry certification; and

Section 20. Paragraph (d) of subsection (2) of section 1003.4996, Florida Statutes, is amended to read:

1003.4996 Competency-Based Education Pilot Program.—Beginning with the 2016-2017 school year, the Competency-Based Education Pilot Program is created within the Department of Education to be administered for a period of 7 years. The purpose of the pilot program is to provide an educational environment that allows students to advance to higher levels of learning upon the mastery of concepts and skills through statutory exemptions relating to student progression and the awarding of credits.

(2) APPLICATION.—The application to participate in the pilot program must, at a minimum, include:

(d) The scope of and timelines for professional learning development for school instructional and administrative personnel.

Section 21. Paragraph (a) of subsection (2) of section 1004.071, Florida Statutes, is amended to read:

1004.071 Collegiate Purple Star Campuses.—

(2)(a) The State Board of Education shall adopt rules, and the Board of Governors shall adopt regulations, to establish the Collegiate Purple Star

Campuses program. At a minimum, the program must require a participating Florida College System institution, state university, or career center to:

1. Designate a staff member as a military liaison.
2. Maintain a web page on the institution's website which includes resources for military students and their families.
3. Maintain a student-led transition program that assists military students in transitioning to the institution.
4. Offer professional learning development training opportunities for staff members on issues relating to military students.
5. Provide priority course registration for military students.

Section 22. Paragraphs (c) and (e) of subsection (2) of section 1004.344, Florida Statutes, are amended to read:

1004.344 The Florida Center for the Partnerships for Arts Integrated Teaching.—

(2) The goals of the center are to:

(c) Seek out agreements to provide technical assistance and support, upon request, to the Florida Department of Education, Florida school districts, private schools, charter schools, and educator preparation programs in the implementation of evidence-based arts integrated instruction, assessments, programs, and professional learning development.

(e) Collaborate with interested arts organizations and Florida school districts in the development of frameworks for professional learning development activities, using multiple delivery methods for arts integrated teaching in different content areas.

Section 23. Subsection (11) of section 1004.42, Florida Statutes, is amended to read:

1004.42 Florida State University College of Medicine.—

(11) TECHNOLOGY.—To create technology-rich learning environments, the College of Medicine shall build on the considerable infrastructure that already supports the many technology resources of the Florida State University and shall expand the infrastructure to conduct an effective medical education program, including connectivity between the main campus, community-based training locations, and rural clinic locations. Additional technology programs shall include extensive professional learning development opportunities for faculty; an online library of academic and medical resources for students, faculty, and community preceptors; and technology-sharing agreements with other medical schools to allow for the exchange of technology applications among medical school faculty for the

purpose of enhancing medical education. The College of Medicine shall explore the opportunities afforded by Mayo Clinic in Jacksonville through clerkships, visiting professors or lectures through the existing telecommunications systems, and collaboration in research activities at the Mayo Clinic's Jacksonville campus.

Section 24. Subsection (7) of section 1004.615, Florida Statutes, is amended to read:

1004.615 Florida Institute for Child Welfare.—

(7) The institute, in collaboration with the department, community-based care lead agencies, providers of case management services, and other child welfare stakeholders, shall design and implement a career-long professional learning development curriculum for child welfare professionals at all levels and from all disciplines. The professional learning development curriculum must enhance the performance of the current child welfare workforce, address issues related to retention, complement the social work curriculum, and be developed using social work principles. The professional learning development curriculum shall provide career-long coaching, training, certification, and mentorship. The institute must provide the professional support on a continuous basis through online and in-person services. The professional learning development curriculum must be available by July 1, 2021. This subsection is subject to an appropriation.

Section 25. Subsections (1) and (5) of section 1004.645, Florida Statutes, are amended to read:

1004.645 Florida Center for Reading Research.—There is created at the Florida State University, the Florida Center for Reading Research (FCRR). The center shall include two outreach centers, one at a Florida College System institution in central Florida and one at a south Florida state university. The center and the outreach centers, under the center's leadership, shall:

(1) Provide technical assistance and support to all school districts and schools in this state in the implementation of evidence-based literacy instruction, assessments, programs, and professional learning development.

(5) Collaborate with the Just Read! Florida Office and school districts in the development of frameworks for professional learning development activities, using multiple delivery methods for teaching reading in the content area.

