

CHAPTER 2023-39

Committee Substitute for Committee Substitute for Committee Substitute for House Bill No. 1537

An act relating to education; creating s. 683.335, F.S.; requiring the Governor to proclaim September 11 of each year as “9/11 Heroes’ Day”; requiring the day to be observed in public schools and by public exercise; requiring certain middle and high school students to receive specified instruction; requiring the State Board of Education to adopt certain revised social studies standards; amending s. 1002.20, F.S.; requiring school districts to annually review and confirm specified information is accurate and up to date; requiring school districts to send a notification to parents under certain circumstances; authorizing students to possess and use certain medication while on school property or at a school-sponsored events; amending s. 1002.33, F.S.; providing clarifying language relating to admission and dismissal procedures for charter schools; amending s. 1002.42, F.S.; conforming a cross-reference; creating s. 1003.07, F.S.; creating the Year-round School Pilot Program for a period of 4 school years beginning with a specified school year; providing the purpose of the program; providing for an application process for participation in the program; requiring the Commissioner of Education to select a certain number of school districts to participate in the program; providing requirements for participating school districts; requiring the commissioner to submit a report to the Governor and Legislature; providing requirements for such report; authorizing the State Board of Education to adopt rules; amending s. 1003.42, F.S.; requiring the history of Asian Americans and Pacific Islanders to be included in specified instruction; providing requirements for such instruction; amending s. 1003.4282, F.S.; revising a graduation requirement for certain students; amending s. 1004.04, F.S.; revising the core curricula for certain teacher preparation programs; amending s. 1004.85, F.S.; revising terminology; deleting a requirement that certain certification programs be previously approved by the Department of Education; revising requirements for certain competency-based programs, certain teacher preparation field experience, and participants in certain teacher preparation programs; requiring the State Board of Education to adopt specified rules relating to the continued approval of certain teacher preparation programs rather than by a determination of the Commissioner of Education; amending s. 1005.04, F.S.; requiring certain institutions to include specified information relating to student fees and costs in a disclosure to prospective students; requiring certain institutions to provide information affirmatively demonstrating compliance with fair consumer practice requirements; creating s. 1005.11, F.S.; requiring the Commission for Independent Education to annually prepare an accountability report by a specified date; providing requirements for such report; requiring licensed institutions to annually provide certain data to the commission by a specified date; providing requirements for the determination of a specified rate;

requiring the commission to establish a common set of data definitions; requiring the commission to impose administrative fines for an institution that fails to timely submit the data; providing requirements for such fines; providing authority for the commission to require certain data reporting by certain institutions; amending s. 1005.22, F.S.; revising the powers and duties of the commission; amending s. 1005.31, F.S.; revising the commission's evaluation standards for licensure of an institution; authorizing the commission to prohibit the enrollment of new students, or limit the number of students in a program at, a licensed institution under certain circumstances; authorizing the commission to take specified actions relating to licensed institutions; authorizing the commission to establish certain benchmarks by rule; providing for the designation of certain licensed institutions as high performing; creating s. 1005.335, F.S.; requiring all programs at licensed institutions to be disclosed to the commission; requiring institutions to receive institutional accreditation prior to obtaining licensure for prelicensure professional nursing programs; requiring the commission to adopt rules; amending s. 1006.09, F.S.; providing requirements for searches of students' personal belongings; amending s. 1006.13, F.S.; creating a rebuttable presumption for certain disciplinary actions; amending s. 1006.148, F.S.; conforming a cross-reference; amending s. 1007.27, F.S.; revising the articulated acceleration mechanisms available to certain students; requiring the state board and Board of Governors to identify Florida College System institutions and state universities to develop certain courses and provide specified training; requiring the department to take specified actions relating to certain courses; authorizing the department to partner with specified organizations to develop certain assessments; providing for the award of credit to certain students; requiring the department to provide a report to the Legislature by a specified date; providing requirements for such report; amending s. 1007.271, F.S.; requiring dual enrollment courses to be age and developmentally appropriate; amending s. 1007.35, F.S.; revising the responsibilities of the Florida Partnership for Minority and Underrepresented Student Achievement; conforming provisions to changes made by the act; amending s. 1008.22, F.S.; authorizing school districts to select the Classic Learning Test for an annual districtwide administration for certain students; amending s. 1008.34, F.S.; revising the calculation of school grades for certain schools; amending s. 1009.531, F.S.; revising the list of courses that receive additional weights for the purpose of calculating students' grade point averages when determining initial eligibility for a Florida Bright Futures Scholarship; authorizing students to earn a concordant score on the Classic Learning Test to meet the initial eligibility requirements for the Florida Bright Futures Scholarship Program; amending ss. 1009.534, 1009.535, and 1009.536, F.S.; authorizing students to use a combination of volunteer service hours and paid work hours to meet certain program eligibility requirements; providing that paid work hours completed on or after a specified date shall be used to meet certain program eligibility requirements; amending s. 1012.34, F.S.; providing school administrators are not precluded from taking specified actions; amending s. 1012.56, F.S.;

revising requirements for a person seeking an educator certification; revising criteria for the award of a temporary certificate; revising the validity period for certain temporary certificates; deleting provisions relating to the department's ability to extend the validity period of certain temporary certificates; revising the requirements for the approval and administration of such programs; establishing professional education competency programs; requiring school districts to develop and maintain such a program; authorizing private schools and state-supported schools to develop and maintain such a program; amending s. 1012.57, F.S.; authorizing charter school governing boards to issue adjunct teaching certificates; requiring a charter school to post specified requirements on its website and annually report specified information relating to adjunct teaching certificates to the Department of Education; conforming a cross-reference; amending s. 1012.575, F.S.; conforming a cross-reference; amending s. 1012.585, F.S.; requiring certain applicants for the renewal of a professional certificate to earn specified college credit or inservice points; providing requirements for such credit or points; amending s. 1012.586, F.S.; conforming a cross-reference; amending s. 1012.98, F.S.; defining the term "professional learning"; prohibiting specified meetings from being considered professional learning and eligible for inservice points; providing and revising requirements for certain professional learning activities; revising department and school district duties relating to such activities; providing requirements for entities contracted with to provide professional learning services and inservice education for school districts; amending s. 1012.986, F.S.; renaming the "William Cecil Golden Professional Development Program for School Leaders" as the "William Cecil Golden Professional Learning Program for School Leaders"; revising the goal of the program; amending s. 1013.62, F.S.; revising the charter school eligibility criteria for capital outlay funding; amending s. 1014.05, F.S.; conforming a cross-reference; authorizing certain students to meet specified assessment graduation requirements by earning certain scores on specified assessments; providing for the future expiration of such provisions; providing an appropriation; providing a directive to the Division of Law Revision; providing effective dates.

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

Section 1. Section 683.335, Florida Statutes, is created to read:

683.335 9/11 Heroes' Day.—

(1) The Governor shall proclaim September 11 of each year as "9/11 Heroes' Day," which shall be suitably observed in the public schools of the state as a day honoring those who perished in the September 11, 2001, attacks, including 2,763 people at the World Trade Center, 189 people at the Pentagon, and 44 people on United Airlines Flight 93, and the 25,000 people maimed or fatally injured on or after that date, and which shall be suitably observed by public exercise in the State Capitol and elsewhere as the Governor may designate.

(2) If September 11 falls on a day that is not a school day, “9/11 Heroes’ Day” shall be observed in the public schools in the state on the preceding school day or on such school day as may be designated by local school authorities.

(3) Beginning in the 2023-2024 school year, middle school and high school students enrolled in the civics education class required by s. 1003.4156 or the United States Government class required by s. 1003.4282(3)(d), respectively, must receive at least 45 minutes of instruction on “9/11 Heroes’ Day” topics involving the history and significance of September 11, 2001, including remembering the sacrifice of military personnel, government employees, civilians, and emergency responders who were killed, wounded, or suffered sickness due to the terrorist attacks on or after that date, including, but not limited to:

(a) The historical context of global terrorism.

(b) A timeline of events on September 11, 2001, including the attacks on the World Trade Center, the Pentagon, and United Airlines Flight 93.

(c) The selfless heroism of police officers, firefighters, paramedics, other first responders, and civilians involved in the rescue and recovery of victims and the heroic actions taken by the passengers of United Airlines Flight 93.

(d) The unprecedented outpouring of humanitarian, charitable, and volunteer aid occurring after the events of September 11, 2001.

(e) The global response to terrorism and importance of respecting civil liberties while ensuring safety and security.

(4) The State Board of Education must adopt revised social studies standards for inclusion in the civics education course required by s. 1003.4156 and the United States Government class required by s. 1003.4282(3)(d) which incorporate the requirements of this section.

Section 2. Paragraph (d) of subsection (3) of section 1002.20, Florida Statutes, is amended, and paragraph (p) is added to that subsection, to read:

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

(3) HEALTH ISSUES.—

(d) Reproductive health and disease education.—A public school student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, in accordance with s. 1003.42(5).

1. Each school district shall, on the district's website homepage, notify parents of this right and the process to request an exemption. The homepage must include a link for a student's parent to access and review the instructional materials, as defined in s. 1006.29(2), used to teach the curriculum.

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

(p) A student may possess and use a medication to relieve headaches while on school property or at a school-sponsored event or activity without a physician's note or prescription if the medication is regulated by the United States Food and Drug Administration for over-the-counter use to treat headaches.

Section 3. Paragraph (a) of subsection (7) of section 1002.33, Florida Statutes, is amended to read:

1002.33 Charter schools.—

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

(a) The charter shall address and criteria for approval of the charter shall be based on:

1. The school's mission, the types of students to be served, and, for a virtual charter school, the types of students the school intends to serve who reside outside of the sponsoring school district, and the ages and grades to be included.

2. The focus of the curriculum, the instructional methods to be used, any distinctive instructional techniques to be employed, and identification and acquisition of appropriate technologies needed to improve educational and administrative performance which include a means for promoting safe,

ethical, and appropriate uses of technology which comply with legal and professional standards.

a. The charter shall ensure that reading is a primary focus of the curriculum and that resources are provided to identify and provide specialized instruction for students who are reading below grade level. The curriculum and instructional strategies for reading must be consistent with the Next Generation Sunshine State Standards and grounded in scientifically based reading research.

b. In order to provide students with access to diverse instructional delivery models, to facilitate the integration of technology within traditional classroom instruction, and to provide students with the skills they need to compete in the 21st century economy, the Legislature encourages instructional methods for blended learning courses consisting of both traditional classroom and online instructional techniques. Charter schools may implement blended learning courses which combine traditional classroom instruction and virtual instruction. Students in a blended learning course must be full-time students of the charter school pursuant to s. 1011.61(1)(a) 1. Instructional personnel certified pursuant to s. 1012.55 who provide virtual instruction for blended learning courses may be employees of the charter school or may be under contract to provide instructional services to charter school students. At a minimum, such instructional personnel must hold an active state or school district adjunct certification under s. 1012.57 for the subject area of the blended learning course. The funding and performance accountability requirements for blended learning courses are the same as those for traditional courses.

