

1 A bill to be entitled
2 An act relating to education; creating s. 683.335,
3 F.S.; requiring the Governor to proclaim September 11
4 of each year as "9/11 Heroes' Day"; requiring the day
5 to be observed in public schools and by public
6 exercise; requiring certain middle and high school
7 students to receive specified instruction; requiring
8 the State Board of Education to adopt certain revised
9 social studies standards; amending s. 1002.20, F.S.;
10 requiring school districts to annually review and
11 confirm specified information is accurate and up to
12 date; requiring school districts to send a
13 notification to parents under certain circumstances;
14 authorizing students to possess and use certain
15 medication while on school property or at a school-
16 sponsored events; amending s. 1002.33, F.S.; providing
17 clarifying language relating to admission and
18 dismissal procedures for charter schools; amending s.
19 1002.42, F.S.; conforming a cross-reference; creating
20 s. 1003.07, F.S.; creating the Year-round School Pilot
21 Program for a period of 4 school years beginning with
22 a specified school year; providing the purpose of the
23 program; providing for an application process for
24 participation in the program; requiring the
25 Commissioner of Education to select a certain number

26 | of school districts to participate in the program;
27 | providing requirements for participating school
28 | districts; requiring the commissioner to submit a
29 | report to the Governor and Legislature; providing
30 | requirements for such report; authorizing the State
31 | Board of Education to adopt rules; amending s.
32 | 1003.42, F.S.; requiring the history of Asian
33 | Americans and Pacific Islanders to be included in
34 | specified instruction; providing requirements for such
35 | instruction; amending s. 1003.4282, F.S.; revising a
36 | graduation requirement for certain students; amending
37 | s. 1004.04, F.S.; revising the core curricula for
38 | certain teacher preparation programs; amending s.
39 | 1004.85, F.S.; revising terminology; deleting a
40 | requirement that certain certification programs be
41 | previously approved by the Department of Education;
42 | revising requirements for certain competency-based
43 | programs, certain teacher preparation field
44 | experience, and participants in certain teacher
45 | preparation programs; requiring the State Board of
46 | Education to adopt specified rules relating to the
47 | continued approval of certain teacher preparation
48 | programs rather than by a determination of the
49 | Commissioner of Education; amending s. 1005.04, F.S.;
50 | requiring certain institutions to include specified

51 information relating to student fees and costs in a
52 disclosure to prospective students; requiring certain
53 institutions to provide information affirmatively
54 demonstrating compliance with fair consumer practice
55 requirements; creating s. 1005.11, F.S.; requiring the
56 Commission for Independent Education to annually
57 prepare an accountability report by a specified date;
58 providing requirements for such report; requiring
59 licensed institutions to annually provide certain data
60 to the commission by a specified date; providing
61 requirements for the determination of a specified
62 rate; requiring the commission to establish a common
63 set of data definitions; requiring the commission to
64 impose administrative fines for an institution that
65 fails to timely submit the data; providing
66 requirements for such fines; providing authority for
67 the commission to require certain data reporting by
68 certain institutions; amending s. 1005.22, F.S.;
69 revising the powers and duties of the commission;
70 amending s. 1005.31, F.S.; revising the commission's
71 evaluation standards for licensure of an institution;
72 authorizing the commission to prohibit the enrollment
73 of new students, or limit the number of students in a
74 program at, a licensed institution under certain
75 circumstances; authorizing the commission to take

76 | specified actions relating to licensed institutions;
 77 | authorizing the commission to establish certain
 78 | benchmarks by rule; providing for the designation of
 79 | certain licensed institutions as high performing;
 80 | creating s. 1005.335, F.S.; requiring all programs at
 81 | licensed institutions to be disclosed to the
 82 | commission; requiring institutions to receive
 83 | institutional accreditation prior to obtaining
 84 | licensure for prelicensure professional nursing
 85 | programs; requiring the commission to adopt rules;
 86 | amending s. 1006.09, F.S.; providing requirements for
 87 | searches of students' personal belongings; amending s.
 88 | 1006.13, F.S.; creating a rebuttable presumption for
 89 | certain disciplinary actions; amending s. 1006.148,
 90 | F.S.; conforming a cross-reference; amending s.
 91 | 1007.27, F.S.; revising the articulated acceleration
 92 | mechanisms available to certain students; requiring
 93 | the state board and Board of Governors to identify
 94 | Florida College System institutions and state
 95 | universities to develop certain courses and provide
 96 | specified training; requiring the department to take
 97 | specified actions relating to certain courses;
 98 | authorizing the department to partner with specified
 99 | organizations to develop certain assessments;
 100 | providing for the award of credit to certain students;

101 requiring the department to provide a report to the
102 Legislature by a specified date; providing
103 requirements for such report; amending s. 1007.271,
104 F.S.; requiring dual enrollment courses to be age and
105 developmentally appropriate; amending s. 1007.35,
106 F.S.; revising the responsibilities of the Florida
107 Partnership for Minority and Underrepresented Student
108 Achievement; conforming provisions to changes made by
109 the act; amending s. 1008.22, F.S.; authorizing school
110 districts to select the Classic Learning Test for an
111 annual districtwide administration for certain
112 students; amending s. 1008.34, F.S.; revising the
113 calculation of school grades for certain schools;
114 amending s. 1009.531, F.S.; revising the list of
115 courses that receive additional weights for the
116 purpose of calculating students' grade point averages
117 when determining initial eligibility for a Florida
118 Bright Futures Scholarship; authorizing students to
119 earn a concordant score on the Classic Learning Test
120 to meet the initial eligibility requirements for the
121 Florida Bright Futures Scholarship Program; amending
122 ss. 1009.534, 1009.535, and 1009.536, F.S.;

123 authorizing students to use a combination of volunteer
124 service hours and paid work hours to meet certain
125 program eligibility requirements; providing that paid

126 work hours completed on or after a specified date
127 shall be used to meet certain program eligibility
128 requirements; amending s. 1012.34, F.S.; providing
129 school administrators are not precluded from taking
130 specified actions; amending s. 1012.56, F.S.; revising
131 requirements for a person seeking an educator
132 certification; revising criteria for the award of a
133 temporary certificate; revising the validity period
134 for certain temporary certificates; deleting
135 provisions relating to the department's ability to
136 extend the validity period of certain temporary
137 certificates; revising the requirements for the
138 approval and administration of such programs;
139 establishing professional education competency
140 programs; requiring school districts to develop and
141 maintain such a program; authorizing private schools
142 and state-supported schools to develop and maintain
143 such a program; amending s. 1012.57, F.S.; authorizing
144 charter school governing boards to issue adjunct
145 teaching certificates; requiring a charter school to
146 post specified requirements on its website and
147 annually report specified information relating to
148 adjunct teaching certificates to the Department of
149 Education; conforming a cross-reference; amending s.
150 1012.575, F.S.; conforming a cross-reference; amending

151 s. 1012.585, F.S.; requiring certain applicants for
152 the renewal of a professional certificate to earn
153 specified college credit or inservice points;
154 providing requirements for such credit or points;
155 amending s. 1012.586, F.S.; conforming a cross-
156 reference; amending s. 1012.98, F.S.; defining the
157 term "professional learning"; prohibiting specified
158 meetings from being considered professional learning
159 and eligible for inservice points; providing and
160 revising requirements for certain professional
161 learning activities; revising department and school
162 district duties relating to such activities; providing
163 requirements for entities contracted with to provide
164 professional learning services and inservice education
165 for school districts; amending s. 1012.986, F.S.;
166 renaming the "William Cecil Golden Professional
167 Development Program for School Leaders" as the
168 "William Cecil Golden Professional Learning Program
169 for School Leaders"; revising the goal of the program;
170 amending s. 1013.62, F.S.; revising the charter school
171 eligibility criteria for capital outlay funding;
172 amending s. 1014.05, F.S.; conforming a cross-
173 reference; authorizing certain students to meet
174 specified assessment graduation requirements by
175 earning certain scores on specified assessments;

176 providing for the future expiration of such
 177 provisions; providing an appropriation; providing a
 178 directive to the Division of Law Revision; providing
 179 effective dates.

180

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

182

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

185 683.335 9/11 Heroes' Day.-

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

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

199 (3) Beginning in the 2023-2024 school year, middle school
 200 and high school students enrolled in the civics education class

201 required by s. 1003.4156 or the United States Government class
202 required by s. 1003.4282(3) (d), respectively, must receive at
203 least 45 minutes of instruction on "9/11 Heroes' Day" topics
204 involving the history and significance of September 11, 2001,
205 including remembering the sacrifice of military personnel,
206 government employees, civilians, and emergency responders who
207 were killed, wounded, or suffered sickness due to the terrorist
208 attacks on or after that date, including, but not limited to:

209 (a) The historical context of global terrorism.
210 (b) A timeline of events on September 11, 2001, including
211 the attacks on the World Trade Center, the Pentagon, and United
212 Airlines Flight 93.

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

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

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

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

226 requirements of this section.

227 Section 2. Paragraph (d) of subsection (3) of section
228 1002.20, Florida Statutes, is amended, and paragraph (p) is
229 added to that subsection, to read:

230 1002.20 K-12 student and parent rights.—Parents of public
231 school students must receive accurate and timely information
232 regarding their child's academic progress and must be informed
233 of ways they can help their child to succeed in school. K-12
234 students and their parents are afforded numerous statutory
235 rights including, but not limited to, the following:

236 (3) HEALTH ISSUES.—

237 (d) Reproductive health and disease education.—A public
238 school student whose parent makes written request to the school
239 principal shall be exempted from the teaching of reproductive
240 health or any disease, including HIV/AIDS, in accordance with s.
241 1003.42(5).

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

248 2. Each school district shall annually review and confirm
249 that the information provided on the district's website homepage
250 under subparagraph 1. is accurate and up to date and shall

251 notify parents by physical or electronic means any time
252 revisions are made to such information.

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

258 Section 3. Paragraph (a) of subsection (7) of section
259 1002.33, Florida Statutes, is amended to read:

260 1002.33 Charter schools.—

261 (7) CHARTER.—The terms and conditions for the operation of
262 a charter school, including a virtual charter school, shall be
263 set forth by the sponsor and the applicant in a written
264 contractual agreement, called a charter. The sponsor and the
265 governing board of the charter school or virtual charter school
266 shall use the standard charter contract or standard virtual
267 charter contract, respectively, pursuant to subsection (21),
268 which shall incorporate the approved application and any addenda
269 approved with the application. Any term or condition of a
270 proposed charter contract or proposed virtual charter contract
271 that differs from the standard charter or virtual charter
272 contract adopted by rule of the State Board of Education shall
273 be presumed a limitation on charter school flexibility. The
274 sponsor may not impose unreasonable rules or regulations that
275 violate the intent of giving charter schools greater flexibility

276 to meet educational goals. The charter shall be signed by the
277 governing board of the charter school and the sponsor, following
278 a public hearing to ensure community input.

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

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

285 2. The focus of the curriculum, the instructional methods
286 to be used, any distinctive instructional techniques to be
287 employed, and identification and acquisition of appropriate
288 technologies needed to improve educational and administrative
289 performance which include a means for promoting safe, ethical,
290 and appropriate uses of technology which comply with legal and
291 professional standards.

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

299 b. In order to provide students with access to diverse
300 instructional delivery models, to facilitate the integration of

301 technology within traditional classroom instruction, and to
302 provide students with the skills they need to compete in the
303 21st century economy, the Legislature encourages instructional
304 methods for blended learning courses consisting of both
305 traditional classroom and online instructional techniques.
306 Charter schools may implement blended learning courses which
307 combine traditional classroom instruction and virtual
308 instruction. Students in a blended learning course must be full-
309 time students of the charter school pursuant to s.
310 1011.61(1)(a)1. Instructional personnel certified pursuant to s.
311 1012.55 who provide virtual instruction for blended learning
312 courses may be employees of the charter school or may be under
313 contract to provide instructional services to charter school
314 students. At a minimum, such instructional personnel must hold
315 an active state or school district adjunct certification under
316 s. 1012.57 for the subject area of the blended learning course.
317 The funding and performance accountability requirements for
318 blended learning courses are the same as those for traditional
319 courses.

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

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

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

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

332
333 A district school board is required to provide academic student
334 performance data to charter schools for each of their students
335 coming from the district school system, as well as rates of
336 academic progress of comparable student populations in the
337 district school system.

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

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

350 6. A method for resolving conflicts between the governing

351 board of the charter school and the sponsor.