Section 26. Subsection (2) of section 1004.6497, Florida Statutes, is amended to read:

1004.6497 World Class Faculty and Scholar Program.—

(2) INVESTMENTS.—Retention, recruitment, and recognition efforts, activities, and investments may include, but are not limited to, investments

in research-centric cluster hires, faculty research and research commercialization efforts, instructional and research infrastructure, undergraduate student participation in research, professional learning development, awards for outstanding performance, and postdoctoral fellowships.

Section 27. Paragraph (a) of subsection (2) of section 1006.1493, Florida Statutes, is amended to read:

1006.1493 Florida Safe Schools Assessment Tool.—

(2) The FSSAT must help school officials identify threats, vulnerabilities, and appropriate safety controls for the schools that they supervise, pursuant to the security risk assessment requirements of s. 1006.07(6).

(a) At a minimum, the FSSAT must address all of the following components:

1. School emergency and crisis preparedness planning;
2. Security, crime, and violence prevention policies and procedures;
3. Physical security measures;
4. Professional learning development training needs;
5. An examination of support service roles in school safety, security, and emergency planning;
6. School security and school police staffing, operational practices, and related services;
7. School and community collaboration on school safety;
8. Policies and procedures for school officials to prepare for and respond to natural and manmade disasters, including family reunification plans to reunite students and employees with their families after a school is closed or unexpectedly evacuated due to such disasters; and
9. A return on investment analysis of the recommended physical security controls.

Section 28. Paragraph (b) of subsection (4) of section 1006.73, Florida Statutes, is amended to read:

1006.73 Florida Postsecondary Academic Library Network.—

(4) FLORIDA STUDENT OPEN ACCESS RESOURCES.—There is established a statewide initiative to increase the amount of open access resources available to postsecondary students in the state through the development of the Student Open Access Resources Repository, a statewide, Internet-based, searchable database of open education resources curated by

the faculty of Florida College System institutions and state universities, and the establishment of the Student Open Access Resource Grant Program.

(b) The chancellors of the State University System and the Florida College System shall collaborate and take the lead in identifying and developing processes to coordinate and support the adaptation or development of open educational resources by teams of faculty, librarians, and instructional designers within a Florida College System institution or state university, or across multiple institutions and universities. Such processes shall include, but not be limited to, ensuring quality and accuracy of content, suitability for publication, and compliance with federal and state copyright laws and regulations. Pursuant to the processes developed by the chancellors, the Florida Postsecondary Academic Library Network shall:

1. Serve as the lead agency.
2. Facilitate interinstitutional collaborations.
3. Host approved digital assets and on-demand printing capabilities.
4. Ensure compliance with federal and state laws and regulations relating to accessibility, copyright, student data privacy and security, and quality assurance.
5. Provide training for resource and professional learning development.
6. Administer the grant program under paragraph (d).

Section 29. Paragraph (a) of subsection (4) of section 1007.2616, Florida Statutes, is amended to read:

1007.2616 Computer science and technology instruction.—

(4)(a) Subject to legislative appropriation, a school district or a consortium of school districts may apply to the department, in a format prescribed by the department, for funding to deliver or facilitate training for classroom teachers to earn an educator certificate in computer science pursuant to s. 1012.56, or training that leads to an industry certification associated with a course identified in the Course Code Directory pursuant to paragraph (2)(b), or for professional learning development for classroom teachers to provide instruction in computer science courses and content. Such funding shall only be used to provide training for classroom teachers, or to pay fees for examinations that lead to a credential, or to provide professional learning development, pursuant to this paragraph.

Section 30. Paragraphs (a) and (b) of subsection (6) and paragraph (b) of subsection (8) of section 1007.35, Florida Statutes, are amended to read:

1007.35 Florida Partnership for Minority and Underrepresented Student Achievement.—

(6) The partnership shall:

(a) Provide teacher training and professional learning development to enable teachers of advanced courses to have the necessary content knowledge and instructional skills to prepare students for success on assessments developed pursuant to s. 1007.27(2) and mastery of postsecondary general education core courses.

(b) Provide to middle school teachers and administrators professional learning development that will enable them to educate middle school students at the level necessary to prepare the students to enter high school ready to participate in advanced courses.