3. The current incoming baseline standard of student academic achievement, the outcomes to be achieved, and the method of measurement that will be used. The criteria listed in this subparagraph shall include a detailed description of:

a. How the baseline student academic achievement levels and prior rates of academic progress will be established.

b. How these baseline rates will be compared to rates of academic progress achieved by these same students while attending the charter school.

c. To the extent possible, how these rates of progress will be evaluated and compared with rates of progress of other closely comparable student populations.

A district school board is required to provide academic student performance data to charter schools for each of their students coming from the district school system, as well as rates of academic progress of comparable student populations in the district school system.

4. The methods used to identify the educational strengths and needs of students and how well educational goals and performance standards are met by students attending the charter school. The methods shall provide a means for the charter school to ensure accountability to its constituents by analyzing student performance data and by evaluating the effectiveness and efficiency of its major educational programs. Students in charter schools shall, at a minimum, participate in the statewide assessment program created under s. 1008.22.

5. In secondary charter schools, a method for determining that a student has satisfied the requirements for graduation in s. 1002.3105(5), s. 1003.4281, or s. 1003.4282.

6. A method for resolving conflicts between the governing board of the charter school and the sponsor.

7. The admissions procedures and dismissal procedures, including the school's code of student conduct. Admission or dismissal must not be based on a student's academic performance, except as authorized under subparagraph (10)(e)5.

8. The ways by which the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other nearby public schools or school districts.

9. The financial and administrative management of the school, including a reasonable demonstration of the professional experience or competence of those individuals or organizations applying to operate the charter school or those hired or retained to perform such professional services and the description of clearly delineated responsibilities and the policies and practices needed to effectively manage the charter school. A description of internal audit procedures and establishment of controls to ensure that financial resources are properly managed must be included. Both public sector and private sector professional experience shall be equally valid in such a consideration.

10. The asset and liability projections required in the application which are incorporated into the charter and shall be compared with information provided in the annual report of the charter school.

11. A description of procedures that identify various risks and provide for a comprehensive approach to reduce the impact of losses; plans to ensure the safety and security of students and staff; plans to identify, minimize, and protect others from violent or disruptive student behavior; and the manner in which the school will be insured, including whether or not the school will be required to have liability insurance, and, if so, the terms and conditions thereof and the amounts of coverage.

12. The term of the charter which shall provide for cancellation of the charter if insufficient progress has been made in attaining the student

achievement objectives of the charter and if it is not likely that such objectives can be achieved before expiration of the charter. The initial term of a charter shall be for 5 years, excluding 2 planning years. In order to facilitate access to long-term financial resources for charter school construction, charter schools that are operated by a municipality or other public entity as provided by law are eligible for up to a 15-year charter, subject to approval by the sponsor. A charter lab school is eligible for a charter for a term of up to 15 years. In addition, to facilitate access to long-term financial resources for charter school construction, charter schools that are operated by a private, not-for-profit, s. 501(c)(3) status corporation are eligible for up to a 15-year charter, subject to approval by the sponsor. Such long-term charters remain subject to annual review and may be terminated during the term of the charter, but only according to the provisions set forth in subsection (8).

13. The facilities to be used and their location. The sponsor may not require a charter school to have a certificate of occupancy or a temporary certificate of occupancy for such a facility earlier than 15 calendar days before the first day of school.

14. The qualifications to be required of the teachers and the potential strategies used to recruit, hire, train, and retain qualified staff to achieve best value.

15. The governance structure of the school, including the status of the charter school as a public or private employer as required in paragraph (12)(i).

16. A timetable for implementing the charter which addresses the implementation of each element thereof and the date by which the charter shall be awarded in order to meet this timetable.

17. In the case of an existing public school that is being converted to charter status, alternative arrangements for current students who choose not to attend the charter school and for current teachers who choose not to teach in the charter school after conversion in accordance with the existing collective bargaining agreement or district school board rule in the absence of a collective bargaining agreement. However, alternative arrangements shall not be required for current teachers who choose not to teach in a charter lab school, except as authorized by the employment policies of the state university which grants the charter to the lab school.

18. Full disclosure of the identity of all relatives employed by the charter school who are related to the charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority. For the purpose of this subparagraph, the term "relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law,

sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

19. Implementation of the activities authorized under s. 1002.331 by the charter school when it satisfies the eligibility requirements for a high-performing charter school. A high-performing charter school shall notify its sponsor in writing by March 1 if it intends to increase enrollment or expand grade levels the following school year. The written notice shall specify the amount of the enrollment increase and the grade levels that will be added, as applicable.

Section 4. Subsection (13) of section 1002.42, Florida Statutes, is amended to read:

1002.42 Private schools.—

(13) PROFESSIONAL LEARNING DEVELOPMENT SYSTEM.—An organization of private schools that has no fewer than 10 member schools in this state may develop a professional learning development system to be filed with the Department of Education in accordance with s. 1012.98(7) the provisions of s. 1012.98(6).

Section 5. Section 1003.07, Florida Statutes, is created to read:

1003.07 Year-round School Pilot Program.—Beginning with the 2024-2025 school year, the Year-round School Pilot Program is created for a period of 4 school years. The purpose of the program is for the Department of Education to assist school districts in establishing a year-round school program within at least one elementary school in the district and study the issues, benefits, and schedule options for instituting year-round school programs for all students.

(1)(a) School districts shall apply to the Department of Education, in a format and by a date prescribed by the department, to participate in the program. The application must include:

1. The number of students enrolled in the elementary school or schools that will implement a year-round school program.

2. The academic performance of the students enrolled in such school or schools.

3. The rate of absenteeism and tardiness of students enrolled in such school or schools.

4. The commitment of such school's or schools' instructional personnel and students to the year-round school program.

5. An explanation of how the implementation of the year-round school program will benefit the students.

(b) The Commissioner of Education shall select five school districts to participate in the program. To the extent possible, the commissioner shall select school districts that represent a variety of demographics, including, but not limited to, an urban, suburban, and rural school district.

(2) A school district enrolled in a year-round school program shall:

(a) Implement a single-track or multi-track schedule.

(b) Provide data to the department to allow for:

1. An assessment of the academic and safety benefits associated with establishing a year-round school program.

2. An evaluation of any potential barriers for the school district upon implementation of a year-round school program, including, but not limited to:

a. Issues related to the commitment of instructional personnel and students.

b. The provision of services during the summer months.

c. School district budgeting.

d. Parental engagement and participation.

e. Coordination with community services.

f. Student assessment and progression practices.

g. Student transportation.

3. The consideration of strategies for addressing such potential barriers.

(3) Upon completion of the program, the commissioner shall provide a report to the Governor, the President of the Senate, and the Speaker of the House of Representatives. The report must include:

(a) The number of students enrolled at participating schools.

(b) The number of students enrolled at participating schools before and after the implementation of the year-round school program.

(c) Any health, academic, and safety benefits for students or instructional personnel from the implementation of the year-round school program.

(d) An evaluation of any potential barriers for school districts and families associated with a year-round school program.

(e) The commissioner's recommendation on the adoption of year-round school programs for all students.

(4) The State Board of Education may adopt rules to administer the program.

Section 6. Subsection (2) of section 1003.42, Florida Statutes, is amended to read:

1003.42 Required instruction.—

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

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

(b) The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.

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

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

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

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

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

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

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

(h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles enumerated in subsection (3) or the state academic standards. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's African American History Task Force.

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

~~(j)(i)~~ The elementary principles of agriculture.

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

~~(l)(k)~~ Kindness to animals.

~~(m)(l)~~ The history of the state.

~~(n)(m)~~ The conservation of natural resources.

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

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

- a. Injury prevention and safety.
- b. Internet safety.
- c. Nutrition.
- d. Personal health.
- e. Prevention and control of disease.
- f. Substance use and abuse.
- g. Prevention of child sexual abuse, exploitation, and human trafficking.

2. For students in grades 7 through 12, teen dating violence and abuse. This component must include, but not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

3. For students in grades 6 through 12, awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.

4. Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

- a. Self-awareness and self-management.
- b. Responsible decisionmaking.
- c. Resiliency.
- d. Relationship skills and conflict resolution.
- e. Understanding and respecting other viewpoints and backgrounds.
- f. For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.

Health education and life skills instruction and materials may not contradict the principles enumerated in subsection (3).

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

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

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

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

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

~~(u)~~^(t) In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day, Veterans' Day, and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable.

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

Section 7. Paragraph (e) of subsection (3) of section 1003.4282, Florida Statutes, is amended to read:

1003.4282 Requirements for a standard high school diploma.—

(3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT REQUIREMENTS.—

(e) One credit in fine or performing arts, speech and debate, or career and technical education ~~practical arts~~.—~~A~~ The practical arts course that incorporates ~~must incorporate~~ artistic content and techniques of creativity, interpretation, and imagination satisfies the one credit requirement in fine or performing arts, speech and debate, or career and technical education. Eligible practical arts courses are identified in the Course Code Directory.

Section 8. Paragraph (b) of subsection (2) of section 1004.04, Florida Statutes, is amended to read:

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

(2) UNIFORM CORE CURRICULA AND CANDIDATE ASSESSMENT.

(b) The rules to establish uniform core curricula for each state-approved teacher preparation program must include, but are not limited to, the following:

1. Candidate instruction and assessment in the Florida Educator Accomplished Practices across content areas.
2. The use of state-adopted content standards to guide curricula and instruction.
3. Scientifically researched and evidence-based reading instructional strategies that improve reading performance for all students, including explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and multisensory intervention strategies.
4. Content literacy and mathematics practices.
5. Strategies appropriate for the instruction of English language learners.
6. Strategies appropriate for the instruction of students with disabilities.
7. Strategies to differentiate instruction based on student needs.
8. Strategies and practices to support evidence-based content aligned to state standards and grading practices.

9. Strategies appropriate for the early identification of a student in crisis or experiencing a mental health challenge and the referral of such student to a mental health professional for support.

10. Strategies to support the use of technology in education and distance learning.

11. Strategies and practices to support effective, research-based assessment and grading practices aligned to the state's academic standards.

Section 9. Paragraph (a) of subsection (2) and subsections (3), (4), and (5) of section 1004.85, Florida Statutes, are amended to read:

1004.85 Postsecondary educator preparation institutes.—

(2)(a) Postsecondary institutions that are accredited or approved as described in State Board of Education rule may seek approval from the Department of Education to create educator preparation institutes for the purpose of providing any or all of the following:

1. Professional learning development ~~development~~ instruction to assist teachers in improving classroom instruction and in meeting certification or recertification requirements.

2. Instruction to assist potential and existing substitute teachers in performing their duties.

3. Instruction to assist paraprofessionals in meeting education and training requirements.

4. Instruction for baccalaureate degree holders to become certified teachers as provided in this section in order to increase routes to the classroom for ~~mid-career~~ professionals who hold a baccalaureate degree and college graduates who were not education majors.

5. Instruction and professional learning development for part-time and full-time nondegreed teachers of career programs under s. 1012.39(1)(c).

(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.