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

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

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

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

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

385 12. The term of the charter which shall provide for
386 cancellation of the charter if insufficient progress has been
387 made in attaining the student achievement objectives of the
388 charter and if it is not likely that such objectives can be
389 achieved before expiration of the charter. The initial term of a
390 charter shall be for 5 years, excluding 2 planning years. In
391 order to facilitate access to long-term financial resources for
392 charter school construction, charter schools that are operated
393 by a municipality or other public entity as provided by law are
394 eligible for up to a 15-year charter, subject to approval by the
395 sponsor. A charter lab school is eligible for a charter for a
396 term of up to 15 years. In addition, to facilitate access to
397 long-term financial resources for charter school construction,
398 charter schools that are operated by a private, not-for-profit,
399 s. 501(c) (3) status corporation are eligible for up to a 15-year
400 charter, subject to approval by the sponsor. Such long-term

401 charters remain subject to annual review and may be terminated
 402 during the term of the charter, but only according to the
 403 provisions set forth in subsection (8).

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

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

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

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

419 17. In the case of an existing public school that is being
 420 converted to charter status, alternative arrangements for
 421 current students who choose not to attend the charter school and
 422 for current teachers who choose not to teach in the charter
 423 school after conversion in accordance with the existing
 424 collective bargaining agreement or district school board rule in
 425 the absence of a collective bargaining agreement. However,

426 alternative arrangements shall not be required for current
427 teachers who choose not to teach in a charter lab school, except
428 as authorized by the employment policies of the state university
429 which grants the charter to the lab school.

430 18. Full disclosure of the identity of all relatives
431 employed by the charter school who are related to the charter
432 school owner, president, chairperson of the governing board of
433 directors, superintendent, governing board member, principal,
434 assistant principal, or any other person employed by the charter
435 school who has equivalent decisionmaking authority. For the
436 purpose of this subparagraph, the term "relative" means father,
437 mother, son, daughter, brother, sister, uncle, aunt, first
438 cousin, nephew, niece, husband, wife, father-in-law, mother-in-
439 law, son-in-law, daughter-in-law, brother-in-law, sister-in-law,
440 stepfather, stepmother, stepson, stepdaughter, stepbrother,
441 stepsister, half brother, or half sister.

442 19. Implementation of the activities authorized under s.
443 1002.331 by the charter school when it satisfies the eligibility
444 requirements for a high-performing charter school. A high-
445 performing charter school shall notify its sponsor in writing by
446 March 1 if it intends to increase enrollment or expand grade
447 levels the following school year. The written notice shall
448 specify the amount of the enrollment increase and the grade
449 levels that will be added, as applicable.

450 Section 4. Subsection (13) of section 1002.42, Florida

451 Statutes, is amended to read:

452 1002.42 Private schools.—

453 (13) PROFESSIONAL LEARNING ~~DEVELOPMENT~~ SYSTEM.—An
 454 organization of private schools that has no fewer than 10 member
 455 schools in this state may develop a professional learning
 456 ~~development~~ system to be filed with the Department of Education
 457 in accordance with s. 1012.98(7) ~~the provisions of s.~~
 458 ~~1012.98(6)~~.

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

461 1003.07 Year-round School Pilot Program.—Beginning with
 462 the 2024-2025 school year, the Year-round School Pilot Program
 463 is created for a period of 4 school years. The purpose of the
 464 program is for the Department of Education to assist school
 465 districts in establishing a year-round school program within at
 466 least one elementary school in the district and study the
 467 issues, benefits, and schedule options for instituting year-
 468 round school programs for all students.

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

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

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

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

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

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

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

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

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

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

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

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

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

501 b. The provision of services during the summer months.

502 c. School district budgeting.

503 d. Parental engagement and participation.

504 e. Coordination with community services.

505 f. Student assessment and progression practices.

506 g. Student transportation.

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

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

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

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

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

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

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

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

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

530 1003.42 Required instruction.—

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

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

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

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

551 of the Federalist Papers.

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

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

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

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

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

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

595 (h) The history of African Americans, including the
596 history of African peoples before the political conflicts that
597 led to the development of slavery, the passage to America, the
598 enslavement experience, abolition, and the history and
599 contributions of Americans of the African diaspora to society.
600 Students shall develop an understanding of the ramifications of

601 prejudice, racism, and stereotyping on individual freedoms, and
602 examine what it means to be a responsible and respectful person,
603 for the purpose of encouraging tolerance of diversity in a
604 pluralistic society and for nurturing and protecting democratic
605 values and institutions. Instruction shall include the roles and
606 contributions of individuals from all walks of life and their
607 endeavors to learn and thrive throughout history as artists,
608 scientists, educators, businesspeople, influential thinkers,
609 members of the faith community, and political and governmental
610 leaders and the courageous steps they took to fulfill the
611 promise of democracy and unite the nation. Instructional
612 materials shall include the vital contributions of African
613 Americans to build and strengthen American society and celebrate
614 the inspirational stories of African Americans who prospered,
615 even in the most difficult circumstances. Instructional
616 personnel may facilitate discussions and use curricula to
617 address, in an age-appropriate manner, how the individual
618 freedoms of persons have been infringed by slavery, racial
619 oppression, racial segregation, and racial discrimination, as
620 well as topics relating to the enactment and enforcement of laws
621 resulting in racial oppression, racial segregation, and racial
622 discrimination and how recognition of these freedoms has
623 overturned these unjust laws. However, classroom instruction and
624 curriculum may not be used to indoctrinate or persuade students
625 to a particular point of view inconsistent with the principles

626 enumerated in subsection (3) or the state academic standards.
627 The department shall prepare and offer standards and curriculum
628 for the instruction required by this paragraph and may seek
629 input from the Commissioner of Education's African American
630 History Task Force.

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

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

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

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

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

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

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

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

- 651 a. Injury prevention and safety.
- 652 b. Internet safety.
- 653 c. Nutrition.
- 654 d. Personal health.
- 655 e. Prevention and control of disease.
- 656 f. Substance use and abuse.
- 657 g. Prevention of child sexual abuse, exploitation, and
- 658 human trafficking.

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

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

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

- 672 a. Self-awareness and self-management.
- 673 b. Responsible decisionmaking.
- 674 c. Resiliency.
- 675 d. Relationship skills and conflict resolution.

676 e. Understanding and respecting other viewpoints and
677 backgrounds.

678 f. For grades 9 through 12, developing leadership skills,
679 interpersonal skills, organization skills, and research skills;
680 creating a resume, including a digital resume; exploring career
681 pathways; using state career planning resources; developing and
682 practicing the skills necessary for employment interviews;
683 workplace ethics and workplace law; managing stress and
684 expectations; and self-motivation.

685
686 Health education and life skills instruction and materials may
687 not contradict the principles enumerated in subsection (3).

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

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

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

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

698 (t)~~(s)~~ Civic and character education on the qualities and
699 responsibilities of patriotism and citizenship, including
700 kindness; respect for authority, life, liberty, and personal

701 property; honesty; charity; racial, ethnic, and religious
702 tolerance; and cooperation and, for grades 11 and 12, voting
703 using the uniform primary and general election ballot described
704 in s. 101.151(9).

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

712
713 The State Board of Education is encouraged to adopt standards
714 and pursue assessment of the requirements of this subsection.
715 Instructional programming that incorporates the values of the
716 recipients of the Congressional Medal of Honor and that is
717 offered as part of a social studies, English Language Arts, or
718 other schoolwide character building and veteran awareness
719 initiative meets the requirements of paragraph (u) ~~(t)~~.

720 Section 7. Paragraph (e) of subsection (3) of section
721 1003.4282, Florida Statutes, is amended to read:

722 1003.4282 Requirements for a standard high school
723 diploma.—

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

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

734 Section 8. Paragraph (b) of subsection (2) of section
735 1004.04, Florida Statutes, is amended to read:

736 1004.04 Public accountability and state approval for
737 teacher preparation programs.—

738 (2) UNIFORM CORE CURRICULA AND CANDIDATE ASSESSMENT.—

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

742 1. Candidate instruction and assessment in the Florida
743 Educator Accomplished Practices across content areas.

744 2. The use of state-adopted content standards to guide
745 curricula and instruction.

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

751 strategies.

752 4. Content literacy and mathematics practices.

753 5. Strategies appropriate for the instruction of English
754 language learners.

755 6. Strategies appropriate for the instruction of students
756 with disabilities.

757 7. Strategies to differentiate instruction based on
758 student needs.

759 8. Strategies and practices to support evidence-based
760 content aligned to state standards and grading practices.

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

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

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

770 Section 9. Paragraph (a) of subsection (2) and subsections
771 (3), (4), and (5) of section 1004.85, Florida Statutes, are
772 amended to read:

773 1004.85 Postsecondary educator preparation institutes.—

774 (2)(a) Postsecondary institutions that are accredited or
775 approved as described in State Board of Education rule may seek

776 approval from the Department of Education to create educator
777 preparation institutes for the purpose of providing any or all
778 of the following:

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

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

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

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

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

794 (3) Educator preparation institutes approved pursuant to
795 this section may offer competency-based certification programs
796 specifically designed for noneducation major baccalaureate
797 degree holders to enable program participants to meet the
798 educator certification requirements of s. 1012.56. An educator
799 preparation institute choosing to offer a competency-based
800 certification program pursuant to the provisions of this section

801 must implement a program ~~previously approved by the Department~~
 802 ~~of Education for this purpose or a program~~ developed by the
 803 institute and approved by the department for this purpose.
 804 Approved programs shall be available for use by other approved
 805 educator preparation institutes.

806 (a) Within 90 days after receipt of a request for
 807 approval, the Department of Education shall approve a
 808 preparation program pursuant to the requirements of this
 809 subsection or issue a statement of the deficiencies in the
 810 request for approval. The department shall approve a
 811 certification program if the institute provides evidence of the
 812 institute's capacity to implement a competency-based program
 813 that instructs and assesses each candidate in ~~includes each of~~
 814 the following:

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

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

824 c. Scientifically researched and evidence-based reading
 825 instructional strategies that improve reading performance for

826 all students, including explicit, systematic, and sequential
827 approaches to teaching phonemic awareness, phonics, vocabulary,
828 fluency, and text comprehension and multisensory intervention
829 strategies.

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

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

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

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

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

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

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

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

850 3. Field experiences appropriate to the certification

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

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

864 (b) Each program participant must:

865 1. Meet certification requirements pursuant to s.
866 1012.56(1) by obtaining a statement of status of eligibility in
867 the certification subject area of the educational plan and meet
868 the requirements of s. 1012.56(2) (a)-(f).

869 2. Demonstrate competency and participate in ~~coursework~~
870 ~~and~~ field experiences that are appropriate to his or her
871 educational plan prepared under paragraph (a). Beginning with
872 candidates entering an educator preparation institute in the
873 2022-2023 school year, a candidate for certification in a
874 coverage area identified pursuant to s. 1012.585(3) (f) must
875 successfully complete all competencies for a reading

876 endorsement, including completion of the endorsement practicum
877 through the candidate's field experience, in order to graduate
878 from the program.

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

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

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

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

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

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

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

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

916 (5) Each institute approved pursuant to this section shall
917 submit to the Department of Education annual performance
918 evaluations that measure the effectiveness of the programs,
919 ~~including the pass rates of participants on all examinations~~
920 ~~required for teacher certification, employment rates,~~
921 ~~longitudinal retention rates, and satisfaction surveys of~~
922 ~~employers and program completers. The satisfaction surveys must~~
923 ~~be designed to measure the sufficient preparation of the~~
924 ~~educator for the realities of the classroom and the institute's~~
925 ~~responsiveness to local school districts. These evaluations~~

926 ~~shall be used by the Department of Education for purposes of~~
 927 ~~continued approval of an educator preparation institute's~~
 928 ~~certification program.~~

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

931 1005.04 Fair consumer practices.—

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

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

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

951 applied;

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

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

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

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

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

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

973 (i) Prior to enrollment, provide a written disclosure to a
974 student or prospective student of all fees and costs that will
975 be incurred by a student, the institution's refund policy, any

976 exit examination requirements, and the grade point average
977 required for completion of the student's program or degree. The
978 disclosure shall include a statement regarding the scope of
979 accreditation, if applicable. Institutions licensed by the
980 Commission for Independent Education shall disclose the
981 information required pursuant to this paragraph in a format
982 prescribed by the commission.

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

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

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

997 1005.11 Accountability for institutions licensed by the
998 Commission for Independent Education.—

999 (1) By June 30, 2024, and by April 15 of each year
1000 thereafter, the commission shall prepare an annual

1001 accountability report for licensed institutions. The report must
1002 contain, at a minimum, the graduation rates, including the
1003 number of graduates by program, retention rates, and placement
1004 rates for all licensed institutions.

1005 (2) By March 15, 2024, and by November 30 of each year
1006 thereafter, each licensed institution shall provide data to the
1007 commission in a format prescribed by the commission. Placement
1008 rates shall be determined using a methodology approved by the
1009 commission.