(8)

(b) The department shall contribute to the evaluation process by providing access, consistent with s. 119.071(5)(a), to student and teacher information necessary to match against databases containing teacher professional learning development data and databases containing assessment data for the PSAT/NMSQT, SAT, ACT, PreACT, AP, and other appropriate measures. The department shall also provide student-level data on student progress from middle school through high school and into college and the workforce, if available, in order to support longitudinal studies. The partnership shall analyze and report student performance data in a manner that protects the rights of students and parents as required in 20 U.S.C. s. 1232g and s. 1002.22.

Section 31. Paragraph (c) of subsection (3) and paragraph (b) of subsection (4) of section 1008.33, Florida Statutes, are amended to read:

1008.33 Authority to enforce public school improvement.—

(3)

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

(4)



(b) Unless an additional year of implementation is provided pursuant to paragraph (a), a school that completes a plan cycle under paragraph (a) and does not improve to a grade of “C” or higher must implement one of the following:

1. Reassign students to another school and monitor the progress of each reassigned student;

2. Close the school and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness; or

3. Contract with an outside entity that has a demonstrated record of effectiveness to provide turnaround services identified in state board rule, which may include school leadership, educational modalities, teacher and leadership professional learning development, curriculum, operation and management services, school-based administrative staffing, budgeting, scheduling, other educational service provider functions, or any combination thereof. Selection of an outside entity may include one or a combination of the following:

a. An external operator, which may be a district-managed charter school or a high-performing charter school network in which all instructional personnel are not employees of the school district, but are employees of an independent governing board composed of members who did not participate in the review or approval of the charter.

b. A contractual agreement that allows for a charter school network or any of its affiliated subsidiaries to provide individualized consultancy services tailored to address the identified needs of one or more schools under this section.

A school district and outside entity under this subparagraph must enter, at minimum, a 2-year, performance-based contract. The contract must include school performance and growth metrics the outside entity must meet on an annual basis. The state board may require the school district to modify or cancel the contract.

Section 32. Subsection (3) and paragraph (a) of subsection (5) of section 1008.365, Florida Statutes, are amended to read:

1008.365 Reading Achievement Initiative for Scholastic Excellence Act.

(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(7) 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 learning development and planning to establish evidence-based practices grounded in the science of reading among school administrators and instructional personnel;
3. Evaluate implementation of evidence-based practices grounded in the science of reading; 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(7);
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 learning development and site-based supports, including modeling evidence-based practices grounded in the science of reading and providing feedback to instructional personnel.

(5) The department shall provide progress monitoring data to regional support teams regarding the implementation of supports. Such supports must include:

- (a) Professional learning development, aligned to evidence-based strategies identified pursuant to s. 1001.215(7), for appropriate instructional personnel and school administrators identified by the regional support team.

Section 33. Paragraphs (l) and (m) of subsection (1) 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:

(1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR OPERATION.—The following procedure shall be followed in determining the annual allocation to each district for operation:

(1) *Calculation of additional full-time equivalent membership based on International Baccalaureate examination scores of students.*—A value of 0.16 full-time equivalent student membership shall be calculated for each

student enrolled in an International Baccalaureate course who receives a score of 4 or higher on a subject examination. A value of 0.3 full-time equivalent student membership shall be calculated for each student who receives an International Baccalaureate diploma. Such value shall be added to the total full-time equivalent student membership in basic programs for grades 9 through 12 in the subsequent fiscal year. Each school district shall allocate 80 percent of the funds received from International Baccalaureate bonus FTE funding to the school program whose students generate the funds and to school programs that prepare prospective students to enroll in International Baccalaureate courses. Funds shall be expended solely for the payment of allowable costs associated with the International Baccalaureate program. Allowable costs include International Baccalaureate annual school fees; International Baccalaureate examination fees; salary, benefits, and bonuses for teachers and program coordinators for the International Baccalaureate program and teachers and coordinators who prepare prospective students for the International Baccalaureate program; supplemental books; instructional supplies; instructional equipment or instructional materials for International Baccalaureate courses; other activities that identify prospective International Baccalaureate students or prepare prospective students to enroll in International Baccalaureate courses; and training or professional learning development for International Baccalaureate teachers. School districts shall allocate the remaining 20 percent of the funds received from International Baccalaureate bonus FTE funding for programs that assist academically disadvantaged students to prepare for more rigorous courses. The school district shall distribute to each classroom teacher who provided International Baccalaureate instruction:

1. A bonus in the amount of \$50 for each student taught by the International Baccalaureate teacher in each International Baccalaureate course who receives a score of 4 or higher on the International Baccalaureate examination.
2. An additional bonus of \$500 to each International Baccalaureate teacher in a school designated with a grade of "D" or "F" who has at least one student scoring 4 or higher on the International Baccalaureate examination, regardless of the number of classes taught or of the number of students scoring a 4 or higher on the International Baccalaureate examination.

Bonuses awarded under this paragraph shall be in addition to any regular wage or other bonus the teacher received or is scheduled to receive. For such courses, the teacher shall earn an additional bonus of \$50 for each student who has a qualifying score.

(m) *Calculation of additional full-time equivalent membership based on Advanced International Certificate of Education examination scores of students.*—A value of 0.16 full-time equivalent student membership shall be calculated for each student enrolled in a full-credit Advanced International Certificate of Education course who receives a score of E or higher on a subject examination. A value of 0.08 full-time equivalent student membership shall be calculated for each student enrolled in a half-credit Advanced

International Certificate of Education course who receives a score of E or higher on a subject examination. A value of 0.3 full-time equivalent student membership shall be calculated for each student who receives an Advanced International Certificate of Education diploma. Such value shall be added to the total full-time equivalent student membership in basic programs for grades 9 through 12 in the subsequent fiscal year. Each school district shall allocate at least 80 percent of the funds received from the Advanced International Certificate of Education bonus FTE funding, in accordance with this paragraph, to the school program that generated the funds and to school programs administered by the University of Cambridge Local Examinations Syndicate that prepare prospective students to enroll in Advanced International Certificate of Education courses. These funds shall be expended solely for the payment of costs associated with the application and registration process; program fees and site licenses; training, professional learning development, salaries, benefits, and bonuses for instructional personnel and program coordinators; examination and diploma fees; membership fees; supplemental books; instructional supplies, materials, and equipment; and other activities that identify prospective Advanced International Certificate of Education students or prepare prospective students to enroll in Advanced International Certificate of Education courses. The school district shall distribute to each classroom teacher who provided Advanced International Certificate of Education or International General Certificate of Secondary Education (pre-AICE) instruction:

1. A bonus in the amount of \$50 for each student taught by the Advanced International Certificate of Education teacher in each Advanced International Certificate of Education course who receives a score of E or higher on the Advanced International Certificate of Education examination. A bonus in the amount of \$25 for each student taught by the pre-AICE teacher in each pre-AICE course who receives a score of E or higher on the pre-AICE examination.

2. An additional bonus of \$500 to each Advanced International Certificate of Education teacher in a school designated with a grade of "D" or "F" who has at least one student scoring E or higher on the Advanced International Certificate of Education examination, regardless of the number of classes taught or of the number of students scoring an E or higher on the Advanced International Certificate of Education examination.

3. Additional bonuses of \$250 each to teachers of pre-AICE classes in a school designated with a grade of "D" or "F" which has at least one student scoring an E or higher on the pre-AICE examination in that class. Teachers receiving an award under subparagraph 2. are not eligible for a bonus under this subparagraph.

Bonuses awarded to a teacher according to this paragraph shall be in addition to any regular wage or other bonus the teacher received or is scheduled to receive.

Section 34. Subsection (4) of section 1011.6202, Florida Statutes, is amended to read:

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

(4) PROFESSIONAL LEARNING DEVELOPMENT.—Each participating school district shall require that the principal of each participating school and a designated leadership team selected by the principal of the participating school complete a nationally recognized school turnaround program which focuses on improving leadership, instructional infrastructure, talent management, and differentiated support and accountability. The required personnel must enroll in the nationally recognized school turnaround program upon acceptance into the program.

Section 35. Paragraph (h) of subsection (1) of section 1012.22, Florida Statutes, is amended to read:

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

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

(h) *Planning and training time for teachers*.—The district school board shall adopt rules to make provisions for teachers to have time for lunch, professional planning, and professional learning development time when they will not be directly responsible for the children if some adult supervision is furnished for the students during such periods.