(a) Within 90 days after receipt of a request for approval, the Department of Education shall approve a preparation program pursuant to the

requirements of this subsection or issue a statement of the deficiencies in the request for approval. The department shall approve a certification program if the institute provides evidence of the institute's capacity to implement a competency-based program that instructs and assesses each candidate in includes each of the following:

1.a. ~~Participant instruction and assessment in The Florida Educator Accomplished Practices approved by the state board across content areas.~~

b. The state academic use of state-adopted student content standards provided under s. 1003.41, including scientifically based reading instruction, content literacy, and mathematical practices, for each subject identified on the statement of status of eligibility or the temporary certificate to guide curriculum and instruction.

c. Scientifically researched and evidence-based reading instructional strategies that improve reading performance for all students, including explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and multisensory intervention strategies.

d. ~~Content literacy and mathematical practices.~~

e. ~~Strategies appropriate for instruction of English language learners.~~

f. ~~Strategies appropriate for instruction of students with disabilities.~~

g. ~~Strategies to differentiate instruction based on student needs.~~

h. ~~Strategies and practices to support evidence-based content aligned to state standards and grading practices.~~

i. ~~Strategies appropriate for the early identification of a student in crisis or experiencing a mental health challenge and the referral of such student to a mental health professional for support.~~

j. ~~Strategies to support the use of technology in education and distance learning.~~

2. An educational plan for each participant to meet certification requirements and demonstrate his or her ability to teach the subject area for which the participant is seeking certification, which is based on an assessment of his or her competency in the areas listed in subparagraph 1.

3. Field experiences appropriate to the certification subject area specified in the educational plan ~~with a diverse population of students in a variety of challenging environments, including, but not limited to, high-poverty schools, urban schools, and rural schools,~~ under the supervision of qualified educators. The state board shall determine in rule the amount of field experience necessary to serve as the teacher of record, beginning with candidates entering a program in the 2023-2024 school year.

4. A certification ombudsman to facilitate the process and procedures required for participants who complete the program to meet any requirements related to the background screening pursuant to s. 1012.32 and educator professional or temporary certification pursuant to s. 1012.56.

(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. Demonstrate competency and 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, except as provided in s. 1012.56(7)(a)3., achieving a passing score on the professional education competency examination, the basic skills examination, and the subject area examination for the subject area certification which is required by state board rule.

(c) Upon completion of all requirements for a certification program approved pursuant to this subsection, a participant shall receive a credential from the sponsoring institution signifying that the participant has completed a state-approved competency-based certification program in the certification subject area specified in the educational plan. A participant is eligible for educator certification through the Department of Education upon satisfaction of all requirements for certification set forth in s. 1012.56(2).

(4) ~~The state board shall adopt rules for the continued approval of each program approved pursuant to this section, shall be determined by the Commissioner of Education based upon a periodic review of the following areas:~~

~~(a) Candidate readiness based on passage rates on educator certification examinations under s. 1012.56, as applicable.~~

~~(b) Evidence of performance in each of the following areas:~~

~~1. Performance of students in prekindergarten through grade 12 who are assigned to in-field program completers on statewide assessments using the results of the student learning growth formula adopted under s. 1012.34.~~

~~2.— Results of program completers' annual evaluations in accordance with the timeline as set forth in s. 1012.34.~~

~~3.— Workforce contributions, including placement of program completers in instructional positions in Florida public and private schools, with additional weight given to production of program completers in statewide critical teacher shortage areas as identified in s. 1012.07.~~

~~(5) Each institute approved pursuant to this section shall submit to the Department of Education annual performance evaluations that measure the effectiveness of the programs, including the pass rates of participants on all examinations required for teacher certification, employment rates, longitudinal retention rates, and satisfaction surveys of employers and program completers. The satisfaction surveys must be designed to measure the sufficient preparation of the educator for the realities of the classroom and the institute's responsiveness to local school districts. These evaluations shall be used by the Department of Education for purposes of continued approval of an educator preparation institute's certification program.~~

Section 10. Section 1005.04, Florida Statutes, is amended to read:

1005.04 Fair consumer practices.—

(1) Every institution that is under the jurisdiction of the commission or is exempt from the jurisdiction or purview of the commission pursuant to s. 1005.06(1)(c) or (f) and that either directly or indirectly solicits for enrollment any student shall:

(a) Disclose to each prospective student a statement of the purpose of such institution, its educational programs and curricula, a description of its physical facilities, its status regarding licensure, its fee schedule and policies regarding retaining student fees if a student withdraws, and a statement regarding the transferability of credits to and from other institutions. The institution shall make the required disclosures in writing at least 1 week prior to enrollment or collection of any tuition from the prospective student. The required disclosures may be made in the institution's current catalog;

(b) Use a reliable method to assess, before accepting a student into a program, the student's ability to complete successfully the course of study for which he or she has applied;

(c) Inform each student accurately about financial assistance and obligations for repayment of loans; describe any employment placement services provided and the limitations thereof; and refrain from promising or implying guaranteed placement, market availability, or salary amounts;

(d) Provide to prospective and enrolled students accurate information regarding the relationship of its programs to state licensure requirements for practicing related occupations and professions in Florida;

(e) Ensure that all advertisements are accurate and not misleading;

(f) Publish and follow an equitable prorated refund policy for all students, and follow both the federal refund guidelines for students receiving federal financial assistance and the minimum refund guidelines set by commission rule;

(g) Follow the requirements of state and federal laws that require annual reporting with respect to crime statistics and physical plant safety and make those reports available to the public; ~~and~~

(h) Publish and follow procedures for handling student complaints, disciplinary actions, and appeals; and

(i) Prior to enrollment, provide a written disclosure to a student or prospective student of all fees and costs that will be incurred by a student, the institution's refund policy, any exit examination requirements, and the grade point average required for completion of the student's program or degree. The disclosure shall include a statement regarding the scope of accreditation, if applicable. Institutions licensed by the Commission for Independent Education shall disclose the information required pursuant to this paragraph in a format prescribed by the commission.

(2) In addition, institutions that are required to be licensed by the commission shall disclose to prospective students that additional information regarding the institution may be obtained by contacting the Commission for Independent Education, Department of Education, Tallahassee.

(3) In an application for licensure, the burden of demonstrating compliance with fair consumer practice is upon the person, entity, or institution asserting compliance. Determining compliance with this section shall rest with the commission. The commission may require further evidence and make such further investigation, in addition to any information submitted, as may be reasonably necessary in the commission's judgment.

Section 11. Section 1005.11, Florida Statutes, is created to read:

1005.11 Accountability for institutions licensed by the Commission for Independent Education.—

(1) By June 30, 2024, and by April 15 of each year thereafter, the commission shall prepare an annual accountability report for licensed institutions. The report must contain, at a minimum, the graduation rates, including the number of graduates by program, retention rates, and placement rates for all licensed institutions.

(2) By March 15, 2024, and by November 30 of each year thereafter, each licensed institution shall provide data to the commission in a format prescribed by the commission. Placement rates shall be determined using a methodology approved by the commission.

(3) The commission shall establish a common set of data definitions for institutional reporting purposes.

(4) The commission shall impose an administrative fine of not more than \$500 when a licensed institution fails to timely submit the required data to the commission pursuant to this section. Administrative fines collected under this subsection shall be deposited into the Student Protection Fund.

(5) Notwithstanding s. 1005.32(3), the commission shall have the authority to require licensed institutions to provide institutional, graduate, and student data through reasonable data collection efforts as required or necessitated by statute or rule.

Section 12. Paragraph (p) is added to subsection (1) of section 1005.22, Florida Statutes, to read:

1005.22 Powers and duties of commission.—

(1) The commission shall:

(p) Have the power, within its respective regulatory jurisdiction, to examine and investigate the affairs of every person, entity, or independent postsecondary institution in order to determine whether the person, entity, or independent postsecondary institution is operating in accordance with the provisions of this chapter or has been or is engaged in any unfair or deceptive act or practice prohibited by s. 1005.04.

Section 13. Subsections (6) and (7) of section 1005.31, Florida Statutes, are renumbered as subsections (7) and (8), respectively, subsections (2) and (8) are amended, and a new subsection (6) is added to that section, to read:

1005.31 Licensure of institutions.—

(2) The commission shall develop minimum standards by which to evaluate institutions for licensure. These standards must include, at a minimum, ~~at least~~ the institution's name, financial stability, purpose, administrative organization, admissions and recruitment, educational programs and curricula, retention ~~and~~, completion, including a retention and completion management plan, career placement, faculty, learning resources, student personnel services, physical plant and facilities, publications, and disclosure statements about the status of the institution with respect to professional certification and licensure. The commission may adopt rules to ensure that institutions licensed under this section meet these standards in ways that are appropriate to achieve the stated intent of this chapter, including provisions for nontraditional or distance education programs and delivery.

(a) The standard relating to admissions and recruitment shall include, but is not limited to, requirements for verification of high school graduation, high school equivalency, or qualifying scores on an ability-to-benefit test.

(b) The commission may require a licensed institution to submit a management plan, prohibit a licensed institution from enrolling new students in the institution or a program of the institution, or limit the number of students in a program at a licensed institution, based upon the institution's performance on the licensure standards or criteria established pursuant to this chapter; the placement of the institution or a program of the institution on probation or the imposition of other adverse actions by the commission, an accrediting agency, or other regulatory agency, including the United States Department of Education; or similar circumstances that leave the institution unable to meet the needs of students or prospective students.

(6) The commission may establish, by rule, performance benchmarks to identify high-performing institutions licensed by the commission.

~~(8) An institution may not conduct a program unless specific authority is granted in its license.~~

Section 14. Section 1005.335, Florida Statutes, is created to read:

1005.335 Accreditation requirements and programmatic approval.—

(1) All programs offered by a licensed institution must be disclosed to the commission, including, but not limited to, avocational programs, examination preparation programs, contract training programs, continuing education, or professional development programs.

(2) An institution must obtain institutional accreditation prior to obtaining approval from the commission to offer a precensure professional nursing program.

(3) The commission shall adopt rules to implement this section.

Section 15. Subsection (10) is added to section 1006.09, Florida Statutes, to read:

1006.09 Duties of school principal relating to student discipline and school safety.—

(10) Any search of a student's personal belongings, including a purse, backpack, or bookbag, must be conducted discreetly to maintain the privacy of the student's personal items within such belongings. Personal items that are not prohibited on school grounds must be immediately returned to the student's personal belongings.

Section 16. Paragraph (d) of subsection (2) of section 1006.13, Florida Statutes, is amended to read:

1006.13 Policy of zero tolerance for crime and victimization.—

(2) Each district school board shall adopt a policy of zero tolerance that:

(d) Minimizes the victimization of students, staff, or volunteers, including taking all steps necessary to protect the victim of any violent ~~act~~ crime from any further victimization. In a disciplinary action, there is a rebuttable presumption that the actions of a student who intervened, using only the amount of force necessary, to stop a violent act against a student, staff, or volunteer were necessary to restore or maintain the safety of others.

Section 17. Paragraph (c) of subsection (1) of section 1006.148, Florida Statutes, is amended to read:

1006.148 Dating violence and abuse prohibited.—

(1) Each district school board shall adopt and implement a dating violence and abuse policy. The policy shall:

(c) Define dating violence and abuse and provide for a teen dating violence and abuse component in the health education curriculum, according to s. 1003.42(2)(o)2. ~~s. 1003.42(2)(n)2.~~, with emphasis on prevention education.