1010 (3) The commission shall establish a common set of data
1011 definitions for institutional reporting purposes.

1012 (4) The commission shall impose an administrative fine of
1013 not more than \$500 when a licensed institution fails to timely
1014 submit the required data to the commission pursuant to this
1015 section. Administrative fines collected under this subsection
1016 shall be deposited into the Student Protection Fund.

1017 (5) Notwithstanding s. 1005.32(3), the commission shall
1018 have the authority to require licensed institutions to provide
1019 institutional, graduate, and student data through reasonable
1020 data collection efforts as required or necessitated by statute
1021 or rule.

1022 Section 12. Paragraph (p) is added to subsection (1) of
1023 section 1005.22, Florida Statutes, to read:

1024 1005.22 Powers and duties of commission.—

1025 (1) The commission shall:

1026 (p) Have the power, within its respective regulatory
 1027 jurisdiction, to examine and investigate the affairs of every
 1028 person, entity, or independent postsecondary institution in
 1029 order to determine whether the person, entity, or independent
 1030 postsecondary institution is operating in accordance with the
 1031 provisions of this chapter or has been or is engaged in any
 1032 unfair or deceptive act or practice prohibited by s. 1005.04.

1033 Section 13. Subsections (6) and (7) of section 1005.31,
 1034 Florida Statutes, are renumbered as subsections (7) and (8),
 1035 respectively, subsections (2) and (8) are amended, and a new
 1036 subsection (6) is added to that section, to read:

1037 1005.31 Licensure of institutions.—

1038 (2) The commission shall develop minimum standards by
 1039 which to evaluate institutions for licensure. These standards
 1040 must include, at a minimum, ~~at least~~ the institution's name,
 1041 financial stability, purpose, administrative organization,
 1042 admissions and recruitment, educational programs and curricula,
 1043 retention ~~and,~~ completion, including a retention and completion
 1044 management plan, career placement, faculty, learning resources,
 1045 student personnel services, physical plant and facilities,
 1046 publications, and disclosure statements about the status of the
 1047 institution with respect to professional certification and
 1048 licensure. The commission may adopt rules to ensure that
 1049 institutions licensed under this section meet these standards in
 1050 ways that are appropriate to achieve the stated intent of this

1051 chapter, including provisions for nontraditional or distance
1052 education programs and delivery.

1053 (a) The standard relating to admissions and recruitment
1054 shall include, but is not limited to, requirements for
1055 verification of high school graduation, high school equivalency,
1056 or qualifying scores on an ability-to-benefit test.

1057 (b) The commission may require a licensed institution to
1058 submit a management plan, prohibit a licensed institution from
1059 enrolling new students in the institution or a program of the
1060 institution, or limit the number of students in a program at a
1061 licensed institution, based upon the institution's performance
1062 on the licensure standards or criteria established pursuant to
1063 this chapter; the placement of the institution or a program of
1064 the institution on probation or the imposition of other adverse
1065 actions by the commission, an accrediting agency, or other
1066 regulatory agency, including the United States Department of
1067 Education; or similar circumstances that leave the institution
1068 unable to meet the needs of students or prospective students.

1069 (6) The commission may establish, by rule, performance
1070 benchmarks to identify high-performing institutions licensed by
1071 the commission.

1072 ~~(8) An institution may not conduct a program unless~~
1073 ~~specific authority is granted in its license.~~

1074 Section 14. Section 1005.335, Florida Statutes, is created
1075 to read:

1076 1005.335 Accreditation requirements and programmatic
 1077 approval.—

1078 (1) All programs offered by a licensed institution must be
 1079 disclosed to the commission, including, but not limited to,
 1080 avocational programs, examination preparation programs, contract
 1081 training programs, continuing education, or professional
 1082 development programs.

1083 (2) An institution must obtain institutional accreditation
 1084 prior to obtaining approval from the commission to offer a
 1085 prelicensure professional nursing program.

1086 (3) The commission shall adopt rules to implement this
 1087 section.

1088 Section 15. Subsection (10) is added to section 1006.09,
 1089 Florida Statutes, to read:

1090 1006.09 Duties of school principal relating to student
 1091 discipline and school safety.—

1092 (10) Any search of a student's personal belongings,
 1093 including a purse, backpack, or bookbag, must be conducted
 1094 discreetly to maintain the privacy of the student's personal
 1095 items within such belongings. Personal items that are not
 1096 prohibited on school grounds must be immediately returned to the
 1097 student's personal belongings.

1098 Section 16. Paragraph (d) of subsection (2) of section
 1099 1006.13, Florida Statutes, is amended to read:

1100 1006.13 Policy of zero tolerance for crime and

1101 victimization.—

1102 (2) Each district school board shall adopt a policy of
1103 zero tolerance that:

1104 (d) Minimizes the victimization of students, staff, or
1105 volunteers, including taking all steps necessary to protect the
1106 victim of any violent act ~~crime~~ from any further victimization.
1107 In a disciplinary action, there is a rebuttable presumption that
1108 the actions of a student who intervened, using only the amount
1109 of force necessary, to stop a violent act against a student,
1110 staff, or volunteer were necessary to restore or maintain the
1111 safety of others.

1112 Section 17. Paragraph (c) of subsection (1) of section
1113 1006.148, Florida Statutes, is amended to read:

1114 1006.148 Dating violence and abuse prohibited.—

1115 (1) Each district school board shall adopt and implement a
1116 dating violence and abuse policy. The policy shall:

1117 (c) Define dating violence and abuse and provide for a
1118 teen dating violence and abuse component in the health education
1119 curriculum, according to s. 1003.42(2)(o)2. ~~s. 1003.42(2)(n)2.,~~
1120 with emphasis on prevention education.

1121 Section 18. Subsections (1), (2), and (5) of section
1122 1007.27, Florida Statutes, are amended, and subsection (9) is
1123 added to that section, to read:

1124 1007.27 Articulated acceleration mechanisms.—

1125 (1)(a) It is the intent of the Legislature that a variety

1126 | of articulated acceleration mechanisms be available for
1127 | secondary and postsecondary students attending public
1128 | educational institutions. It is intended that articulated
1129 | acceleration serve to shorten the time necessary for a student
1130 | to complete the requirements associated with the conference of a
1131 | high school diploma and a postsecondary degree, broaden the
1132 | scope of curricular options available to students, or increase
1133 | the depth of study available for a particular subject.
1134 | Articulated acceleration mechanisms shall include, but are not
1135 | limited to, dual enrollment and early admission as provided for
1136 | in s. 1007.271, ~~advanced placement~~, credit by examination, the
1137 | College Board Advanced Placement Program, the International
1138 | Baccalaureate Program, and the Advanced International
1139 | Certificate of Education Program. Credit earned through the
1140 | Florida Virtual School shall provide additional opportunities
1141 | for early graduation and acceleration. Students of Florida
1142 | public secondary schools enrolled pursuant to this subsection
1143 | shall be deemed authorized users of the state-funded electronic
1144 | library resources that are licensed for Florida College System
1145 | institutions and state universities by the Florida Postsecondary
1146 | Academic Library Network. Verification of eligibility shall be
1147 | in accordance with rules established by the State Board of
1148 | Education and regulations established by the Board of Governors
1149 | and processes implemented by Florida College System institutions
1150 | and state universities.

1151 (b) The State Board of Education and the Board of
1152 Governors shall identify Florida College System institutions and
1153 state universities to develop courses that align with s. 1007.25
1154 for students in secondary education and provide the training
1155 required under s. 1007.35(6).

1156 (2) (a) The Department of Education shall annually identify
1157 and publish the minimum scores, maximum credit, and course or
1158 courses for which credit is to be awarded for each course
1159 developed under paragraph (1)(b), College Level Examination
1160 Program (CLEP) subject examination, College Board Advanced
1161 Placement Program examination, Advanced International
1162 Certificate of Education examination, International
1163 Baccalaureate examination, Excelsior College subject
1164 examination, Defense Activity for Non-Traditional Education
1165 Support (DANTES) subject standardized test, and Defense Language
1166 Proficiency Test (DLPT).

1167 (b) The department may partner with an independent third-
1168 party testing or assessment organization to develop assessments
1169 that measure competencies consistent with the required course
1170 competencies identified by the Articulation Coordinating
1171 Committee for general education core courses under paragraph
1172 (1)(b). Postsecondary credit shall be limited to students who
1173 achieve a minimum score as established in this subsection.

1174 (c) The department shall use student performance data in
1175 subsequent postsecondary courses to determine the appropriate

1176 examination scores and courses for which credit is to be
1177 granted. Minimum scores may vary by subject area based on
1178 available performance data. In addition, the department shall
1179 identify such courses in the general education core curriculum
1180 of each state university and Florida College System institution.

1181 (5) Advanced courses include placement ~~shall be the~~
1182 enrollment of an eligible secondary student in a course offered
1183 through the Advanced Placement Program administered by the
1184 College Board or a course that prepares students for assessments
1185 developed under paragraph (2)(b). Postsecondary credit for an
1186 advanced course or advanced placement course shall be limited to
1187 students who score a minimum of 3, on a 5-point scale, on the
1188 corresponding Advanced Placement Examination or at least the
1189 minimum score on an assessment identified in subsection (2). The
1190 specific courses for which students receive such credit shall be
1191 identified in the statewide articulation agreement required by
1192 s. 1007.23(1). Students of Florida public secondary schools
1193 enrolled pursuant to this subsection shall be exempt from the
1194 payment of any fees for administration of the examination
1195 regardless of whether or not the student achieves a passing
1196 score on the examination.

1197 (9) The department, in consultation with the Board of
1198 Governors, shall issue a report to the Legislature by January 1,
1199 2024, on the alignment between acceleration mechanisms available
1200 to secondary students and student success at the postsecondary

1201 level. At a minimum, the report must explain how:

1202 (a) Acceleration mechanisms align to secondary completion
1203 and rates of success.

1204 (b) Bonuses provided to classroom teachers for the
1205 completion or passage of acceleration courses by students impact
1206 school quality and performance.

1207 (c) Acceleration mechanisms align to postsecondary
1208 completion rates.

1209 (d) Acceleration course offerings align with general
1210 education core courses and reduce the amount of time needed for
1211 students to complete a postsecondary degree.

1212 (e) To improve acceptance of postsecondary credit earned
1213 through acceleration courses through agreements with other
1214 states.

1215 Section 19. Subsection (14) of section 1007.271, Florida
1216 Statutes, is amended to read:

1217 1007.271 Dual enrollment programs.—

1218 (14) The Department of Education shall approve any course
1219 for inclusion in the dual enrollment program that is age and
1220 developmentally appropriate and contained within the statewide
1221 course numbering system. However, developmental education and
1222 physical education and other courses that focus on the physical
1223 execution of a skill rather than the intellectual attributes of
1224 the activity, may not be so approved but must be evaluated
1225 individually for potential inclusion in the dual enrollment

1226 program. This subsection may not be construed to mean that an
 1227 independent postsecondary institution eligible for inclusion in
 1228 a dual enrollment or early admission program pursuant to s.
 1229 1011.62 must participate in the statewide course numbering
 1230 system developed pursuant to s. 1007.24 to participate in a dual
 1231 enrollment program.

1232 Section 20. Paragraph (a) of subsection (5) and subsection
 1233 (6) of section 1007.35, Florida Statutes, are amended to read:

1234 1007.35 Florida Partnership for Minority and
 1235 Underrepresented Student Achievement.—

1236 (5) Each public high school, including, but not limited
 1237 to, schools and alternative sites and centers of the Department
 1238 of Juvenile Justice, shall provide for the administration of the
 1239 Preliminary SAT/National Merit Scholarship Qualifying Test
 1240 (PSAT/NMSQT), or the PreACT to all enrolled 10th grade students.
 1241 However, a written notice shall be provided to each parent which
 1242 must include the opportunity to exempt his or her child from
 1243 taking the PSAT/NMSQT or the PreACT.

1244 (a) Test results will provide each high school with a
 1245 database of student assessment data which certified school
 1246 counselors will use to identify students who are prepared or who
 1247 need additional work to be prepared to enroll and be successful
 1248 in ~~AP courses or other~~ advanced high school courses.

1249 (6) The partnership shall:

1250 (a) Provide teacher training and professional development

1251 to enable teachers of ~~AP or other~~ advanced courses to have the
1252 necessary content knowledge and instructional skills to prepare
1253 students for success on assessments developed pursuant to s.
1254 1007.27(2) ~~AP or other advanced course examinations~~ and mastery
1255 of postsecondary general education core courses ~~course content~~.