Section 36. Paragraph (b) of subsection (2) and paragraph (a) of subsection (7) of section 1012.34, Florida Statutes, are amended to read:

1012.34 Personnel evaluation procedures and criteria.—

(2) EVALUATION SYSTEM REQUIREMENTS.—The evaluation systems for instructional personnel and school administrators must:

(b) Provide appropriate instruments, procedures, timely feedback, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators, and performance

evaluation results must be used when identifying professional learning development.

In addition, each district school board may establish a peer assistance process. This process may be a part of the regular evaluation system or used to assist employees placed on performance probation, newly hired classroom teachers, or employees who request assistance.

(7) MEASUREMENT OF STUDENT PERFORMANCE.—

(a) The Commissioner of Education shall approve a formula to measure individual student learning growth on the statewide, standardized assessments in English Language Arts and mathematics administered under s. 1008.22. A third party, independent of the assessment developer, must analyze student learning growth data calculated using the formula and provide access to a data visualization tool that enables teachers to understand and evaluate the data and school administrators to improve instruction, evaluate programs, allocate resources, plan professional learning development, and communicate with stakeholders. The formula must take into consideration each student's prior academic performance. The formula must not set different expectations for student learning growth based upon a student's gender, race, ethnicity, or socioeconomic status. In the development of the formula, the commissioner shall consider other factors such as a student's attendance record, disability status, or status as an English language learner. The commissioner may select additional formulas to measure student performance as appropriate for the remainder of the statewide, standardized assessments included under s. 1008.22 and continue to select formulas as new assessments are implemented in the state system. By July 31 of each year, the commissioner shall provide to each school district the student learning growth data calculated using the formula.

Section 37. Paragraph (d) of subsection (1) of section 1012.35, Florida Statutes, is amended to read:

1012.35 Substitute teachers.—

(1) Each district school board shall adopt rules prescribing the compensation of, and the procedure for employment of, substitute teachers.

(d) It is recommended that ongoing training and access to professional learning development offerings be made available to substitute teachers by the employing district.

Section 38. Subsection (1) of section 1012.42, Florida Statutes, is amended to read:

1012.42 Teacher teaching out-of-field.—

(1) ASSISTANCE.—Each district school board shall adopt and implement a plan to assist any teacher teaching out-of-field, and priority

consideration in professional ~~learning development~~ activities shall be given to a teacher who is teaching out-of-field. The district school board shall require that the teacher participate in a certification or staff development program designed to provide the teacher with the competencies required for the assigned duties. The board-approved assistance plan must include duties of administrative personnel and other instructional personnel to provide students with instructional services.

Section 39. Paragraph (b) of subsection (3) of section 1012.562, Florida Statutes, is amended to read:

1012.562 Public accountability and state approval of school leader preparation programs.—The Department of Education shall establish a process for the approval of Level I and Level II school leader preparation programs that will enable aspiring school leaders to obtain their certificate in educational leadership under s. 1012.56. School leader preparation programs must be competency-based, aligned to the principal leadership standards adopted by the state board, and open to individuals employed by public schools, including charter schools and virtual schools. Level I programs lead to initial certification in educational leadership for the purpose of preparing individuals to serve as school administrators. Level II programs build upon Level I training and lead to renewal certification as a school principal.

(3) LEVEL II PROGRAMS.—Initial approval and subsequent renewal of a Level II program shall be for a period of 5 years. A school district, charter school, or charter management organization may submit to the department in a format prescribed by the department an application to establish a Level II school leader preparation program or for program renewal. To be approved or renewed, a Level II program must:

(b) Demonstrate that the Level II program:

1. Provides competency-based training aligned to the principal leadership standards adopted by the State Board of Education.
2. Provides training aligned to the personnel evaluation criteria under s. 1012.34 and professional ~~learning development~~ program in s. 1012.986.
3. Provides individualized instruction using a customized learning plan for each person enrolled in the program that is based on data from self-assessment, selection, and appraisal instruments.
4. Conducts program evaluations and implements program improvements using input from personnel who completed the program and employers and data gathered pursuant to paragraph (2)(b).