Section 18. Subsections (1), (2), and (5) of section 1007.27, Florida Statutes, are amended, and subsection (9) is added to that section, to read:

1007.27 Articulated acceleration mechanisms.—

(1)(a) It is the intent of the Legislature that a variety of articulated acceleration mechanisms be available for secondary and postsecondary students attending public educational institutions. It is intended that articulated acceleration serve to shorten the time necessary for a student to complete the requirements associated with the conference of a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject. Articulated acceleration mechanisms shall include, but are not limited to, dual enrollment and early admission as provided for in s. 1007.271, ~~advanced placement, credit by examination, the College Board Advanced Placement Program,~~ the International Baccalaureate Program, and the Advanced International Certificate of Education Program. Credit earned through the Florida Virtual School shall provide additional opportunities for early graduation and acceleration. Students of Florida public secondary schools enrolled pursuant to this subsection shall be deemed authorized users of the state-funded electronic library resources that are licensed for Florida College System institutions and state universities by the Florida Postsecondary Academic Library Network. Verification of eligibility shall be in accordance with rules established by the State Board of Education and regulations established by the Board of Governors and processes implemented by Florida College System institutions and state universities.

(b) The State Board of Education and the Board of Governors shall identify Florida College System institutions and state universities to

develop courses that align with s. 1007.25 for students in secondary education and provide the training required under s. 1007.35(6).

(2)(a) The Department of Education shall annually identify and publish the minimum scores, maximum credit, and course or courses for which credit is to be awarded for each course developed under paragraph (1)(b), College Level Examination Program (CLEP) subject examination, College Board Advanced Placement Program examination, Advanced International Certificate of Education examination, International Baccalaureate examination, Excelsior College subject examination, Defense Activity for Non-Traditional Education Support (DANTES) subject standardized test, and Defense Language Proficiency Test (DLPT).

(b) The department may partner with an independent third-party testing or assessment organization to develop assessments that measure competencies consistent with the required course competencies identified by the Articulation Coordinating Committee for general education core courses under paragraph (1)(b). Postsecondary credit shall be limited to students who achieve a minimum score as established in this subsection.

(c) The department shall use student performance data in subsequent postsecondary courses to determine the appropriate examination scores and courses for which credit is to be granted. Minimum scores may vary by subject area based on available performance data. In addition, the department shall identify such courses in the general education core curriculum of each state university and Florida College System institution.

(5) Advanced courses include placement shall be the enrollment of an eligible secondary student in a course offered through the Advanced Placement Program administered by the College Board or a course that prepares students for assessments developed under paragraph (2)(b). Postsecondary credit for an advanced course or advanced placement course shall be limited to students who score a minimum of 3, on a 5-point scale, on the corresponding Advanced Placement Examination or at least the minimum score on an assessment identified in subsection (2). The specific courses for which students receive such credit shall be identified in the statewide articulation agreement required by s. 1007.23(1). Students of Florida public secondary schools enrolled pursuant to this subsection shall be exempt from the payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination.

(9) The department, in consultation with the Board of Governors, shall issue a report to the Legislature by January 1, 2024, on the alignment between acceleration mechanisms available to secondary students and student success at the postsecondary level. At a minimum, the report must explain how:

(a) Acceleration mechanisms align to secondary completion and rates of success.

(b) Bonuses provided to classroom teachers for the completion or passage of acceleration courses by students impact school quality and performance.

(c) Acceleration mechanisms align to postsecondary completion rates.

(d) Acceleration course offerings align with general education core courses and reduce the amount of time needed for students to complete a postsecondary degree.

(e) To improve acceptance of postsecondary credit earned through acceleration courses through agreements with other states.

Section 19. Subsection (14) of section 1007.271, Florida Statutes, is amended to read:

1007.271 Dual enrollment programs.—

(14) The Department of Education shall approve any course for inclusion in the dual enrollment program that is age and developmentally appropriate and contained within the statewide course numbering system. However, developmental education and physical education and other courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, may not be so approved but must be evaluated individually for potential inclusion in the dual enrollment program. This subsection may not be construed to mean that an independent postsecondary institution eligible for inclusion in a dual enrollment or early admission program pursuant to s. 1011.62 must participate in the statewide course numbering system developed pursuant to s. 1007.24 to participate in a dual enrollment program.

Section 20. Paragraph (a) of subsection (5) and subsection (6) of section 1007.35, Florida Statutes, are amended to read:

1007.35 Florida Partnership for Minority and Underrepresented Student Achievement.—

(5) Each public high school, including, but not limited to, schools and alternative sites and centers of the Department of Juvenile Justice, shall provide for the administration of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), or the PreACT to all enrolled 10th grade students. However, a written notice shall be provided to each parent which must include the opportunity to exempt his or her child from taking the PSAT/NMSQT or the PreACT.

(a) Test results will provide each high school with a database of student assessment data which certified school counselors will use to identify students who are prepared or who need additional work to be prepared to enroll and be successful in ~~AP courses or other~~ advanced high school courses.

(6) The partnership shall:

(a) Provide teacher training and professional development to enable teachers of ~~AP or other~~ 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) AP or other advanced course examinations and mastery of postsecondary general education core courses ~~course content~~.

(b) Provide to middle school teachers and administrators professional 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.

(c) Provide teacher training and materials that are aligned with the state standards ~~Next Generation Sunshine State Standards~~ and are consistent with best theory and practice regarding multiple learning styles and research on learning, instructional strategies, instructional design, and classroom assessment. Curriculum materials must be based on current, accepted, and essential academic knowledge.

(d) Provide assessment of individual strengths and weaknesses as related to potential success in ~~AP or other~~ advanced courses and readiness for college.

(e) Provide college entrance exam preparation through a variety of means that may include, but are not limited to, training teachers to provide courses at schools; training community organizations to provide courses at community centers, faith-based organizations, and businesses; and providing online courses.

(f) Consider ways to incorporate Florida College System institutions in the mission of preparing all students for postsecondary success.

(g) Provide a plan for communication and coordination of efforts with the Florida Virtual School's provision of online ~~AP or other~~ advanced courses.

(h) Work with school districts to identify minority and underrepresented students for participation in ~~AP or other~~ advanced courses.

(i) Work with school districts to provide information to students and parents that explains available opportunities for students to take ~~AP and other~~ advanced courses and that explains enrollment procedures that students must follow to enroll in such courses. Such information must also explain the value of such courses as they relate to:

1. Preparing the student for postsecondary level coursework.
2. Enabling the student to gain access to postsecondary education opportunities.
3. Qualifying for scholarships and other financial aid opportunities.

(j) Provide information to students, parents, teachers, counselors, administrators, districts, Florida College System institutions, and state universities regarding PSAT/NMSQT or the PreACT administration, including, but not limited to:

- 1. Test administration dates and times.
- 2. That participation in the PSAT/NMSQT or the PreACT is open to all 10th grade students.
- 3. The value of such tests in providing diagnostic feedback on student skills.
- 4. The value of student scores in predicting the probability of success on AP or other advanced course examinations.

(k) Cooperate with the department to provide information to administrators, teachers, and counselors, whenever possible, about partnership activities, opportunities, and priorities.

(l) Partner with the Florida College System institutions and state universities identified by the State Board of Education and Board of Governors pursuant to s. 1007.25(3) to develop advanced courses and provide teacher training.

Section 21. Paragraph (c) of subsection (3) of section 1008.22, Florida Statutes, is amended to read:

1008.22 Student assessment program for public schools.—

(3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The Commissioner of Education shall design and implement a statewide, standardized assessment program aligned to the core curricular content established in the state academic standards. The commissioner also must develop or select and implement a common battery of assessment tools that will be used in all juvenile justice education programs in the state. These tools must accurately measure the core curricular content established in the state academic standards. Participation in the assessment program is mandatory for all school districts and all students attending public schools, including adult students seeking a standard high school diploma under s. 1003.4282 and students in Department of Juvenile Justice education programs, except as otherwise provided by law. If a student does not participate in the assessment program, the school district must notify the student’s parent and provide the parent with information regarding the implications of such nonparticipation. The statewide, standardized assessment program shall be designed and implemented as follows:

(c) Nationally recognized high school assessments.— Each school district shall, by the ~~2023-2024~~ 2021-2022 school year and subject to appropriation, select either the SAT, ~~or~~ ACT, or Classic Learning Test for districtwide administration to each public school student in grade 11, including students

attending public high schools, alternative schools, and Department of Juvenile Justice education programs.

Section 22. Paragraph (b) of subsection (3) of section 1008.34, Florida Statutes, is amended to read:

1008.34 School grading system; school report cards; district grade.—

(3) DESIGNATION OF SCHOOL GRADES.—

(b)1. ~~Beginning with the 2014-2015 school year,~~ A school's grade shall be based on the following components, each worth 100 points:

a. The percentage of eligible students passing statewide, standardized assessments in English Language Arts under s. 1008.22(3).

b. The percentage of eligible students passing statewide, standardized assessments in mathematics under s. 1008.22(3).

c. The percentage of eligible students passing statewide, standardized assessments in science under s. 1008.22(3).

d. The percentage of eligible students passing statewide, standardized assessments in social studies under s. 1008.22(3).

e. The percentage of eligible students who make Learning Gains in English Language Arts as measured by statewide, standardized assessments administered under s. 1008.22(3).

f. The percentage of eligible students who make Learning Gains in mathematics as measured by statewide, standardized assessments administered under s. 1008.22(3).

g. The percentage of eligible students in the lowest 25 percent in English Language Arts, as identified by prior year performance on statewide, standardized assessments, who make Learning Gains as measured by statewide, standardized English Language Arts assessments administered under s. 1008.22(3).

h. The percentage of eligible students in the lowest 25 percent in mathematics, as identified by prior year performance on statewide, standardized assessments, who make Learning Gains as measured by statewide, standardized Mathematics assessments administered under s. 1008.22(3).

i. For schools comprised of middle grades 6 through 8 or grades 7 and 8, the percentage of eligible students passing high school level statewide, standardized end-of-course assessments or attaining national industry certifications identified in the CAPE Industry Certification Funding List pursuant to state board rule.

j. Beginning in the 2023-2024 school year, for schools comprised of grade levels that include grade 3, the percentage of eligible students who score an achievement level 3 or higher on the grade 3 statewide, standardized English Language Arts assessment administered under s. 1008.22(3).

In calculating Learning Gains for the components listed in sub-subparagraphs e.-h., the State Board of Education shall require that learning growth toward achievement levels 3, 4, and 5 is demonstrated by students who scored below each of those levels in the prior year. In calculating the components in sub-subparagraphs a.-d., the state board shall include the performance of English language learners only if they have been enrolled in a school in the United States for more than 2 years.

2. For a school comprised of grades 9, 10, 11, and 12, or grades 10, 11, and 12, the school's grade shall also be based on the following components, each worth 100 points:

a. The 4-year high school graduation rate of the school as defined by state board rule.

b. The percentage of students who were eligible to earn college and career credit through an assessment identified pursuant to s. 1007.27(2), College Board Advanced Placement examinations, International Baccalaureate examinations, dual enrollment courses, including career dual enrollment courses resulting in the completion of 300 or more clock hours during high school which are approved by the state board as meeting the requirements of s. 1007.271, or Advanced International Certificate of Education examinations; who, at any time during high school, earned national industry certification identified in the CAPE Industry Certification Funding List, pursuant to rules adopted by the state board; ~~or, beginning with the 2022-2023 school year,~~ who earned an Armed Services Qualification Test score that falls within Category II or higher on the Armed Services Vocational Aptitude Battery and earned a minimum of two credits in Junior Reserve Officers' Training Corps courses from the same branch of the United States Armed Forces.