1256 (b) Provide to middle school teachers and administrators
1257 professional development that will enable them to educate middle
1258 school students at the level necessary to prepare the students
1259 to enter high school ready to participate in advanced courses.

1260 (c) Provide teacher training and materials that are
1261 aligned with the state standards ~~Next Generation Sunshine State~~
1262 ~~Standards~~ and are consistent with best theory and practice
1263 regarding multiple learning styles and research on learning,
1264 instructional strategies, instructional design, and classroom
1265 assessment. Curriculum materials must be based on current,
1266 accepted, and essential academic knowledge.

1267 (d) Provide assessment of individual strengths and
1268 weaknesses as related to potential success in ~~AP or other~~
1269 advanced courses and readiness for college.

1270 (e) Provide college entrance exam preparation through a
1271 variety of means that may include, but are not limited to,
1272 training teachers to provide courses at schools; training
1273 community organizations to provide courses at community centers,
1274 faith-based organizations, and businesses; and providing online
1275 courses.

1276 (f) Consider ways to incorporate Florida College System
 1277 institutions in the mission of preparing all students for
 1278 postsecondary success.

1279 (g) Provide a plan for communication and coordination of
 1280 efforts with the Florida Virtual School's provision of online ~~AP~~
 1281 ~~or other~~ advanced courses.

1282 (h) Work with school districts to identify minority and
 1283 underrepresented students for participation in ~~AP or other~~
 1284 advanced courses.

1285 (i) Work with school districts to provide information to
 1286 students and parents that explains available opportunities for
 1287 students to take ~~AP and other~~ advanced courses and that explains
 1288 enrollment procedures that students must follow to enroll in
 1289 such courses. Such information must also explain the value of
 1290 such courses as they relate to:

1291 1. Preparing the student for postsecondary level
 1292 coursework.

1293 2. Enabling the student to gain access to postsecondary
 1294 education opportunities.

1295 3. Qualifying for scholarships and other financial aid
 1296 opportunities.

1297 (j) Provide information to students, parents, teachers,
 1298 counselors, administrators, districts, Florida College System
 1299 institutions, and state universities regarding PSAT/NMSQT or the
 1300 PreACT administration, including, but not limited to:

- 1301 1. Test administration dates and times.
- 1302 2. That participation in the PSAT/NMSQT or the PreACT is
- 1303 open to all 10th grade students.
- 1304 3. The value of such tests in providing diagnostic
- 1305 feedback on student skills.
- 1306 4. The value of student scores in predicting the
- 1307 probability of success on ~~AP or other~~ advanced course
- 1308 examinations.

1309 (k) Cooperate with the department to provide information

1310 to administrators, teachers, and counselors, whenever possible,

1311 about partnership activities, opportunities, and priorities.

1312 (l) Partner with the Florida College System institutions

1313 and state universities identified by the State Board of

1314 Education and Board of Governors pursuant to s. 1007.25(3) to

1315 develop advanced courses and provide teacher training.

1316 Section 21. Paragraph (c) of subsection (3) of section

1317 1008.22, Florida Statutes, is amended to read:

1318 1008.22 Student assessment program for public schools.—

1319 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The

1320 Commissioner of Education shall design and implement a

1321 statewide, standardized assessment program aligned to the core

1322 curricular content established in the state academic standards.

1323 The commissioner also must develop or select and implement a

1324 common battery of assessment tools that will be used in all

1325 juvenile justice education programs in the state. These tools

1326 must accurately measure the core curricular content established
1327 in the state academic standards. Participation in the assessment
1328 program is mandatory for all school districts and all students
1329 attending public schools, including adult students seeking a
1330 standard high school diploma under s. 1003.4282 and students in
1331 Department of Juvenile Justice education programs, except as
1332 otherwise provided by law. If a student does not participate in
1333 the assessment program, the school district must notify the
1334 student's parent and provide the parent with information
1335 regarding the implications of such nonparticipation. The
1336 statewide, standardized assessment program shall be designed and
1337 implemented as follows:

1338 (c) Nationally recognized high school assessments.— Each
1339 school district shall, by the 2023-2024 ~~2021-2022~~ school year
1340 and subject to appropriation, select either the SAT, ~~or~~ ACT, or
1341 Classic Learning Test for districtwide administration to each
1342 public school student in grade 11, including students attending
1343 public high schools, alternative schools, and Department of
1344 Juvenile Justice education programs.

1345 Section 22. Paragraph (b) of subsection (3) of section
1346 1008.34, Florida Statutes, is amended to read:

1347 1008.34 School grading system; school report cards;
1348 district grade.—

1349 (3) DESIGNATION OF SCHOOL GRADES.—

1350 (b)1. ~~Beginning with the 2014-2015 school year,~~ A school's

1351 grade shall be based on the following components, each worth 100
 1352 points:

1353 a. The percentage of eligible students passing statewide,
 1354 standardized assessments in English Language Arts under s.
 1355 1008.22(3).

1356 b. The percentage of eligible students passing statewide,
 1357 standardized assessments in mathematics under s. 1008.22(3).

1358 c. The percentage of eligible students passing statewide,
 1359 standardized assessments in science under s. 1008.22(3).

1360 d. The percentage of eligible students passing statewide,
 1361 standardized assessments in social studies under s. 1008.22(3).

1362 e. The percentage of eligible students who make Learning
 1363 Gains in English Language Arts as measured by statewide,
 1364 standardized assessments administered under s. 1008.22(3).

1365 f. The percentage of eligible students who make Learning
 1366 Gains in mathematics as measured by statewide, standardized
 1367 assessments administered under s. 1008.22(3).

1368 g. The percentage of eligible students in the lowest 25
 1369 percent in English Language Arts, as identified by prior year
 1370 performance on statewide, standardized assessments, who make
 1371 Learning Gains as measured by statewide, standardized English
 1372 Language Arts assessments administered under s. 1008.22(3).

1373 h. The percentage of eligible students in the lowest 25
 1374 percent in mathematics, as identified by prior year performance
 1375 on statewide, standardized assessments, who make Learning Gains

1376 as measured by statewide, standardized Mathematics assessments
1377 administered under s. 1008.22(3).

1378 i. For schools comprised of middle grades 6 through 8 or
1379 grades 7 and 8, the percentage of eligible students passing high
1380 school level statewide, standardized end-of-course assessments
1381 or attaining national industry certifications identified in the
1382 CAPE Industry Certification Funding List pursuant to state board
1383 rule.

1384 j. Beginning in the 2023-2024 school year, for schools
1385 comprised of grade levels that include grade 3, the percentage
1386 of eligible students who score an achievement level 3 or higher
1387 on the grade 3 statewide, standardized English Language Arts
1388 assessment administered under s. 1008.22(3).

1389
1390 In calculating Learning Gains for the components listed in sub-
1391 subparagraphs e.-h., the State Board of Education shall require
1392 that learning growth toward achievement levels 3, 4, and 5 is
1393 demonstrated by students who scored below each of those levels
1394 in the prior year. In calculating the components in sub-
1395 subparagraphs a.-d., the state board shall include the
1396 performance of English language learners only if they have been
1397 enrolled in a school in the United States for more than 2 years.

1398 2. For a school comprised of grades 9, 10, 11, and 12, or
1399 grades 10, 11, and 12, the school's grade shall also be based on
1400 the following components, each worth 100 points:

1401 a. The 4-year high school graduation rate of the school as
1402 defined by state board rule.

1403 b. The percentage of students who were eligible to earn
1404 college and career credit through an assessment identified
1405 pursuant to s. 1007.27(2), College Board Advanced Placement
1406 examinations, International Baccalaureate examinations, dual
1407 enrollment courses, including career dual enrollment courses
1408 resulting in the completion of 300 or more clock hours during
1409 high school which are approved by the state board as meeting the
1410 requirements of s. 1007.271, or Advanced International
1411 Certificate of Education examinations; who, at any time during
1412 high school, earned national industry certification identified
1413 in the CAPE Industry Certification Funding List, pursuant to
1414 rules adopted by the state board; or, ~~beginning with the 2022-~~
1415 ~~2023 school year,~~ who earned an Armed Services Qualification
1416 Test score that falls within Category II or higher on the Armed
1417 Services Vocational Aptitude Battery and earned a minimum of two
1418 credits in Junior Reserve Officers' Training Corps courses from
1419 the same branch of the United States Armed Forces.

1420 Section 23. Paragraph (a) of subsection (3) and paragraph
1421 (c) of subsection (6) of section 1009.531, Florida Statutes, are
1422 amended to read:

1423 1009.531 Florida Bright Futures Scholarship Program;
1424 student eligibility requirements for initial awards.—

1425 (3) For purposes of calculating the grade point average to

1426 | be used in determining initial eligibility for a Florida Bright
1427 | Futures Scholarship, the department shall assign additional
1428 | weights to grades earned in the following courses:

1429 | (a) Courses identified in the course code directory as
1430 | Advanced Placement, pre-International Baccalaureate,
1431 | International Baccalaureate, International General Certificate
1432 | of Secondary Education (pre-AICE), or Advanced International
1433 | Certificate of Education, or advanced courses developed under s.
1434 | 1007.27(1)(b).

1435 |
1436 | The department may assign additional weights to courses, other
1437 | than those described in paragraphs (a) and (b), that are
1438 | identified by the Department of Education as containing rigorous
1439 | academic curriculum and performance standards. The additional
1440 | weight assigned to a course pursuant to this subsection shall
1441 | not exceed 0.5 per course. The weighted system shall be
1442 | developed and distributed to all high schools in the state. The
1443 | department may determine a student's eligibility status during
1444 | the senior year before graduation and may inform the student of
1445 | the award at that time.

1446 | (6)

1447 | (c) To ensure that the required examination scores
1448 | represent top student performance and are equivalent between the
1449 | SAT, ~~and ACT,~~ and Classic Learning Test (CLT), the department
1450 | shall develop a method for determining the required examination

1451 scores which incorporates all of the following:

1452 1. The minimum required SAT score for the Florida Academic
 1453 Scholarship must be set no lower than the 89th national
 1454 percentile on the SAT. The department may adjust the required
 1455 SAT score only if the required score drops below the 89th
 1456 national percentile, and any such adjustment must be applied to
 1457 the bottom of the SAT score range that is concordant to the ACT
 1458 and CLT.

1459 2. The minimum required SAT score for the Florida
 1460 Medallion Scholarship must be set no lower than the 75th
 1461 national percentile on the SAT. The department may adjust the
 1462 required SAT score only if the required score drops below the
 1463 75th national percentile, and any such adjustment must be made
 1464 to the bottom of the SAT score range that is concordant to the
 1465 ACT and CLT.

1466 3. The required ACT and CLT scores must be made concordant
 1467 to the required SAT scores, using the latest published national
 1468 concordance table developed jointly by the College Board, ~~and~~
 1469 ACT, Inc., and Classic Learning Initiatives.

1470 Section 24. Subsection (1) of section 1009.534, Florida
 1471 Statutes, is amended to read:

1472 1009.534 Florida Academic Scholars award.—

1473 (1) A student is eligible for a Florida Academic Scholars
 1474 award if he or she meets the general eligibility requirements
 1475 for the Florida Bright Futures Scholarship Program and:

1476 (a) Has achieved a 3.5 weighted grade point average as
1477 calculated pursuant to s. 1009.531, or its equivalent, in high
1478 school courses that are designated by the State Board of
1479 Education as college-preparatory academic courses and has
1480 attained at least the score required under s. 1009.531(6)(a) on
1481 the combined verbal and quantitative parts of the Scholastic
1482 Aptitude Test, the Scholastic Assessment Test, or the recentered
1483 Scholastic Assessment Test of the College Entrance Examination,
1484 or an equivalent score on the ACT Assessment Program;

1485 (b) Has attended a home education program according to s.
1486 1002.41 during grades 11 and 12, has completed the International
1487 Baccalaureate curriculum but failed to earn the International
1488 Baccalaureate Diploma, or has completed the Advanced
1489 International Certificate of Education curriculum but failed to
1490 earn the Advanced International Certificate of Education
1491 Diploma, and has attained at least the score required under s.
1492 1009.531(6)(a) on the combined verbal and quantitative parts of
1493 the Scholastic Aptitude Test, the Scholastic Assessment Test, or
1494 the recentered Scholastic Assessment Test of the College
1495 Entrance Examination, or an equivalent score on the ACT
1496 Assessment Program;

1497 (c) Has been awarded an International Baccalaureate
1498 Diploma from the International Baccalaureate Office or an
1499 Advanced International Certificate of Education Diploma from the
1500 University of Cambridge International Examinations Office;

1501 (d) Has been recognized by the merit or achievement
 1502 programs of the National Merit Scholarship Corporation as a
 1503 scholar or finalist; or

1504 (e) Has been recognized by the National Hispanic
 1505 Recognition Program as a scholar recipient.