Section 40. Paragraph (f) of subsection (3) of section 1012.585, Florida Statutes, is amended 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 grounded in the science of reading specifically designed for students with characteristics of dyslexia, including the use of explicit, systematic, and sequential approaches to reading instruction, developing phonological and phonemic awareness, decoding, and implementing multisensory intervention strategies. Such training must be provided by teacher preparation programs under s. 1004.04 or s. 1004.85 or approved school district professional learning 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.

Section 41. Section 1012.985, Florida Statutes, is amended to read:

1012.985 Regional professional learning development academies.—

(1) The intent of this section is to facilitate a system of professional learning development that provides a wide range of inservice training to teachers, managers, and administrative personnel which is designed to upgrade skills and knowledge needed to attain world class standards in education. The system shall consist of a network of professional learning development academies that are operated in partnership with area business partners to develop and deliver high-quality training programs for school districts. Each regional professional learning development academy must meet the human resource development needs of professional educators, schools, and school districts and shall:

(a) Support the collaborative efforts of one or more district school boards, members of the business community, and the postsecondary educational institutions which may award college credits for courses taught at the academy.

(b) Provide high-quality trainers and training and appropriate followup and coaching for all participants and support school personnel in increasing student achievement.

(c) Be operated under contract with its public partners. Contracts between district school boards and each regional professional learning development academy must require:

1. The academy's independent board of directors to be responsible for the prudent use of all public and private funds and to ensure that those funds



are used in accordance with applicable laws, bylaws, and contractual agreements.

2. The academy to retain proper documentation evidencing that district school board funds provided to the academy are expended for authorized purposes as prescribed in the contract and that services to district school boards are commensurate with the funds paid to the academy for those services. The academy's records must be available for inspection by the district school board's internal auditor and the Auditor General.

3. Each district school board to approve any participation by the academy in the district's programs or services, including use of the district's facilities, furnishings, equipment, other chattels, personnel, or services.

4. The academy to provide an annual report of its activities and expenditures to its independent board of directors and each party to the contract.

5. The academy to be annually audited by an independent certified public accountant retained and paid for by the academy and to provide a copy of the audit report to each party to the contract.

(d) Be governed by an independent board of directors, which should include at least one district school superintendent and one district school board chair from the participating school districts, the president of the collective bargaining unit that represents the majority of the region's teachers, and at least three individuals who are not employees or elected or appointed officials of the participating school districts. Regional educational consortia as defined in s. 1001.451 satisfy the requirements of this paragraph.

(e) Provide professional learning development services for the participating school districts as specified in the contract and may provide professional learning development services to other school districts, private schools, and individuals on a fee-for-services basis.

(2) A regional professional learning development academy may:

(a) Receive funds from the Department of Education or as provided in the General Appropriations Act for the purpose of developing programs, expanding services, assessing inservice training and professional learning development, or other programs that are consistent with the mission of the academy and the needs of the state and region; and

(b) Receive, hold, invest, and administer property and any moneys acquired from private, local, state, and federal sources, as well as technical and professional income generated or derived from activities of the academy, for the benefit of the academy and the fulfillment of its mission. Income generated by school district personnel at the academy from trademarks, copyrights, and patents shall be shared between the academy and the district school board as outlined in the contract.

Section 42. Subsection (1) of section 1015.04, Florida Statutes, is amended to read:

1015.04 Right to continuing education.—

(1) Teachers are guaranteed a coordinated system of professional learning development with the goals of increasing student achievement, enhancing classroom instruction, and preparing students for continuing their education or joining the workforce. Pursuant to s. 1012.98, the Department of Education, public postsecondary educational institutions, public school districts, public schools, state education foundations, consortia, and professional organizations must work collaboratively to provide a coordinated system of professional learning development.

Reviser's note.—Amended pursuant to the directive of the Legislature in s. 39, ch. 2023-39, Laws of Florida, to the Division of Law Revision to prepare a reviser's bill for the 2024 Regular Session of the Legislature to replace references to the term "professional development," where it occurs within chapters 1000 through 1013 of the Florida Statutes, with the term "professional learning," and to update a specific reference to teacher professional development in s. 1015.04 to conform to the changes in ch. 2023-39.

Section 43. This act shall take effect on the 60th day after adjournment sine die of the session of the Legislature in which enacted.

Approved by the Governor February 15, 2024.

Filed in Office Secretary of State February 15, 2024.