Section 23. Paragraph (a) of subsection (3) and paragraph (c) of subsection (6) of section 1009.531, Florida Statutes, are amended to read:

1009.531 Florida Bright Futures Scholarship Program; student eligibility requirements for initial awards.—

(3) For purposes of calculating the grade point average to be used in determining initial eligibility for a Florida Bright Futures Scholarship, the department shall assign additional weights to grades earned in the following courses:

(a) Courses identified in the course code directory as Advanced Placement, pre-International Baccalaureate, International Baccalaureate, International General Certificate of Secondary Education (pre-AICE), or

Advanced International Certificate of Education, or advanced courses developed under s. 1007.27(1)(b).

The department may assign additional weights to courses, other than those described in paragraphs (a) and (b), that are identified by the Department of Education as containing rigorous academic curriculum and performance standards. The additional weight assigned to a course pursuant to this subsection shall not exceed 0.5 per course. The weighted system shall be developed and distributed to all high schools in the state. The department may determine a student's eligibility status during the senior year before graduation and may inform the student of the award at that time.

(6)

(c) To ensure that the required examination scores represent top student performance and are equivalent between the SAT, ~~and ACT,~~ and Classic Learning Test (CLT), the department shall develop a method for determining the required examination scores which incorporates all of the following:

1. The minimum required SAT score for the Florida Academic Scholarship must be set no lower than the 89th national percentile on the SAT. The department may adjust the required SAT score only if the required score drops below the 89th national percentile, and any such adjustment must be applied to the bottom of the SAT score range that is concordant to the ACT and CLT.

2. The minimum required SAT score for the Florida Medallion Scholarship must be set no lower than the 75th national percentile on the SAT. The department may adjust the required SAT score only if the required score drops below the 75th national percentile, and any such adjustment must be made to the bottom of the SAT score range that is concordant to the ACT and CLT.

3. The required ACT and CLT scores must be made concordant to the required SAT scores, using the latest published national concordance table developed jointly by the College Board, ~~and ACT, Inc.,~~ and Classic Learning Initiatives.

Section 24. Subsection (1) of section 1009.534, Florida Statutes, is amended to read:

1009.534 Florida Academic Scholars award.—

(1) A student is eligible for a Florida Academic Scholars award if he or she meets the general eligibility requirements for the Florida Bright Futures Scholarship Program and:

(a) Has achieved a 3.5 weighted grade point average as calculated pursuant to s. 1009.531, or its equivalent, in high school courses that are designated by the State Board of Education as college-preparatory academic courses and has attained at least the score required under s. 1009.531(6)(a)

on the combined verbal and quantitative parts of the Scholastic Aptitude Test, the Scholastic Assessment Test, or the recentered Scholastic Assessment Test of the College Entrance Examination, or an equivalent score on the ACT Assessment Program;

(b) Has attended a home education program according to s. 1002.41 during grades 11 and 12, has completed the International Baccalaureate curriculum but failed to earn the International Baccalaureate Diploma, or has completed the Advanced International Certificate of Education curriculum but failed to earn the Advanced International Certificate of Education Diploma, and has attained at least the score required under s. 1009.531(6)(a) on the combined verbal and quantitative parts of the Scholastic Aptitude Test, the Scholastic Assessment Test, or the recentered Scholastic Assessment Test of the College Entrance Examination, or an equivalent score on the ACT Assessment Program;

(c) Has been awarded an International Baccalaureate Diploma from the International Baccalaureate Office or an Advanced International Certificate of Education Diploma from the University of Cambridge International Examinations Office;

(d) Has been recognized by the merit or achievement programs of the National Merit Scholarship Corporation as a scholar or finalist; or

(e) Has been recognized by the National Hispanic Recognition Program as a scholar recipient.

The student must complete a program of volunteer service or, beginning with a high school student graduating in the 2022-2023 academic year and thereafter, paid work, as approved by the district school board, the administrators of a nonpublic school, or the Department of Education for home education program students, which must include 100 hours of volunteer service, ~~or paid work, or a combination of both.~~ Eligible paid work completed on or after June 27, 2022, shall be included in the student's total of paid work hours. The student may identify a social or civic issue or a professional area that interests him or her and develop a plan for his or her personal involvement in addressing the issue or learning about the area. The student must, through papers or other presentations, evaluate and reflect upon his or her volunteer service or paid work experience. Such volunteer service or paid work may include, but is not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. The hours of volunteer service or paid work must be documented in writing, and the document must be signed by the student, the student's parent or guardian, and a representative of the organization for which the student performed the volunteer service or paid work.

Section 25. Subsection (1) of section 1009.535, Florida Statutes, is amended to read:

1009.535 Florida Medallion Scholars award.—

(1) A student is eligible for a Florida Medallion Scholars award if he or she meets the general eligibility requirements for the Florida Bright Futures Scholarship Program and:

(a) Has achieved a weighted grade point average of 3.0 as calculated pursuant to s. 1009.531, or the equivalent, in high school courses that are designated by the State Board of Education as college-preparatory academic courses and has attained at least the score required under s. 1009.531(6)(b) on the combined verbal and quantitative parts of the Scholastic Aptitude Test, the Scholastic Assessment Test, or the recentered Scholastic Assessment Test of the College Entrance Examination, or an equivalent score on the ACT Assessment Program;

(b) Has completed the International Baccalaureate curriculum but failed to earn the International Baccalaureate Diploma or has completed the Advanced International Certificate of Education curriculum but failed to earn the Advanced International Certificate of Education Diploma, and has attained at least the score required under s. 1009.531(6)(b) on the combined verbal and quantitative parts of the Scholastic Aptitude Test, the Scholastic Assessment Test, or the recentered Scholastic Assessment Test of the College Entrance Examination, or an equivalent score on the ACT Assessment Program;

(c) Has attended a home education program according to s. 1002.41 during grades 11 and 12 and has attained at least the score required under s. 1009.531(6)(b) on the combined verbal and quantitative parts of the Scholastic Aptitude Test, the Scholastic Assessment Test, or the recentered Scholastic Assessment Test of the College Entrance Examination, or an equivalent score on the ACT Assessment Program;

(d) Has been recognized by the merit or achievement program of the National Merit Scholarship Corporation as a scholar or finalist but has not completed the program of volunteer service or paid work required under s. 1009.534; or

(e) Has been recognized by the National Hispanic Recognition Program as a scholar, but has not completed the program of volunteer service or paid work required under s. 1009.534.

A high school student must complete a program at least 75 hours of volunteer service or, beginning with a high school student graduating in the 2022-2023 academic year and thereafter, 100 hours of paid work approved by the district school board, the administrators of a nonpublic school, or the Department of Education for home education program students, which must include 75 hours of volunteer service, 100 hours of paid work, or 100 hours of a combination of both. Eligible paid work completed on or after June 27, 2022, shall be included in a student's total of required paid work hours. The student may identify a social or civic issue or a professional area that

interests him or her and develop a plan for his or her personal involvement in addressing the issue or learning about the area. The student must, through papers or other presentations, evaluate and reflect upon his or her volunteer service or paid work experience. Such volunteer service or paid work may include, but is not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. The hours of volunteer service or paid work must be documented in writing, and the document must be signed by the student, the student's parent or guardian, and a representative of the organization for which the student performed the volunteer service or paid work.

Section 26. Paragraph (e) of subsection (1) and paragraph (b) of subsection (2) of section 1009.536, Florida Statutes, are amended to read:

1009.536 Florida Gold Seal Vocational Scholars and Florida Gold Seal CAPE Scholars awards.—The Florida Gold Seal Vocational Scholars award and the Florida Gold Seal CAPE Scholars award are created within the Florida Bright Futures Scholarship Program to recognize and reward academic achievement and career preparation by high school students who wish to continue their education.

(1) A student is eligible for a Florida Gold Seal Vocational Scholars award if he or she meets the general eligibility requirements for the Florida Bright Futures Scholarship Program and:

(e) Completes at least 30 hours of volunteer service or, beginning with high school students graduating in the 2022-2023 academic year and thereafter, 100 hours of paid work, approved by the district school board, the administrators of a nonpublic school, or the Department of Education for home education program students, or 100 hours of a combination of both. Eligible paid work completed on or after June 27, 2022, shall be included in a student's total of required paid work hours. The student may identify a social or civic issue or a professional area that interests him or her and develop a plan for his or her personal involvement in addressing the issue or learning about the area. The student must, through papers or other presentations, evaluate and reflect upon his or her volunteer service or paid work experience. Such volunteer service or paid work may include, but is not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. The hours of volunteer service or paid work must be documented in writing, and the document must be signed by the student, the student's parent or guardian, and a representative of the organization for which the student performed the volunteer service or paid work.

(2) A student is eligible for a Florida Gold Seal CAPE Scholars award if he or she meets the general eligibility requirements for the Florida Bright Futures Scholarship Program, and the student:

(b) Completes at least 30 hours of volunteer service or, beginning with a high school student graduating in the 2022-2023 academic year and

thereafter, 100 hours of paid work, approved by the district school board, the administrators of a nonpublic school, or the Department of Education for home education program students, or 100 hours of a combination of both. Eligible paid work completed on or after June 27, 2022, shall be included in a student's total required paid work hours. The student may identify a social or civic issue or a professional area that interests him or her and develop a plan for his or her personal involvement in addressing the issue or learning about the area. The student must, through papers or other presentations, evaluate and reflect upon his or her experience. Such volunteer service or paid work may include, but is not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. The hours of volunteer service or paid work must be documented in writing, and the document must be signed by the student, the student's parent or guardian, and a representative of the organization for which the student performed the volunteer service or paid work.

Section 27. Paragraph (a) of subsection (3) of section 1012.34, Florida Statutes, is amended to read:

1012.34 Personnel evaluation procedures and criteria.—

(3) EVALUATION PROCEDURES AND CRITERIA.—Instructional personnel and school administrator performance evaluations must be based upon the performance of students assigned to their classrooms or schools, as provided in this section. Pursuant to this section, a school district's performance evaluation system is not limited to basing unsatisfactory performance of instructional personnel and school administrators solely upon student performance, but may include other criteria to evaluate instructional personnel and school administrators' performance, or any combination of student performance and other criteria. Evaluation procedures and criteria must comply with, but are not limited to, the following:

(a) A performance evaluation must be conducted for each employee at least once a year, except that a classroom teacher, as defined in s. 1012.01(2)(a), excluding substitute teachers, who is newly hired by the district school board must be observed and evaluated at least twice in the first year of teaching in the school district. The performance evaluation must be based upon sound educational principles and contemporary research in effective educational practices. The evaluation criteria must include:

1. Performance of students.—At least one-third of a performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the teacher's students or, for a school administrator, the students attending the school over the course of at least 3 years. If less than 3 years of data are available, the years for which data are available must be used. The proportion of growth or achievement data may be determined by instructional assignment.