1506
 1507 The student must complete a program of volunteer service or,
 1508 beginning with a high school student graduating in the 2022-2023
 1509 academic year and thereafter, paid work, as approved by the
 1510 district school board, the administrators of a nonpublic school,
 1511 or the Department of Education for home education program
 1512 students, which must include 100 hours of volunteer service, ~~or~~
 1513 paid work, or a combination of both. Eligible paid work
 1514 completed on or after June 27, 2022, shall be included in the
 1515 student's total of paid work hours. The student may identify a
 1516 social or civic issue or a professional area that interests him
 1517 or her and develop a plan for his or her personal involvement in
 1518 addressing the issue or learning about the area. The student
 1519 must, through papers or other presentations, evaluate and
 1520 reflect upon his or her volunteer service or paid work
 1521 experience. Such volunteer service or paid work may include, but
 1522 is not limited to, a business or governmental internship, work
 1523 for a nonprofit community service organization, or activities on
 1524 behalf of a candidate for public office. The hours of volunteer
 1525 service or paid work must be documented in writing, and the

1526 document must be signed by the student, the student's parent or
 1527 guardian, and a representative of the organization for which the
 1528 student performed the volunteer service or paid work.

1529 Section 25. Subsection (1) of section 1009.535, Florida
 1530 Statutes, is amended to read:

1531 1009.535 Florida Medallion Scholars award.—

1532 (1) A student is eligible for a Florida Medallion Scholars
 1533 award if he or she meets the general eligibility requirements
 1534 for the Florida Bright Futures Scholarship Program and:

1535 (a) Has achieved a weighted grade point average of 3.0 as
 1536 calculated pursuant to s. 1009.531, or the equivalent, in high
 1537 school courses that are designated by the State Board of
 1538 Education as college-preparatory academic courses and has
 1539 attained at least the score required under s. 1009.531(6)(b) on
 1540 the combined verbal and quantitative parts of the Scholastic
 1541 Aptitude Test, the Scholastic Assessment Test, or the recentered
 1542 Scholastic Assessment Test of the College Entrance Examination,
 1543 or an equivalent score on the ACT Assessment Program;

1544 (b) Has completed the International Baccalaureate
 1545 curriculum but failed to earn the International Baccalaureate
 1546 Diploma or has completed the Advanced International Certificate
 1547 of Education curriculum but failed to earn the Advanced
 1548 International Certificate of Education Diploma, and has attained
 1549 at least the score required under s. 1009.531(6)(b) on the
 1550 combined verbal and quantitative parts of the Scholastic

1551 Aptitude Test, the Scholastic Assessment Test, or the recentered
 1552 Scholastic Assessment Test of the College Entrance Examination,
 1553 or an equivalent score on the ACT Assessment Program;

1554 (c) Has attended a home education program according to s.
 1555 1002.41 during grades 11 and 12 and has attained at least the
 1556 score required under s. 1009.531(6)(b) on the combined verbal
 1557 and quantitative parts of the Scholastic Aptitude Test, the
 1558 Scholastic Assessment Test, or the recentered Scholastic
 1559 Assessment Test of the College Entrance Examination, or an
 1560 equivalent score on the ACT Assessment Program;

1561 (d) Has been recognized by the merit or achievement
 1562 program of the National Merit Scholarship Corporation as a
 1563 scholar or finalist but has not completed the program of
 1564 volunteer service or paid work required under s. 1009.534; or

1565 (e) Has been recognized by the National Hispanic
 1566 Recognition Program as a scholar, but has not completed the
 1567 program of volunteer service or paid work required under s.
 1568 1009.534.

1569
 1570 A high school student must complete a program ~~at least 75 hours~~
 1571 of volunteer service or, beginning with a high school student
 1572 graduating in the 2022-2023 academic year and thereafter, ~~100~~
 1573 ~~hours of~~ paid work approved by the district school board, the
 1574 administrators of a nonpublic school, or the Department of
 1575 Education for home education program students, which must

1576 include 75 hours of volunteer service, 100 hours of paid work,
1577 or 100 hours of a combination of both. Eligible paid work
1578 completed on or after June 27, 2022, shall be included in a
1579 student's total of required paid work hours. The student may
1580 identify a social or civic issue or a professional area that
1581 interests him or her and develop a plan for his or her personal
1582 involvement in addressing the issue or learning about the area.
1583 The student must, through papers or other presentations,
1584 evaluate and reflect upon his or her volunteer service or paid
1585 work experience. Such volunteer service or paid work may
1586 include, but is not limited to, a business or governmental
1587 internship, work for a nonprofit community service organization,
1588 or activities on behalf of a candidate for public office. The
1589 hours of volunteer service or paid work must be documented in
1590 writing, and the document must be signed by the student, the
1591 student's parent or guardian, and a representative of the
1592 organization for which the student performed the volunteer
1593 service or paid work.

1594 Section 26. Paragraph (e) of subsection (1) and paragraph
1595 (b) of subsection (2) of section 1009.536, Florida Statutes, are
1596 amended to read:

1597 1009.536 Florida Gold Seal Vocational Scholars and Florida
1598 Gold Seal CAPE Scholars awards.—The Florida Gold Seal Vocational
1599 Scholars award and the Florida Gold Seal CAPE Scholars award are
1600 created within the Florida Bright Futures Scholarship Program to

1601 recognize and reward academic achievement and career preparation
 1602 by high school students who wish to continue their education.

1603 (1) A student is eligible for a Florida Gold Seal
 1604 Vocational Scholars award if he or she meets the general
 1605 eligibility requirements for the Florida Bright Futures
 1606 Scholarship Program and:

1607 (e) Completes at least 30 hours of volunteer service or,
 1608 beginning with high school students graduating in the 2022-2023
 1609 academic year and thereafter, 100 hours of paid work, approved
 1610 by the district school board, the administrators of a nonpublic
 1611 school, or the Department of Education for home education
 1612 program students, or 100 hours of a combination of both.

1613 Eligible paid work completed on or after June 27, 2022, shall be
 1614 included in a student's total of required paid work hours. The
 1615 student may identify a social or civic issue or a professional
 1616 area that interests him or her and develop a plan for his or her
 1617 personal involvement in addressing the issue or learning about
 1618 the area. The student must, through papers or other
 1619 presentations, evaluate and reflect upon his or her volunteer
 1620 service or paid work experience. Such volunteer service or paid
 1621 work may include, but is not limited to, a business or
 1622 governmental internship, work for a nonprofit community service
 1623 organization, or activities on behalf of a candidate for public
 1624 office. The hours of volunteer service or paid work must be
 1625 documented in writing, and the document must be signed by the

1626 student, the student's parent or guardian, and a representative
1627 of the organization for which the student performed the
1628 volunteer service or paid work.

1629 (2) A student is eligible for a Florida Gold Seal CAPE
1630 Scholars award if he or she meets the general eligibility
1631 requirements for the Florida Bright Futures Scholarship Program,
1632 and the student:

1633 (b) Completes at least 30 hours of volunteer service or,
1634 beginning with a high school student graduating in the 2022-2023
1635 academic year and thereafter, 100 hours of paid work, approved
1636 by the district school board, the administrators of a nonpublic
1637 school, or the Department of Education for home education
1638 program students, or 100 hours of a combination of both.
1639 Eligible paid work completed on or after June 27, 2022, shall be
1640 included in a student's total required paid work hours. The
1641 student may identify a social or civic issue or a professional
1642 area that interests him or her and develop a plan for his or her
1643 personal involvement in addressing the issue or learning about
1644 the area. The student must, through papers or other
1645 presentations, evaluate and reflect upon his or her experience.
1646 Such volunteer service or paid work may include, but is not
1647 limited to, a business or governmental internship, work for a
1648 nonprofit community service organization, or activities on
1649 behalf of a candidate for public office. The hours of volunteer
1650 service or paid work must be documented in writing, and the

1651 document must be signed by the student, the student's parent or
1652 guardian, and a representative of the organization for which the
1653 student performed the volunteer service or paid work.

1654 Section 27. Paragraph (a) of subsection (3) of section
1655 1012.34, Florida Statutes, is amended to read:

1656 1012.34 Personnel evaluation procedures and criteria.—

1657 (3) EVALUATION PROCEDURES AND CRITERIA.—Instructional
1658 personnel and school administrator performance evaluations must
1659 be based upon the performance of students assigned to their
1660 classrooms or schools, as provided in this section. Pursuant to
1661 this section, a school district's performance evaluation system
1662 is not limited to basing unsatisfactory performance of
1663 instructional personnel and school administrators solely upon
1664 student performance, but may include other criteria to evaluate
1665 instructional personnel and school administrators' performance,
1666 or any combination of student performance and other criteria.
1667 Evaluation procedures and criteria must comply with, but are not
1668 limited to, the following:

1669 (a) A performance evaluation must be conducted for each
1670 employee at least once a year, except that a classroom teacher,
1671 as defined in s. 1012.01(2)(a), excluding substitute teachers,
1672 who is newly hired by the district school board must be observed
1673 and evaluated at least twice in the first year of teaching in
1674 the school district. The performance evaluation must be based
1675 upon sound educational principles and contemporary research in

1676 effective educational practices. The evaluation criteria must
1677 include:

1678 1. Performance of students.—At least one-third of a
1679 performance evaluation must be based upon data and indicators of
1680 student performance, as determined by each school district. This
1681 portion of the evaluation must include growth or achievement
1682 data of the teacher's students or, for a school administrator,
1683 the students attending the school over the course of at least 3
1684 years. If less than 3 years of data are available, the years for
1685 which data are available must be used. The proportion of growth
1686 or achievement data may be determined by instructional
1687 assignment.

1688 2. Instructional practice.—For instructional personnel, at
1689 least one-third of the performance evaluation must be based upon
1690 instructional practice. Evaluation criteria used when annually
1691 observing classroom teachers, as defined in s. 1012.01(2)(a),
1692 excluding substitute teachers, must include indicators based
1693 upon each of the Florida Educator Accomplished Practices adopted
1694 by the State Board of Education. For instructional personnel who
1695 are not classroom teachers, evaluation criteria must be based
1696 upon indicators of the Florida Educator Accomplished Practices
1697 and may include specific job expectations related to student
1698 support. This section does not preclude a school administrator
1699 from visiting and observing classroom teachers throughout the
1700 school year for purposes of providing mentorship, training,

1701 instructional feedback, or professional learning.

1702 3. Instructional leadership.—For school administrators, at
1703 least one-third of the performance evaluation must be based on
1704 instructional leadership. Evaluation criteria for instructional
1705 leadership must include indicators based upon each of the
1706 leadership standards adopted by the State Board of Education
1707 under s. 1012.986, including performance measures related to the
1708 effectiveness of classroom teachers in the school, the
1709 administrator's appropriate use of evaluation criteria and
1710 procedures, recruitment and retention of effective and highly
1711 effective classroom teachers, improvement in the percentage of
1712 instructional personnel evaluated at the highly effective or
1713 effective level, and other leadership practices that result in
1714 student learning growth. The system may include a means to give
1715 parents and instructional personnel an opportunity to provide
1716 input into the administrator's performance evaluation.

1717 4. Other indicators of performance.—For instructional
1718 personnel and school administrators, the remainder of a
1719 performance evaluation may include, but is not limited to,
1720 professional and job responsibilities as recommended by the
1721 State Board of Education or identified by the district school
1722 board and, for instructional personnel, peer reviews,
1723 objectively reliable survey information from students and
1724 parents based on teaching practices that are consistently
1725 associated with higher student achievement, and other valid and

1726 | reliable measures of instructional practice.

1727 | Section 28. Subsections (9) through (16) of section
1728 | 1012.56, Florida Statutes, are renumbered as subsections (10)
1729 | through (17), respectively, subsection (1), paragraphs (d), (g),
1730 | and (i) of subsection (2) and subsections (6), (7), and (8) are
1731 | amended, and a new subsection (9) is added to that section, to
1732 | read:

1733 | 1012.56 Educator certification requirements.—

1734 | (1) APPLICATION.—Each person seeking certification
1735 | pursuant to this chapter shall submit a completed application
1736 | containing the applicant's social security number to the
1737 | Department of Education and remit the fee required pursuant to
1738 | s. 1012.59 and rules of the State Board of Education. Pursuant
1739 | to the federal Personal Responsibility and Work Opportunity
1740 | Reconciliation Act of 1996, each party is required to provide
1741 | his or her social security number in accordance with this
1742 | section. Disclosure of social security numbers obtained through
1743 | this requirement is limited to the purpose of administration of
1744 | the Title IV-D program of the Social Security Act for child
1745 | support enforcement.

1746 | (a) Pursuant to s. 120.60, the department shall issue
1747 | within 90 calendar days after receipt of the completed
1748 | application a professional certificate to a qualifying applicant
1749 | covering the classification, level, and area for which the
1750 | applicant is deemed qualified and a document explaining the

1751 requirements for renewal of the professional certificate.

1752 (b) The department shall issue a temporary certificate to

1753 a qualifying applicant within 14 calendar days after receipt of

1754 a request from an employer with a professional education

1755 competence demonstration program pursuant to paragraph

1756 ~~paragraphs~~ (6) (f) and subsection (9) ~~(8) (b)~~. The temporary

1757 certificate must cover the classification, level, and area for

1758 which the applicant is deemed qualified. The department shall

1759 electronically notify the applicant's employer that the

1760 temporary certificate has been issued and provide the applicant

1761 an official statement of status of eligibility at the time the

1762 certificate is issued.

1763 (c) Pursuant to s. 120.60, the department shall issue

1764 within 90 calendar days after receipt of the completed

1765 application, if an applicant does not meet the requirements for

1766 either certificate, an official statement of status of

1767 eligibility.

1768

1769 The statement of status of eligibility must be provided

1770 electronically and must advise the applicant of any

1771 qualifications that must be completed to qualify for

1772 certification. Each method by which an applicant can complete

1773 the qualifications for a professional certificate must be

1774 included in the statement of status of eligibility. Each

1775 statement of status of eligibility is valid for 5 ~~3~~ years after

1776 its date of issuance, except as provided in paragraph (2)(d).

1777 (2) ELIGIBILITY CRITERIA.—To be eligible to seek
1778 certification, a person must:

1779 (d) Submit to background screening in accordance with
1780 subsection (11) ~~(10)~~. If the background screening indicates a
1781 criminal history or if the applicant acknowledges a criminal
1782 history, the applicant's records shall be referred to the
1783 investigative section in the Department of Education for review
1784 and determination of eligibility for certification. If the
1785 applicant fails to provide the necessary documentation requested
1786 by the department within 90 days after the date of the receipt
1787 of the certified mail request, the statement of eligibility and
1788 pending application shall become invalid.

1789 (g) Demonstrate mastery of general knowledge, pursuant to
1790 subsection (3), ~~if the person serves as a classroom teacher~~
1791 ~~pursuant to s. 1012.01(2)(a)~~.

1792 (i) Demonstrate mastery of professional preparation and
1793 education competence, pursuant to subsection (6), if the person
1794 serves as a classroom teacher or school administrator as
1795 classified in s. 1012.01(2)(a) and (3)(c), respectively.

1796 (6) MASTERY OF PROFESSIONAL PREPARATION AND EDUCATION
1797 COMPETENCE.—Acceptable means of demonstrating mastery of
1798 professional preparation and education competence are:

1799 (a) Successful completion of an approved teacher
1800 preparation program at a postsecondary educational institution

1801 within this state and achievement of a passing score on the
 1802 professional education competency examination required by state
 1803 board rule;

1804 (b) Successful completion of a teacher preparation program
 1805 at a postsecondary educational institution outside Florida and
 1806 achievement of a passing score on the professional education
 1807 competency examination required by state board rule;

1808 (c) Documentation of a valid professional standard
 1809 teaching certificate issued by another state;

1810 (d) Documentation of a valid certificate issued by the
 1811 National Board for Professional Teaching Standards or a national
 1812 educator credentialing board approved by the State Board of
 1813 Education;

1814 (e) Documentation of two semesters of successful, full-
 1815 time or part-time teaching in a Florida College System
 1816 institution, state university, or private college or university
 1817 that awards an associate or higher degree and is an accredited
 1818 institution or an institution of higher education identified by
 1819 the Department of Education as having a quality program and
 1820 achievement of a passing score on the professional education
 1821 competency examination required by state board rule;

1822 (f) Successful completion of professional preparation
 1823 courses as specified in state board rule, successful completion
 1824 of a professional ~~preparation and~~ education competence program
 1825 pursuant to subsection (9) ~~paragraph (8)(b)~~, and achievement of

1826 a passing score on the professional education competency
 1827 examination required by state board rule;
 1828 (g) Successful completion of a professional learning
 1829 ~~development~~ certification ~~and education competency~~ program,
 1830 outlined in subsection (8) ~~paragraph (8) (a)~~; or

1831 (h) Successful completion of a competency-based
 1832 certification program pursuant to s. 1004.85 and achievement of
 1833 a passing score on the professional education competency
 1834 examination required by rule of the State Board of Education.

1835
 1836 The State Board of Education shall adopt rules to implement this
 1837 subsection ~~by December 31, 2014~~, including rules to approve
 1838 specific teacher preparation programs that are not identified in
 1839 this subsection which may be used to meet requirements for
 1840 mastery of professional preparation and education competence.

1841 (7) TYPES AND TERMS OF CERTIFICATION.—

1842 (a) The Department of Education shall issue a professional
 1843 certificate for a period not to exceed 5 years to any applicant
 1844 who fulfills one of the following:

1845 1. Meets all the applicable requirements outlined in
 1846 subsection (2).

1847 2. For a professional certificate covering grades 6
 1848 through 12:

1849 a. Meets the applicable requirements of paragraphs (2) (a) -
 1850 (h).

- 1851 b. Holds a master's or higher degree in the area of
1852 science, technology, engineering, or mathematics.
- 1853 c. Teaches a high school course in the subject of the
1854 advanced degree.
- 1855 d. Is rated highly effective as determined by the
1856 teacher's performance evaluation under s. 1012.34, based in part
1857 on student performance as measured by a statewide, standardized
1858 assessment or an Advanced Placement, Advanced International
1859 Certificate of Education, or International Baccalaureate
1860 examination.
- 1861 e. Achieves a passing score on the Florida professional
1862 education competency examination required by state board rule.
- 1863 3. Meets the applicable requirements of paragraphs (2) (a) -
1864 (h) and completes a professional learning certification
1865 ~~preparation and education competence~~ program approved by the
1866 department pursuant to paragraph (8) (b) ~~(8) (e)~~ or an educator
1867 preparation institute approved by the department pursuant to s.
1868 1004.85. An applicant who completes one of these programs and is
1869 rated highly effective as determined by his or her performance
1870 evaluation under s. 1012.34 is not required to take or achieve a
1871 passing score on the professional education competency
1872 examination in order to be awarded a professional certificate.
- 1873 (b) The department shall issue a temporary certificate to
1874 any applicant who:
- 1875 1. Completes the requirements outlined in paragraphs

1876 (2) (a)-(f) and completes the subject area content requirements
 1877 specified in state board rule or demonstrates mastery of subject
 1878 area knowledge pursuant to subsection (5) and holds an
 1879 accredited degree or a degree approved by the Department of
 1880 Education at the level required for the subject area
 1881 specialization in state board rule; ~~or~~

1882 2. For a subject area specialization for which the state
 1883 board otherwise requires a bachelor's degree, documents 48
 1884 months of active-duty military service with an honorable
 1885 discharge or a medical separation; completes the requirements
 1886 outlined in paragraphs (2) (a), (b), and (d)-(f); completes the
 1887 subject area content requirements specified in state board rule
 1888 or demonstrates mastery of subject area knowledge pursuant to
 1889 subsection (5); and documents completion of 60 college credits
 1890 with a minimum cumulative grade point average of 2.5 on a 4.0
 1891 scale, as provided by one or more accredited institutions of
 1892 higher learning or a nonaccredited institution of higher
 1893 learning identified by the Department of Education as having a
 1894 quality program resulting in a bachelor's degree or higher; ~~or~~

1895 3. Is enrolled in a state-approved teacher preparation
 1896 program under s. 1004.04; is actively completing the required
 1897 program field experience or internship at a public school;
 1898 completes the requirements outlined in paragraphs (2) (a), (b),
 1899 (d), (e), and (f); completes the subject area content
 1900 requirements specified in state board rule or demonstrates

1901 mastery of subject area knowledge pursuant to subsection (5);
 1902 and documents completion of 60 college credits with a minimum
 1903 cumulative grade point average of 2.5 on a 4.0 scale, as
 1904 provided by one or more accredited institutions of higher
 1905 learning or a nonaccredited institution of higher learning
 1906 identified by the Department of Education as having a quality
 1907 program resulting in a bachelor's degree or higher.

1908 (c) The department shall issue one nonrenewable 2-year
 1909 temporary certificate and one nonrenewable 5-year professional
 1910 certificate to a qualified applicant who holds a bachelor's
 1911 degree in the area of speech-language impairment to allow for
 1912 completion of a master's degree program in speech-language
 1913 impairment.

1914 (d) A person who is issued a temporary certificate under
 1915 subparagraph (b)2. must be assigned a teacher mentor for a
 1916 minimum of 2 school years after commencing employment. Each
 1917 teacher mentor selected by the school district, charter school,
 1918 or charter management organization must:

1919 1. Hold a valid professional certificate issued pursuant
 1920 to this section;

1921 2. Have earned at least 3 years of teaching experience in
 1922 prekindergarten through grade 12; and

1923 3. Have earned an effective or highly effective rating on
 1924 the prior year's performance evaluation under s. 1012.34.

1925 ~~(e)-(e)1.~~ A temporary certificate ~~issued under subparagraph~~

1926 ~~(b)1. is valid for 3 school fiscal years and is nonrenewable.~~
 1927 ~~2. A temporary certificate issued under subparagraph (b)2.~~
 1928 is valid for 5 school fiscal years, is limited to a one-time
 1929 issuance, and is nonrenewable.
 1930
 1931 At least 1 year before an individual's temporary certificate is
 1932 set to expire, the department shall electronically notify the
 1933 individual of the date on which his or her certificate will
 1934 expire and provide a list of each method by which the
 1935 qualifications for a professional certificate can be completed.
 1936 ~~The State Board of Education shall adopt rules to allow the~~
 1937 ~~department to extend the validity period of a temporary~~
 1938 ~~certificate for 2 years when the requirements for the~~
 1939 ~~professional certificate were not completed due to the serious~~
 1940 ~~illness or injury of the applicant, the military service of an~~
 1941 ~~applicant's spouse, other extraordinary extenuating~~
 1942 ~~circumstances, or if the certificateholder is rated highly~~
 1943 ~~effective in the immediate prior year's performance evaluation~~
 1944 ~~pursuant to s. 1012.34 or has completed a 2-year mentorship~~
 1945 ~~program pursuant to subsection (8). The department shall extend~~
 1946 ~~the temporary certificate upon approval by the Commissioner of~~
 1947 ~~Education. A written request for extension of the certificate~~
 1948 ~~shall be submitted by the district school superintendent, the~~
 1949 ~~governing authority of a university lab school, the governing~~
 1950 ~~authority of a state-supported school, or the governing~~

1951 ~~authority of a private school.~~

1952 (8) PROFESSIONAL LEARNING ~~DEVELOPMENT~~ CERTIFICATION AND
 1953 ~~EDUCATION~~ ~~COMPETENCY~~ PROGRAM.—

1954 (a) The Department of Education shall develop and each
 1955 school district, charter school, and charter management
 1956 organization may provide a cohesive competency-based
 1957 professional learning ~~development~~ certification and ~~education~~
 1958 ~~competency~~ program by which instructional staff may satisfy the
 1959 mastery of professional preparation and education competence
 1960 requirements specified in subsection (6) and rules of the State
 1961 Board of Education. Participants must hold a state-issued
 1962 temporary certificate. A school district, charter school, or
 1963 charter management organization that implements the program
 1964 shall provide a competency-based certification program developed
 1965 by the Department of Education or developed by the district,
 1966 charter school, or charter management organization and approved
 1967 by the Department of Education. These entities may collaborate
 1968 with other supporting agencies or educational entities for
 1969 implementation. The program shall include the following:

1970 1. ~~A minimum period of initial preparation before assuming~~
 1971 ~~duties as the teacher of record.~~

1972 2. ~~An option for collaboration with other supporting~~
 1973 ~~agencies or educational entities for implementation.~~

1974 1.3. A teacher mentorship and induction component.