2. Instructional practice.—For instructional personnel, at least one-third of the performance evaluation must be based upon instructional practice. Evaluation criteria used when annually observing classroom teachers, as defined in s. 1012.01(2)(a), excluding substitute teachers, must include indicators based upon each of the Florida Educator Accomplished Practices adopted by the State Board of Education. For instructional personnel who are not classroom teachers, evaluation criteria must be based upon indicators of the Florida Educator Accomplished Practices and may include specific job expectations related to student support. This section does not preclude a school administrator from visiting and observing classroom teachers throughout the school year for purposes of providing mentorship, training, instructional feedback, or professional learning.

3. Instructional leadership.—For school administrators, at least one-third of the performance evaluation must be based on instructional leadership. Evaluation criteria for instructional leadership must include indicators based upon each of the leadership standards adopted by the State Board of Education under s. 1012.986, including performance measures related to the effectiveness of classroom teachers in the school, the administrator's appropriate use of evaluation criteria and procedures, recruitment and retention of effective and highly effective classroom teachers, improvement in the percentage of instructional personnel evaluated at the highly effective or effective level, and other leadership practices that result in student learning growth. The system may include a means to give parents and instructional personnel an opportunity to provide input into the administrator's performance evaluation.

4. Other indicators of performance.—For instructional personnel and school administrators, the remainder of a performance evaluation may include, but is not limited to, professional and job responsibilities as recommended by the State Board of Education or identified by the district school board and, for instructional personnel, peer reviews, objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement, and other valid and reliable measures of instructional practice.

Section 28. Subsections (9) through (16) of section 1012.56, Florida Statutes, are renumbered as subsections (10) through (17), respectively, subsection (1), paragraphs (d), (g), and (i) of subsection (2) and subsections (6), (7), and (8) are amended, and a new subsection (9) is added to that section, to read:

1012.56 Educator certification requirements.—

(1) APPLICATION.—Each person seeking certification pursuant to this chapter shall submit a completed application containing the applicant's social security number to the Department of Education and remit the fee required pursuant to s. 1012.59 and rules of the State Board of Education. Pursuant to the federal Personal Responsibility and Work Opportunity Reconciliation Act of 1996, each party is required to provide his or her social

security number in accordance with this section. Disclosure of social security numbers obtained through this requirement is limited to the purpose of administration of the Title IV-D program of the Social Security Act for child support enforcement.

(a) Pursuant to s. 120.60, the department shall issue within 90 calendar days after receipt of the completed application a professional certificate to a qualifying applicant covering the classification, level, and area for which the applicant is deemed qualified and a document explaining the requirements for renewal of the professional certificate.

(b) The department shall issue a temporary certificate to a qualifying applicant within 14 calendar days after receipt of a request from an employer with a professional education competence demonstration program pursuant to paragraph ~~paragraphs~~ (6)(f) and subsection (9) ~~(8)(b)~~. The temporary certificate must cover the classification, level, and area for which the applicant is deemed qualified. The department shall electronically notify the applicant's employer that the temporary certificate has been issued and provide the applicant an official statement of status of eligibility at the time the certificate is issued.

(c) Pursuant to s. 120.60, the department shall issue within 90 calendar days after receipt of the completed application, if an applicant does not meet the requirements for either certificate, an official statement of status of eligibility.

The statement of status of eligibility must be provided electronically and must advise the applicant of any qualifications that must be completed to qualify for certification. Each method by which an applicant can complete the qualifications for a professional certificate must be included in the statement of status of eligibility. Each statement of status of eligibility is valid for 5 ~~3~~ years after its date of issuance, except as provided in paragraph (2)(d).

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

(d) Submit to background screening in accordance with subsection (11) ~~(10)~~. If the background screening indicates a criminal history or if the applicant acknowledges a criminal history, the applicant's records shall be referred to the investigative section in the Department of Education for review and determination of eligibility for certification. If the applicant fails to provide the necessary documentation requested by the department within 90 days after the date of the receipt of the certified mail request, the statement of eligibility and pending application shall become invalid.

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

(i) Demonstrate mastery of professional preparation and education competence, pursuant to subsection (6), if the person serves as a classroom teacher or school administrator as classified in s. 1012.01(2)(a) and (3)(c), respectively.

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

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

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

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

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

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

(f) Successful completion of professional preparation courses as specified in state board rule, successful completion of a professional ~~preparation and~~ education competence program pursuant to subsection (9) paragraph (8)(b), and achievement of a passing score on the professional education competency examination required by state board rule;

(g) Successful completion of a professional ~~learning development certification and education competency~~ program, outlined in subsection (8) paragraph (8)(a); or

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

The State Board of Education shall adopt rules to implement this subsection by ~~December 31, 2014~~, including rules to approve specific teacher

preparation programs that are not identified in this subsection which may be used to meet requirements for mastery of professional preparation and education competence.

(7) TYPES AND TERMS OF CERTIFICATION.—

(a) The Department of Education shall issue a professional certificate for a period not to exceed 5 years to any applicant who fulfills one of the following:

1. Meets all the applicable requirements outlined in subsection (2).
2. For a professional certificate covering grades 6 through 12:
 - a. Meets the applicable requirements of paragraphs (2)(a)-(h).
 - b. Holds a master's or higher degree in the area of science, technology, engineering, or mathematics.
 - c. Teaches a high school course in the subject of the advanced degree.
 - d. Is rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, based in part on student performance as measured by a statewide, standardized assessment or an Advanced Placement, Advanced International Certificate of Education, or International Baccalaureate examination.
 - e. Achieves a passing score on the Florida professional education competency examination required by state board rule.

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

(b) The department shall issue a temporary certificate to any applicant who:

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

2. For a subject area specialization for which the state board otherwise requires a bachelor's degree, documents 48 months of active-duty military service with an honorable discharge or a medical separation; completes the requirements outlined in paragraphs (2)(a), (b), and (d)-(f); completes the subject area content requirements specified in state board rule or demonstrates mastery of subject area knowledge pursuant to subsection (5); and documents completion of 60 college credits with a minimum cumulative grade point average of 2.5 on a 4.0 scale, as provided by one or more accredited institutions of higher learning or a nonaccredited institution of higher learning identified by the Department of Education as having a quality program resulting in a bachelor's degree or higher; or.

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

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

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

1. Hold a valid professional certificate issued pursuant to this section;
2. Have earned at least 3 years of teaching experience in prekindergarten through grade 12; and
3. Have earned an effective or highly effective rating on the prior year's performance evaluation under s. 1012.34.

~~(e)(e)1. A temporary certificate issued under subparagraph (b)1. is valid for 3 school fiscal years and is nonrenewable.~~

~~2.—A temporary certificate issued under subparagraph (b)2. is valid for 5 school fiscal years, is limited to a one-time issuance, and is nonrenewable.~~

At least 1 year before an individual's temporary certificate is set to expire, the department shall electronically notify the individual of the date on which

his or her certificate will expire and provide a list of each method by which the qualifications for a professional certificate can be completed. ~~The State Board of Education shall adopt rules to allow the department to extend the validity period of a temporary certificate for 2 years when the requirements for the professional certificate were not completed due to the serious illness or injury of the applicant, the military service of an applicant's spouse, other extraordinary extenuating circumstances, or if the certificateholder is rated highly effective in the immediate prior year's performance evaluation pursuant to s. 1012.34 or has completed a 2-year mentorship program pursuant to subsection (8). The department shall extend the temporary certificate upon approval by the Commissioner of Education. A written request for extension of the certificate shall be submitted by the district school superintendent, the governing authority of a university lab school, the governing authority of a state-supported school, or the governing authority of a private school.~~

(8) ~~PROFESSIONAL LEARNING 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 learning 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. These entities may collaborate with other supporting agencies or educational entities for implementation. 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.~~

~~1.3.— A teacher mentorship and induction component.~~

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

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

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

(III) Must have completed specialized training in clinical supervision and participate in ongoing mentor training provided through the coordinated system of professional learning development under s. 1012.98(4) 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 routine weekly opportunities for mentoring and induction activities, including ~~common planning time~~, ongoing professional learning as described in s. 1012.98 development targeted to a teacher’s needs, opportunities for a teacher to observe other teachers, co-teaching experiences, and reflection and followup discussions. Professional learning must meet the criteria established in s. 1012.98(3). Mentorship and induction activities must be provided for an applicant’s first year in the program and may be provided until the applicant attains his or her professional certificate in accordance with this section. ~~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.~~

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

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

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

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

a. The state academic 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.~~

~~4.6. 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).~~

~~5.7. 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).~~

~~(b)1.—Each school district must and a private school or state-supported public school, including a charter school, may develop and maintain a system by which members of the instructional staff may demonstrate mastery of professional preparation and education competence as required by law. Each program must be based on classroom application of the Florida Educator Accomplished Practices and instructional performance and, for public schools, must be aligned with the district's or state-supported public school's evaluation system established under s. 1012.34, as applicable.~~

~~2.—The Commissioner of Education shall determine the continued approval of programs implemented under this paragraph, based upon the department's review of performance data. The department shall review the performance data as a part of the periodic review of each school district's professional development system required under s. 1012.98.~~

~~(b)(c)—No later than December 31, 2017, The department State Board of Education shall adopt rules standards for the approval and continued approval of professional learning development certification and education competency programs aligned to, including standards for the teacher mentorship and induction component, under paragraph (a). Standards for the teacher mentorship and induction component must include program administration and evaluation; mentor roles, selection, and training; beginning teacher assessment and professional development; and teacher content knowledge and practices aligned to the Florida Educator Accomplished Practices. Each school district or charter school with a program under this subsection must submit its program, including the teacher mentorship and induction component, to the department for approval no later than June 30, 2018. After December 31, 2018, A teacher may not satisfy requirements for a professional certificate through a professional learning development certification and education competency program under paragraph (a) unless the program has been approved by the department pursuant to this paragraph.~~

(9) PROFESSIONAL EDUCATION COMPETENCY PROGRAM.—

(a) Each school district must and a private school or state-supported public school, including a charter school, may develop and maintain a system by which members of the instructional staff may demonstrate mastery of professional preparation and education competence as required by law. Each program must be based on classroom application of the Florida Educator Accomplished Practices and instructional performance and, for public schools, must be aligned with the district’s or state-supported public school’s evaluation system established under s. 1012.34, as applicable.

(b) The Commissioner of Education shall determine the continued approval of programs implemented under this paragraph, based upon the department’s review of performance data. The department shall review the performance data as a part of the periodic review of each school district’s professional learning system required under s. 1012.98.