1975 a. Each individual selected by the district, charter

1976 | school, or charter management organization as a mentor:
 1977 | (I) Must hold a valid professional certificate issued
 1978 | pursuant to this section;
 1979 | (II) Must have earned at least 3 years of teaching
 1980 | experience in prekindergarten through grade 12;
 1981 | (III) Must have completed ~~specialized~~ training in clinical
 1982 | supervision and participate in ongoing mentor training provided
 1983 | through the coordinated system of professional learning
 1984 | ~~development~~ under s. 1012.98(4) ~~s. 1012.98(3)(c)~~;
 1985 | (IV) Must have earned an effective or highly effective
 1986 | rating on the prior year's performance evaluation ~~under s.~~
 1987 | ~~1012.34~~; and
 1988 | (V) May be a peer evaluator under the district's
 1989 | evaluation system approved under s. 1012.34.
 1990 | b. The teacher mentorship and induction component must, at
 1991 | a minimum, provide routine ~~weekly~~ opportunities for mentoring
 1992 | and induction activities, including ~~common planning time,~~
 1993 | ongoing professional learning as described in s. 1012.98
 1994 | ~~development~~ targeted to a teacher's needs, opportunities for a
 1995 | teacher to observe other teachers, co-teaching experiences, and
 1996 | reflection and followup discussions. Professional learning must
 1997 | meet the criteria established in s. 1012.98(3). Mentorship and
 1998 | induction activities must be provided for an applicant's first
 1999 | year in the program and may be provided until the applicant
 2000 | attains his or her professional certificate in accordance with

2001 | ~~this section. A principal who is rated highly effective as~~
2002 | ~~determined by his or her performance evaluation under s. 1012.34~~
2003 | ~~must be provided flexibility in selecting professional~~
2004 | ~~development activities under this paragraph; however, the~~
2005 | ~~activities must be approved by the department as part of the~~
2006 | ~~district's, charter school's, or charter management~~
2007 | ~~organization's program.~~

2008 | 2.4. An assessment of teaching performance aligned to the
2009 | district's, charter school's, or charter management
2010 | organization's system for personnel evaluation under s. 1012.34
2011 | which provides for:

2012 | a. An initial evaluation of each educator's competencies
2013 | to determine an appropriate individualized professional learning
2014 | ~~development~~ plan.

2015 | b. A summative evaluation to assure successful completion
2016 | of the program.

2017 | 3.5. Professional education preparation content knowledge,
2018 | which must be included in the mentoring and induction activities
2019 | under subparagraph 1. 3., that includes, but is not limited to,
2020 | the following:

2021 | a. The state academic standards provided under s. 1003.41,
2022 | including scientifically based reading instruction, content
2023 | literacy, and mathematical practices, for each subject
2024 | identified on the temporary certificate.

2025 | b. The educator-accomplished practices approved by the

2026 state board.

2027 ~~e. A variety of data indicators for monitoring student~~

2028 ~~progress.~~

2029 ~~d. Methodologies for teaching students with disabilities.~~

2030 ~~e. Methodologies for teaching students of limited English~~

2031 ~~proficiency appropriate for each subject area identified on the~~

2032 ~~temporary certificate.~~

2033 ~~f. Techniques and strategies for operationalizing the role~~

2034 ~~of the teacher in assuring a safe learning environment for~~

2035 ~~students.~~

2036 4.6. Required achievement of passing scores on the subject

2037 area and professional education competency examination required

2038 by State Board of Education rule. Mastery of general knowledge

2039 must be demonstrated as described in subsection (3).

2040 ~~5.7. Beginning with candidates entering a program in the~~

2041 ~~2022-2023 school year, a candidate for certification in a~~

2042 ~~coverage area identified pursuant to s. 1012.585(3) (f) must~~

2043 ~~successfully complete all competencies for a reading~~

2044 ~~endorsement, including completion of the endorsement practicum~~

2045 ~~through the candidate's demonstration of mastery of professional~~

2046 ~~preparation and education competence under paragraph (b).~~

2047 ~~(b)1. Each school district must and a private school or~~

2048 ~~state-supported public school, including a charter school, may~~

2049 ~~develop and maintain a system by which members of the~~

2050 ~~instructional staff may demonstrate mastery of professional~~

2051 ~~preparation and education competence as required by law. Each~~
2052 ~~program must be based on classroom application of the Florida~~
2053 ~~Educator Accomplished Practices and instructional performance~~
2054 ~~and, for public schools, must be aligned with the district's or~~
2055 ~~state-supported public school's evaluation system established~~
2056 ~~under s. 1012.34, as applicable.~~

2057 ~~2. The Commissioner of Education shall determine the~~
2058 ~~continued approval of programs implemented under this paragraph,~~
2059 ~~based upon the department's review of performance data. The~~
2060 ~~department shall review the performance data as a part of the~~
2061 ~~periodic review of each school district's professional~~
2062 ~~development system required under s. 1012.98.~~

2063 ~~(b)(c) No later than December 31, 2017, The department~~
2064 ~~State Board of Education shall adopt rules standards for the~~
2065 ~~approval and continued approval of professional learning~~
2066 ~~development certification and education competency programs~~
2067 ~~aligned to, including standards for the teacher mentorship and~~
2068 ~~induction component, under paragraph (a). Standards for the~~
2069 ~~teacher mentorship and induction component must include program~~
2070 ~~administration and evaluation; mentor roles, selection, and~~
2071 ~~training; beginning teacher assessment and professional~~
2072 ~~development; and teacher content knowledge and practices aligned~~
2073 ~~to the Florida Educator Accomplished Practices. Each school~~
2074 ~~district or charter school with a program under this subsection~~
2075 ~~must submit its program, including the teacher mentorship and~~

2076 ~~induction component, to the department for approval no later~~
2077 ~~than June 30, 2018. After December 31, 2018, A teacher may not~~
2078 satisfy requirements for a professional certificate through a
2079 professional learning development certification and education
2080 ~~competency program under paragraph (a)~~ unless the program has
2081 been approved by the department pursuant to this paragraph.

2082 (9) PROFESSIONAL EDUCATION COMPETENCY PROGRAM.—

2083 (a) Each school district must and a private school or
2084 state-supported public school, including a charter school, may
2085 develop and maintain a system by which members of the
2086 instructional staff may demonstrate mastery of professional
2087 preparation and education competence as required by law. Each
2088 program must be based on classroom application of the Florida
2089 Educator Accomplished Practices and instructional performance
2090 and, for public schools, must be aligned with the district's or
2091 state-supported public school's evaluation system established
2092 under s. 1012.34, as applicable.

2093 (b) The Commissioner of Education shall determine the
2094 continued approval of programs implemented under this paragraph,
2095 based upon the department's review of performance data. The
2096 department shall review the performance data as a part of the
2097 periodic review of each school district's professional learning
2098 system required under s. 1012.98.

2099 ~~(d) The Commissioner of Education shall determine the~~
2100 ~~continued approval of programs implemented under paragraph (a)~~

2101 ~~based upon the department's periodic review of the following:~~
2102 ~~1. Evidence that the requirements in paragraph (a) are~~
2103 ~~consistently met; and~~
2104 ~~2. Evidence of performance in each of the following areas:~~
2105 ~~a. Rate of retention for employed program completers in~~
2106 ~~instructional positions in Florida public schools.~~
2107 ~~b. Performance of students in prekindergarten through~~
2108 ~~grade 12 who are assigned to in-field program completers on~~
2109 ~~statewide assessments using the results of the student learning~~
2110 ~~growth formula adopted under s. 1012.34.~~
2111 ~~e. Performance of students in prekindergarten through~~
2112 ~~grade 12 who are assigned to in-field program completers~~
2113 ~~aggregated by student subgroups, as defined in the federal~~
2114 ~~Elementary and Secondary Education Act (ESEA), 20 U.S.C. s.~~
2115 ~~6311(b)(2)(C)(v)(II), as a measure of how well the program~~
2116 ~~prepares teachers to work with a variety of students in Florida~~
2117 ~~public schools.~~
2118 ~~d. Results of program completers' annual evaluations in~~
2119 ~~accordance with the timeline as set forth in s. 1012.34.~~
2120 ~~e. Production of program completers in statewide critical~~
2121 ~~teacher shortage areas as defined in s. 1012.07.~~
2122 Section 29. Section 1012.57, Florida Statutes, is amended
2123 to read:
2124 1012.57 Certification of adjunct educators.—
2125 (1) Notwithstanding the provisions of ss. 1012.32,

2126 1012.55, and 1012.56, or any other provision of law or rule to
 2127 the contrary, district school boards and charter school
 2128 governing boards shall adopt rules to allow for the issuance of
 2129 an adjunct teaching certificate to any applicant who fulfills
 2130 the requirements of s. 1012.56(2)(a)-(f) and (11) ~~s.~~
 2131 ~~1012.56(2)(a)-(f) and (10)~~ and who has expertise in the subject
 2132 area to be taught. An applicant shall be considered to have
 2133 expertise in the subject area to be taught if the applicant
 2134 demonstrates sufficient subject area mastery through passage of
 2135 a subject area test.

2136 (2) The Legislature intends that this section allow school
 2137 districts and charter schools to tap the wealth of talent and
 2138 expertise represented in Florida's citizens who may wish to
 2139 teach in a Florida public school by permitting school districts
 2140 and charter schools to issue adjunct certificates to qualified
 2141 applicants.

2142 (3) Adjunct certificateholders should be used primarily as
 2143 a strategy to enhance the diversity of course offerings offered
 2144 to all students. School districts and charter schools may use
 2145 the expertise of individuals in the state who wish to provide
 2146 online instruction to students by issuing adjunct certificates
 2147 to qualified applicants.

2148 (4) Each adjunct teaching certificate is valid through the
 2149 term of the annual contract between the educator and the school
 2150 district or charter school. An additional annual certification

2151 and an additional annual contract may be awarded by the district
2152 or charter school at the district's or charter school's
2153 discretion but only if the applicant is rated effective or
2154 highly effective under s. 1012.34 during each year of teaching
2155 under adjunct teaching certification. A school district and
2156 charter school may issue an adjunct teaching certificate for a
2157 part-time or full-time teaching position; however, an adjunct
2158 teaching certificate issued for a full-time teaching position is
2159 valid for no more than 3 years and is nonrenewable.

2160 (5) Individuals who are certified and employed under this
2161 section shall have the same rights and protection of laws as
2162 teachers certified under s. 1012.56.

2163 (6) Each school district and charter school shall:

2164 (a) Post requirements on its website for the issuance of
2165 an adjunct teaching certificate, which must specify the subject
2166 area test through which an applicant demonstrates subject area
2167 mastery.

2168 (b) Annually report to the department the number of
2169 adjunct teaching certificates issued for part-time teaching
2170 positions and full-time teaching positions pursuant to this
2171 section.

2172 Section 30. Section 1012.575, Florida Statutes, is amended
2173 to read:

2174 1012.575 Alternative preparation programs for certified
2175 teachers to add additional coverage.—A district school board, or

2176 an organization of private schools or a consortium of charter
2177 schools with an approved professional learning development
2178 system as described in s. 1012.98(7) ~~s. 1012.98(6)~~, may design
2179 alternative teacher preparation programs to enable persons
2180 already certificated to add an additional coverage to their
2181 certificates. Each alternative teacher preparation program shall
2182 be reviewed and approved by the Department of Education to
2183 assure that persons who complete the program are competent in
2184 the necessary areas of subject matter specialization. Two or
2185 more school districts may jointly participate in an alternative
2186 preparation program for teachers.

2187 Section 31. Paragraph (g) of subsection (3) of section
2188 1012.585, Florida Statutes, is redesignated as paragraph (h),
2189 and a new paragraph (g) is added to that subsection, to read:

2190 1012.585 Process for renewal of professional
2191 certificates.—

2192 (3) For the renewal of a professional certificate, the
2193 following requirements must be met:

2194 (g) An applicant for renewal of a professional certificate
2195 in educational leadership from a Level I program under s.
2196 1012.562(2) or Level II program under s. 1012.562(3), with a
2197 beginning validity date of July 1, 2025, or thereafter, must
2198 earn a minimum of 1 college credit or 20 inservice points in
2199 Florida's educational leadership standards, as established in
2200 rule by the State Board of Education. The requirement in this

2201 paragraph may not add to the total hours required by the
 2202 department for continuing education or inservice training.

2203 Section 32. Paragraph (a) of subsection (1) of section
 2204 1012.586, Florida Statutes, is amended to read:

2205 1012.586 Additions or changes to certificates; duplicate
 2206 certificates; reading endorsement pathways.—

2207 (1) A school district may process via a Department of
 2208 Education website certificates for the following applications of
 2209 public school employees:

2210 (a) Addition of a subject coverage or endorsement to a
 2211 valid Florida certificate on the basis of the completion of the
 2212 appropriate subject area testing requirements of s.
 2213 1012.56(5)(a) or the completion of the requirements of an
 2214 approved school district program or the inservice components for
 2215 an endorsement.

2216 1. To reduce duplication, the department may recommend the
 2217 consolidation of endorsement areas and requirements to the State
 2218 Board of Education.