~~(d) The Commissioner of Education shall determine the continued approval of programs implemented under paragraph (a) based upon the department’s periodic review of the following:~~

~~1. Evidence that the requirements in paragraph (a) are consistently met; and~~

~~2. Evidence of performance in each of the following areas:~~

~~a. Rate of retention for employed program completers in instructional positions in Florida public schools.~~

~~b. Performance of students in prekindergarten through grade 12 who are assigned to in-field program completers on statewide assessments using the results of the student learning growth formula adopted under s. 1012.34.~~

~~c. Performance of students in prekindergarten through grade 12 who are assigned to in-field program completers aggregated by student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II), as a measure of how well the program prepares teachers to work with a variety of students in Florida public schools.~~

~~d. Results of program completers’ annual evaluations in accordance with the timeline as set forth in s. 1012.34.~~

~~e. Production of program completers in statewide critical teacher shortage areas as defined in s. 1012.07.~~

Section 29. Section 1012.57, Florida Statutes, is amended to read:

1012.57 Certification of adjunct educators.—

(1) Notwithstanding the provisions of ss. 1012.32, 1012.55, and 1012.56, or any other provision of law or rule to the contrary, district school boards

and charter school governing boards shall adopt rules to allow for the issuance of an adjunct teaching certificate to any applicant who fulfills the requirements of s. 1012.56(2)(a)-(f) and (11) s. 1012.56(2)(a)-(f) and (10) and who has expertise in the subject area to be taught. An applicant shall be considered to have expertise in the subject area to be taught if the applicant demonstrates sufficient subject area mastery through passage of a subject area test.

(2) The Legislature intends that this section allow school districts and charter schools to tap the wealth of talent and expertise represented in Florida's citizens who may wish to teach in a Florida public school by permitting school districts and charter schools to issue adjunct certificates to qualified applicants.

(3) Adjunct certificateholders should be used primarily as a strategy to enhance the diversity of course offerings offered to all students. School districts and charter schools may use the expertise of individuals in the state who wish to provide online instruction to students by issuing adjunct certificates to qualified applicants.

(4) Each adjunct teaching certificate is valid through the term of the annual contract between the educator and the school district or charter school. An additional annual certification and an additional annual contract may be awarded by the district or charter school at the district's or charter school's discretion but only if the applicant is rated effective or highly effective under s. 1012.34 during each year of teaching under adjunct teaching certification. A school district and charter school may issue an adjunct teaching certificate for a part-time or full-time teaching position; however, an adjunct teaching certificate issued for a full-time teaching position is valid for no more than 3 years and is nonrenewable.

(5) Individuals who are certified and employed under this section shall have the same rights and protection of laws as teachers certified under s. 1012.56.

(6) Each school district and charter school shall:

(a) Post requirements on its website for the issuance of an adjunct teaching certificate, which must specify the subject area test through which an applicant demonstrates subject area mastery.

(b) Annually report to the department the number of adjunct teaching certificates issued for part-time teaching positions and full-time teaching positions pursuant to this section.

Section 30. Section 1012.575, Florida Statutes, is amended to read:

1012.575 Alternative preparation programs for certified teachers to add additional coverage.—A district school board, or an organization of private schools or a consortium of charter schools with an approved professional learning development system as described in s. 1012.98(7) s. 1012.98(6), may

design alternative teacher preparation programs to enable persons already certificated to add an additional coverage to their certificates. Each alternative teacher preparation program shall be reviewed and approved by the Department of Education to assure that persons who complete the program are competent in the necessary areas of subject matter specialization. Two or more school districts may jointly participate in an alternative preparation program for teachers.

Section 31. Paragraph (g) of subsection (3) of section 1012.585, Florida Statutes, is redesignated as paragraph (h), and a new 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:

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

Section 32. Paragraph (a) of subsection (1) of 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) 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. To reduce duplication, the department may recommend the consolidation of endorsement areas and requirements to the State Board of Education.

2. At least once every 5 years, 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 learning development topics listed in s. 1012.98(5)(b)11 ~~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 does not authorize the state board to establish any new certification subject coverage.

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.

Section 33. Section 1012.98, Florida Statutes, is amended to read:

1012.98 School Community Professional Learning Development Act.—

(1) The Department of Education, public postsecondary educational institutions, public school districts, public schools, state education foundations, consortia, and professional organizations in this state shall work collaboratively to establish a coordinated system of professional learning. For the purposes of this section, the term “professional learning” means learning that is aligned to the state’s standards for effective professional learning, educator practices, and leadership practices; incorporates active learning; is collaborative; provides models; and is sustained and continuous development. The purpose of the professional learning development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce. The system of professional learning development must align to the standards adopted by the state. Routine informational meetings may not be considered professional learning and are not eligible for inservice points and support the framework for standards adopted by the National Staff Development Council.

(2) The school community includes students and parents, administrative personnel, managers, instructional personnel, support personnel, members of district school boards, members of school advisory councils, business partners, and personnel that provide health and social services to students.

(3) Professional learning activities linked to student learning and professional growth for instructional and administrative staff meet the following criteria:

(a) For instructional personnel, utilize materials aligned to the state's academic standards.

(b) For school administrators, utilize materials aligned to the state's educational leadership standards.

(c) Have clear, defined, and measurable outcomes for both individual inservice activities and multiple day sessions.

(d) Employ multiple measurement tools for data on teacher growth, participants' use of new knowledge and skills, student learning outcomes, instructional growth outcomes, and leadership growth outcomes, as applicable.

(e) Utilize active learning and engage participants directly in designing and trying out strategies, providing participants with the opportunity to engage in authentic teaching and leadership experiences.

(f) Utilize artifacts, interactive activities, and other strategies to provide deeply embedded and highly contextualized professional learning.

(g) Create opportunities for collaboration.

(h) Utilize coaching and expert support to involve the sharing of expertise about content and evidence-based practices, focused directly on instructional personnel and school administrator needs.

(i) Provide opportunities for instructional personnel and school administrators to think about, receive input on, and make changes to practice by facilitating reflection and providing feedback.

(j) Provide sustained duration with followup for instructional personnel and school administrators to have adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in practice.

~~(4)(3)~~ The activities designed to implement this section must:

(a) Support and increase the success of educators through collaboratively developed school improvement plans that focus on:

1. Enhanced and differentiated instructional strategies to engage students in a rigorous and relevant curriculum based on state and local educational standards, goals, and initiatives;

2. Increased opportunities to provide meaningful relationships between teachers and all students; and

3. Increased opportunities for professional collaboration among and between teachers, certified school counselors, instructional leaders, post-secondary educators engaged in preservice training for new teachers, and the workforce community.

(b) Assist the school community in providing stimulating, scientific research-based educational activities that encourage and motivate students to achieve at the highest levels and to participate as active learners and that prepare students for success at subsequent educational levels and the workforce.

(c) Provide continuous support for all education professionals as well as temporary intervention for education professionals who need improvement in knowledge, skills, and performance.

(d) Provide middle-grades instructional personnel and school administrators with the knowledge, skills, and best practices necessary to support excellence in classroom instruction and educational leadership.

(e) Provide training to teacher mentors as part of the professional learning development certification program under s. 1012.56(8) and the professional education competency program under s. 1012.56(9) s. 1012.56(8)(a). The training must include components on teacher development, peer coaching, time management, and other related topics as determined by the Department of Education.

(5)(4) The Department of Education, school districts, schools, Florida College System institutions, and state universities share the responsibilities described in this section. These responsibilities include the following:

(a)1. The department shall create a high-quality professional learning marketplace list that acts as guide and tool for teachers, schools, school administrators, and districts across the state to identify high-quality professional learning provider programs and resources that meet the criteria described in subsection (3) and have demonstrated success in meeting identified student needs.

2.(a)1. The department shall disseminate to the school community, through a centralized professional learning webpage, the marketplace list under subparagraph 1 research-based professional development methods and programs that have demonstrated success in meeting identified student needs. The Commissioner of Education shall use data on student achievement to identify student needs. The methods of dissemination must include a web-based statewide performance support system, including a database of exemplary professional development activities, a listing of available professional development resources, training programs, and available assistance.

2. The web-based statewide performance support system established pursuant to subparagraph 1. must include for middle grades, subject to appropriation, materials related to classroom instruction, including integrated digital instruction and competency-based instruction; CAPE Digital Tool certificates and CAPE industry certifications; classroom management; student behavior and interaction; extended learning opportunities for students; and instructional leadership.

(b) Each school district shall develop a professional learning development system as specified in subsection (4) ~~(3)~~. The system shall be developed in consultation with teachers, teacher-educators of Florida College System institutions and state universities, business and community representatives, and local education foundations, consortia, and professional organizations. The professional learning development system must:

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

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

3. Provide inservice activities coupled with followup support appropriate to accomplish district-level and school-level improvement goals and standards. The inservice activities for instructional and school administrative personnel shall focus on analysis of student achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement, and school safety.

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

5. Include a professional learning catalog ~~master plan~~ for inservice activities, pursuant to rules of the State Board of Education, for all district employees from all fund sources. The catalog ~~master plan~~ shall be updated annually by September 1, must be based on input from teachers and district and school instructional leaders, and must use the latest available student achievement data and research to enhance rigor and relevance in the classroom. Each district inservice catalog ~~plan~~ must be aligned to and support the school-based inservice catalog ~~plans~~ and school improvement

plans pursuant to s. 1001.42(18). Each district inservice ~~catalog plan~~ must provide a description of the training that middle grades instructional personnel and school administrators receive on the district's code of student conduct adopted pursuant to s. 1006.07; integrated digital instruction and competency-based instruction and CAPE Digital Tool certificates and CAPE industry certifications; classroom management; student behavior and interaction; extended learning opportunities for students; and instructional leadership. District plans must be approved by the district school board annually in order to ensure compliance with subsection (1) and to allow for dissemination of research-based best practices to other districts. District school boards must submit verification of their approval to the Commissioner of Education no later than October 1, annually. Each school principal may establish and maintain an individual professional learning development plan for each instructional employee assigned to the school as a seamless component to the school improvement plans developed pursuant to s. 1001.42(18). An individual professional learning development plan must be related to specific performance data for the students to whom the teacher is assigned, define the inservice objectives and specific measurable improvements expected in student performance as a result of the inservice activity, and include an evaluation component that determines the effectiveness of the professional learning development plan.

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

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

8. Provide for delivery of professional learning development by distance learning and other technology-based delivery systems to reach more educators at lower costs.

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

10. For all middle grades, emphasize:

a. Interdisciplinary planning, collaboration, and instruction.

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

c. Use of small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based

on student needs; competency-based instruction; integrated digital instruction; and project-based instruction.

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

11. Provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of s. 1012.585(3)(f).

~~(6)(5)~~ Each district school board shall provide funding for the professional learning 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 learning 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 learning 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.

~~(7)(6)~~ An organization of private schools or consortium of charter schools which has no fewer than 10 member schools in this state, which publishes and files with the Department of Education copies of its standards, and the member schools of which comply with the provisions of part II of chapter 1003, relating to compulsory school attendance, or a public or private college or university with a teacher preparation program approved pursuant to s. 1004.04, may also develop a professional learning development system that includes a professional learning catalog master plan for inservice activities.

The system and inservice ~~catalog plan~~ must be submitted to the commissioner for approval pursuant to state board rules.

(8)(a)(7)(a) The Department of Education shall disseminate, using web-based technology, research-based best practice methods by which the state and district school boards may evaluate and improve the professional learning development system. The best practices must include data that indicate the progress of all students. The department shall report annually to the State Board of Education and the Legislature any school district that, in the determination of the department, has failed to provide an adequate professional learning development system. This report must include the results of the department's investigation and of any intervention provided.

(b) The department shall also disseminate, using web-based technology, professional learning development in the use of integrated digital instruction at schools that include middle grades. The professional learning development must provide training and materials that districts can use to provide instructional personnel with the necessary knowledge, skills, and strategies to effectively blend digital instruction into subject-matter curricula. The professional learning development must emphasize online learning and research techniques, reading instruction, the use of digital devices to supplement the delivery of curricular content to students, and digital device management and security. Districts are encouraged to incorporate the professional learning development as part of their professional learning development system.

(9)(8) The State Board of Education may adopt rules pursuant to ss. 120.536(1) and 120.54 to administer this section.

(10)(9) This section does not limit or discourage a district school board from contracting with independent entities for professional learning development services and inservice education if the district school board can demonstrate to the Commissioner of Education that, through such a contract, a better product can be acquired or its goals for education improvement can be better met. Such entities shall have 3 or more years of experience providing professional learning with demonstrative success in instructional or school administrator growth. The school district must verify that such entities and contracted professional learning activities from such entities meet the criteria established in subsection (3) for training linked to student learning or professional growth.

(11)(10) For instructional personnel and administrative personnel who have been evaluated as less than effective, a district school board shall require participation in specific professional learning development programs as provided in subparagraph ~~(5)(b)5.~~ ~~(4)(b)5.~~ as part of the improvement prescription.

(12)(11) The department shall disseminate to the school community proven model professional learning development programs that have demonstrated success in increasing rigorous and relevant content,

increasing student achievement and engagement, meeting identified student needs, and providing effective mentorship activities to new teachers and training to teacher mentors. The methods of dissemination must include a web-based statewide performance-support system including a database of exemplary professional learning development activities, a listing of available professional learning development resources, training programs, and available technical assistance. Professional learning development resources must include sample course-at-a-glance and unit overview templates that school districts may use when developing curriculum. The templates must provide an organized structure for addressing the Florida Standards, grade-level expectations, evidence outcomes, and 21st century skills that build to students' mastery of the standards at each grade level. Each template must support teaching to greater intellectual depth and emphasize transfer and application of concepts, content, and skills. At a minimum, each template must:

- (a) Provide course or year-long sequencing of concept-based unit overviews based on the Florida Standards.
- (b) Describe the knowledge and vocabulary necessary for comprehension.
- (c) Promote the instructional shifts required within the Florida Standards.
- (d) Illustrate the interdependence of grade-level expectations within and across content areas within a grade.

~~(13)~~(12) The department shall require teachers in grades K-12 to participate in continuing education training provided by the Department of Children and Families on identifying and reporting child abuse and neglect.

Section 34. Subsection (1) of section 1012.986, Florida Statutes, is amended to read:

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

(1) There is established the William Cecil Golden Professional Learning Development Program for School Leaders to provide high-quality standards and sustained support for educational leaders. For purposes of this section, the term “educational leader” means teacher leaders, assistant principals, principals, or school district leaders. The program shall consist of a collaborative network of school districts, state-approved educational leadership programs, regional consortia, charter management organizations, and state and national professional leadership organizations to respond to educational leadership needs throughout the state. The network shall support the human-resource learning development needs of educational

leaders using the framework of leadership standards adopted by the State Board of Education. The goal of the network leadership program is to:

- (a) Provide resources to support and enhance the roles of educational leaders.
- (b) Maintain a clearinghouse and disseminate data-supported information related to the continued enhancement of student achievement and learning, civic education, coaching and mentoring, mental health awareness, technology in education, distance learning, and school safety based on educational research and best practices.
- (c) Increase the quality and capacity of educational leadership learning development programs.
- (d) Support evidence-based leadership practices through dissemination and modeling at the preservice and inservice levels for educational leaders.
- (e) Support the professional growth of instructional personnel who provide reading instruction and interventions by training school administrators on classroom observation, instructional coaching, and teacher evaluation practices aligned to evidence-based reading instruction and intervention strategies.

Section 35. Paragraph (a) of subsection (1) of section 1013.62, Florida Statutes, is amended to read:

1013.62 Charter schools capital outlay funding.—

(1) For the 2022-2023 fiscal year, charter school capital outlay funding shall consist of state funds appropriated in the 2022-2023 General Appropriations Act. Beginning in fiscal year 2023-2024, charter school capital outlay funding shall consist of state funds when such funds are appropriated in the General Appropriations Act and revenue resulting from the discretionary millage authorized in s. 1011.71(2) if the amount of state funds appropriated for charter school capital outlay in any fiscal year is less than the average charter school capital outlay funds per unweighted full-time equivalent student for the 2018-2019 fiscal year, multiplied by the estimated number of charter school students for the applicable fiscal year, and adjusted by changes in the Consumer Price Index issued by the United States Department of Labor from the previous fiscal year. Nothing in this subsection prohibits a school district from distributing to charter schools funds resulting from the discretionary millage authorized in s. 1011.71(2).

- (a) To be eligible to receive capital outlay funds, a charter school must:
 - 1.a. Have been in operation for 2 or more years;
 - b. Be governed by a governing board established in the state for 2 or more years which operates both charter schools and conversion charter schools within the state;

- c. Be an expanded feeder chain of a charter school within the same school district that is currently receiving charter school capital outlay funds;
 - d. Have been accredited by a regional accrediting association as defined by State Board of Education rule;
 - e. Serve students in facilities that are provided by a business partner for a charter school-in-the-workplace pursuant to s. 1002.33(15)(b); or
 - f. Be operated by a hope operator pursuant to s. 1002.333.
2. Have an annual audit that does not reveal any of the financial emergency conditions provided in s. 218.503(1) for the most recent fiscal year for which such audit results are available.
 3. Have not earned two consecutive grades of “F”, three consecutive grades below a “C”, or two consecutive school improvement ratings of “Unsatisfactory” ~~satisfactory student achievement based on state accountability standards applicable to the charter school.~~
 4. Have received final approval from its sponsor pursuant to s. 1002.33 for operation during that fiscal year.
 5. Serve students in facilities that are not provided by the charter school’s sponsor.

Section 36. Paragraphs (d) and (f) of subsection (1) of section 1014.05, Florida Statutes, are amended to read:

1014.05 School district notifications on parental rights.—

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

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

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

1. Pursuant to s. 1002.20(3)(d), the right to opt his or her minor child out of any portion of the school district’s comprehensive health education required under s. 1003.42(2)(o) ~~s. 1003.42(2)(n)~~ that relates to sex education

instruction in acquired immune deficiency syndrome education or any instruction regarding sexuality.

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

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

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

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

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

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

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

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

10. In accordance with s. 1002.23(4), the right of a parent to participate in parent-teacher associations and organizations that are sanctioned by a district school board or the Department of Education.

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

Section 37. Effective upon this act becoming law:

(1) Notwithstanding rule 6A-1.09422, Florida Administrative Code, students who are in the 2022-2023 graduating class who have not yet earned their required passing score may:

(a) Satisfy the Grade 10 statewide, standardized English Language Arts (ELA) Assessment requirement to qualify for a high school diploma by earning a concordant passing score on the respective section of the SAT or ACT. For eligible students, the concordant passing scale score shall be a score equal to or greater than 430 on the 200 to 800 scale for the SAT Evidence-Based Reading and Writing (EBRW) section, equal to or greater

than 24 on the 10 to 40 scale of the SAT Reading Subtest section, equal to or greater than 19 on the 1 to 36 scale on the ACT Reading section, or equal to or greater than 18 on the 1 to 36 scale for the average of the English and Reading subject test scores on the ACT. For the ACT, if the average of the two subject test scores results in a decimal of 0.5, the score must be rounded up to the next whole number. The scores for the English and Reading subject tests on the ACT are not required to come from the same test administration.

(b) Satisfy the Algebra 1 end-of-course (EOC) assessment requirement to qualify for a high school diploma by earning a comparative passing score on the mathematics section of the Postsecondary Education Readiness Test (PERT), the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), the SAT, or the ACT or the Geometry EOC assessment. For eligible students, the comparative passing scale score shall be a score equal to or greater than 114 on the 50 to 150 scale for the PERT mathematics section, equal to or greater than 430 on the 160 to 760 scale for the PSAT/NMSQT mathematics section, equal to or greater than 420 on the 200 to 800 scale for the SAT mathematics section, equal to or greater than 16 on the 1 to 36 scale for the ACT mathematics section, or equal to or greater than an achievement level 3 on the range from achievement level 1 to achievement level 5 for the Geometry EOC assessment.

(2) Beginning with students who entered grade 9 in the 2020-2021 school year, students and adults who have not yet earned their required passing score on the Grade 10 statewide, standardized ELA Assessment may meet this testing requirement to qualify for a high school diploma by earning a concordant passing score on the EBRW section of the SAT or the average of the English and Reading subject test scores for the ACT. For eligible students, the concordant passing scale score for the SAT EBRW shall be a score equal to or greater than 480 on the 200 to 800 scale, and the concordant passing scale score for the average of the English and Reading subject test scores on the ACT shall be a score equal to or greater than 18 on the 1 to 36 scale. The State Board of Education shall establish, in rule, a concordant passing score for the sum of the Grammar/Writing and Verbal Reasoning subject test scores on the Classic Learning Test (CLT). For the ACT, if the average of the two subject test scores results in a decimal of 0.5, the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests on the ACT or the Grammar/Writing and Verbal Reasoning subject tests on the CLT are not required to come from the same test administration.

(3) Beginning with students who entered grade 9 in the 2020-2021 school year, students and adults who have not yet earned their required passing score on the Algebra 1 EOC assessment may meet this testing requirement to qualify for a high school diploma by earning a comparative passing score on the mathematics section of the PSAT/NMSQT, the SAT, or the ACT or on the Geometry EOC assessment. For eligible students, the comparative passing scale score shall be a score equal to or greater than 430 on the 160 to 760 scale for the PSAT/NMSQT mathematics section, equal to or greater than 420 on the 200 to 800 scale for the SAT mathematics section, equal to or

greater than 16 on the 1 to 36 scale for the ACT mathematics section, or equal to or greater than an achievement level 3 on the range from achievement level 1 to achievement level 5 for the Geometry EOC assessment. The State Board of Education shall establish, in rule, a concordant passing score for the Quantitative Reasoning subject test on the CLT.

(4) This section expires on July 1, 2025.

Section 38. For the 2023-2024 fiscal year, the sum of \$1 million in nonrecurring funds is appropriated from the General Revenue Fund to the Department of Education to be used for the procurement of bleeding control kits for placement in public schools across the state.

Section 39. The Division of Law Revision shall 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."

Section 40. For the 2023-2024 fiscal year, the sum of \$5.8 million in nonrecurring funds is appropriated from the General Revenue Fund to the Department of Education to be used for the competitive procurement of a statewide transparency tool to support the implementation of instructional and library materials requirements imposed in chapters 2022-21, 2022-22, and 2022-72, Laws of Florida.

Section 41. Except as otherwise expressly provided in this act and except for this section, which shall take effect upon this act becoming a law, this act shall take effect July 1, 2023.

Approved by the Governor May 9, 2023.

Filed in Office Secretary of State May 9, 2023.