2219 2. At least once every 5 years, the department shall
 2220 conduct a review of existing subject coverage or endorsement
 2221 requirements in the elementary, reading, and exceptional student
 2222 educational areas. The review must include reciprocity
 2223 requirements for out-of-state certificates and requirements for
 2224 demonstrating competency in the reading instruction professional
 2225 learning development topics listed in s. 1012.98(5)(b)11 ~~s.~~

2226 ~~1012.98(4)(b)~~11. The review must also consider the award of an
2227 endorsement to an individual who holds a certificate issued by
2228 an internationally recognized organization that establishes
2229 standards for providing evidence-based interventions to
2230 struggling readers or who completes a postsecondary program that
2231 is accredited by such organization. Any such certificate or
2232 program must require an individual who completes the certificate
2233 or program to demonstrate competence in reading intervention
2234 strategies through clinical experience. At the conclusion of
2235 each review, the department shall recommend to the state board
2236 changes to the subject coverage or endorsement requirements
2237 based upon any identified instruction or intervention strategies
2238 proven to improve student reading performance. This subparagraph
2239 does not authorize the state board to establish any new
2240 certification subject coverage.

2241
2242 The employing school district shall charge the employee a fee
2243 not to exceed the amount charged by the Department of Education
2244 for such services. Each district school board shall retain a
2245 portion of the fee as defined in the rules of the State Board of
2246 Education. The portion sent to the department shall be used for
2247 maintenance of the technology system, the web application, and
2248 posting and mailing of the certificate.

2249 Section 33. Section 1012.98, Florida Statutes, is amended
2250 to read:

2251 1012.98 School Community Professional Learning Development
 2252 Act.—

2253 (1) The Department of Education, public postsecondary
 2254 educational institutions, public school districts, public
 2255 schools, state education foundations, consortia, and
 2256 professional organizations in this state shall work
 2257 collaboratively to establish a coordinated system of
 2258 professional learning. For the purposes of this section, the
 2259 term "professional learning" means learning that is aligned to
 2260 the state's standards for effective professional learning,
 2261 educator practices, and leadership practices; incorporates
 2262 active learning; is collaborative; provides models; and is
 2263 sustained and continuous development. The purpose of the
 2264 professional learning development system is to increase student
 2265 achievement, enhance classroom instructional strategies that
 2266 promote rigor and relevance throughout the curriculum, and
 2267 prepare students for continuing education and the workforce. The
 2268 system of professional learning development must align to the
 2269 standards adopted by the state. Routine informational meetings
 2270 may not be considered professional learning and are not eligible
 2271 for inservice points and support the framework for standards
 2272 adopted by the National Staff Development Council.

2273 (2) The school community includes students and parents,
 2274 administrative personnel, managers, instructional personnel,
 2275 support personnel, members of district school boards, members of

2276 school advisory councils, business partners, and personnel that
2277 provide health and social services to students.

2278 (3) Professional learning activities linked to student
2279 learning and professional growth for instructional and
2280 administrative staff meet the following criteria:

2281 (a) For instructional personnel, utilize materials aligned
2282 to the state's academic standards.

2283 (b) For school administrators, utilize materials aligned
2284 to the state's educational leadership standards.

2285 (c) Have clear, defined, and measurable outcomes for both
2286 individual inservice activities and multiple day sessions.

2287 (d) Employ multiple measurement tools for data on teacher
2288 growth, participants' use of new knowledge and skills, student
2289 learning outcomes, instructional growth outcomes, and leadership
2290 growth outcomes, as applicable.

2291 (e) Utilize active learning and engage participants
2292 directly in designing and trying out strategies, providing
2293 participants with the opportunity to engage in authentic
2294 teaching and leadership experiences.

2295 (f) Utilize artifacts, interactive activities, and other
2296 strategies to provide deeply embedded and highly contextualized
2297 professional learning.

2298 (g) Create opportunities for collaboration.

2299 (h) Utilize coaching and expert support to involve the
2300 sharing of expertise about content and evidence-based practices,

2301 focused directly on instructional personnel and school
 2302 administrator needs.

2303 (i) Provide opportunities for instructional personnel and
 2304 school administrators to think about, receive input on, and make
 2305 changes to practice by facilitating reflection and providing
 2306 feedback.

2307 (j) Provide sustained duration with followup for
 2308 instructional personnel and school administrators to have
 2309 adequate time to learn, practice, implement, and reflect upon
 2310 new strategies that facilitate changes in practice.

2311 (4)-(3) The activities designed to implement this section
 2312 must:

2313 (a) Support and increase the success of educators through
 2314 collaboratively developed school improvement plans that focus
 2315 on:

2316 1. Enhanced and differentiated instructional strategies to
 2317 engage students in a rigorous and relevant curriculum based on
 2318 state and local educational standards, goals, and initiatives;

2319 2. Increased opportunities to provide meaningful
 2320 relationships between teachers and all students; and

2321 3. Increased opportunities for professional collaboration
 2322 among and between teachers, certified school counselors,
 2323 instructional leaders, postsecondary educators engaged in
 2324 preservice training for new teachers, and the workforce
 2325 community.

2326 (b) Assist the school community in providing stimulating,
 2327 scientific research-based educational activities that encourage
 2328 and motivate students to achieve at the highest levels and to
 2329 participate as active learners and that prepare students for
 2330 success at subsequent educational levels and the workforce.

2331 (c) Provide continuous support for all education
 2332 professionals as well as temporary intervention for education
 2333 professionals who need improvement in knowledge, skills, and
 2334 performance.

2335 (d) Provide ~~middle-grades~~ instructional personnel and
 2336 school administrators with the knowledge, skills, and best
 2337 practices necessary to support excellence in classroom
 2338 instruction and educational leadership.

2339 (e) Provide training to teacher mentors as part of the
 2340 professional learning development certification program under s.
 2341 1012.56(8) and the professional education competency program
 2342 under s. 1012.56(9) ~~s. 1012.56(8)(a)~~. The training must include
 2343 components on teacher development, peer coaching, time
 2344 management, and other related topics as determined by the
 2345 Department of Education.

2346 ~~(5)-(4)~~ The Department of Education, school districts,
 2347 schools, Florida College System institutions, and state
 2348 universities share the responsibilities described in this
 2349 section. These responsibilities include the following:

2350 (a)1. The department shall create a high-quality

2351 professional learning marketplace list that acts as guide and
2352 tool for teachers, schools, school administrators, and districts
2353 across the state to identify high-quality professional learning
2354 provider programs and resources that meet the criteria described
2355 in subsection (3) and have demonstrated success in meeting
2356 identified student needs.

2357 2.(a)1. The department shall disseminate to the school
2358 community, through a centralized professional learning webpage,
2359 the marketplace list under subparagraph 1 ~~research-based~~
2360 ~~professional development methods and programs that have~~
2361 ~~demonstrated success in meeting identified student needs.~~ The
2362 Commissioner of Education shall use data on student achievement
2363 to identify student needs. ~~The methods of dissemination must~~
2364 ~~include a web-based statewide performance support system,~~
2365 ~~including a database of exemplary professional development~~
2366 ~~activities, a listing of available professional development~~
2367 ~~resources, training programs, and available assistance.~~

2368 ~~2.~~ ~~The web-based statewide performance support system~~
2369 ~~established pursuant to subparagraph 1. must include for middle~~
2370 ~~grades, subject to appropriation, materials related to classroom~~
2371 ~~instruction, including integrated digital instruction and~~
2372 ~~competency-based instruction; CAPE Digital Tool certificates and~~
2373 ~~CAPE industry certifications; classroom management; student~~
2374 ~~behavior and interaction; extended learning opportunities for~~
2375 ~~students; and instructional leadership.~~

2376 (b) Each school district shall develop a professional
2377 learning development system as specified in subsection (4) ~~(3)~~.
2378 The system shall be developed in consultation with teachers,
2379 teacher-educators of Florida College System institutions and
2380 state universities, business and community representatives, and
2381 local education foundations, consortia, and professional
2382 organizations. The professional learning development system
2383 must:

2384 1. Be reviewed and approved by the department for
2385 compliance with s. 1003.42(3) and this section. Effective March
2386 1, 2024, the department shall establish a calendar for the
2387 review and approval of all professional learning systems. A
2388 professional learning system must be reviewed and approved every
2389 5 years. Any ~~All~~ substantial revisions to the system shall be
2390 submitted to the department for review and ~~for continued~~
2391 approval. The department shall establish a format for the review
2392 and approval of a professional learning system.

2393 2. Be based on analyses of student achievement data and
2394 instructional strategies and methods that support rigorous,
2395 relevant, and challenging curricula for all students. Schools
2396 and districts, in developing and refining the professional
2397 learning development system, shall also review and monitor
2398 school discipline data; school environment surveys; assessments
2399 of parental satisfaction; performance appraisal data of
2400 teachers, managers, and administrative personnel; and other

2401 performance indicators to identify school and student needs that
2402 can be met by improved professional performance.

2403 3. Provide inservice activities coupled with followup
2404 support appropriate to accomplish district-level and school-
2405 level improvement goals and standards. The inservice activities
2406 for instructional and school administrative personnel shall
2407 focus on analysis of student achievement data, ongoing formal
2408 and informal assessments of student achievement, identification
2409 and use of enhanced and differentiated instructional strategies
2410 that emphasize rigor, relevance, and reading in the content
2411 areas, enhancement of subject content expertise, integrated use
2412 of classroom technology that enhances teaching and learning,
2413 classroom management, parent involvement, and school safety.

2414 4. Provide inservice activities and support targeted to
2415 the individual needs of new teachers participating in the
2416 professional learning development ~~certification~~ and education
2417 competency program under s. 1012.56(8)(a).

2418 5. Include a professional learning catalog ~~master plan~~ for
2419 inservice activities, pursuant to rules of the State Board of
2420 Education, for all district employees from all fund sources. The
2421 catalog ~~master plan~~ shall be updated annually by September 1,
2422 must be based on input from teachers and district and school
2423 instructional leaders, and must use the latest available student
2424 achievement data and research to enhance rigor and relevance in
2425 the classroom. Each district inservice catalog ~~plan~~ must be

2426 aligned to and support the school-based inservice catalog plans
2427 and school improvement plans pursuant to s. 1001.42(18). Each
2428 district inservice catalog plan must provide a description of
2429 the training that middle grades instructional personnel and
2430 school administrators receive on the district's code of student
2431 conduct adopted pursuant to s. 1006.07; integrated digital
2432 instruction and competency-based instruction and CAPE Digital
2433 Tool certificates and CAPE industry certifications; classroom
2434 management; student behavior and interaction; extended learning
2435 opportunities for students; and instructional leadership.
2436 District plans must be approved by the district school board
2437 annually in order to ensure compliance with subsection (1) and
2438 to allow for dissemination of research-based best practices to
2439 other districts. District school boards must submit verification
2440 of their approval to the Commissioner of Education no later than
2441 October 1, annually. Each school principal may establish and
2442 maintain an individual professional learning development plan
2443 for each instructional employee assigned to the school as a
2444 seamless component to the school improvement plans developed
2445 pursuant to s. 1001.42(18). An individual professional learning
2446 ~~development~~ plan must be related to specific performance data
2447 for the students to whom the teacher is assigned, define the
2448 inservice objectives and specific measurable improvements
2449 expected in student performance as a result of the inservice
2450 activity, and include an evaluation component that determines

2451 the effectiveness of the professional learning development plan.

2452 6. Include inservice activities for school administrative
2453 personnel, aligned to the state's educational leadership
2454 standards, that address updated skills necessary for
2455 instructional leadership and effective school management
2456 pursuant to s. 1012.986.

2457 7. Provide for systematic consultation with regional and
2458 state personnel designated to provide technical assistance and
2459 evaluation of local professional learning development programs.

2460 8. Provide for delivery of professional learning
2461 ~~development~~ by distance learning and other technology-based
2462 delivery systems to reach more educators at lower costs.

2463 9. Provide for the continuous evaluation of the quality
2464 and effectiveness of professional learning development programs
2465 in order to eliminate ineffective programs and strategies and to
2466 expand effective ones. Evaluations must consider the impact of
2467 such activities on the performance of participating educators
2468 and their students' achievement and behavior.

2469 10. For all ~~middle~~ grades, emphasize:

2470 a. Interdisciplinary planning, collaboration, and
2471 instruction.

2472 b. Alignment of curriculum and instructional materials to
2473 the state academic standards adopted pursuant to s. 1003.41.

2474 c. Use of small learning communities; problem-solving,
2475 inquiry-driven research and analytical approaches for students;

2476 strategies and tools based on student needs; competency-based
2477 instruction; integrated digital instruction; and project-based
2478 instruction.

2479
2480 Each school that includes any of grades 6, 7, or 8 must include
2481 in its school improvement plan, required under s. 1001.42(18), a
2482 description of the specific strategies used by the school to
2483 implement each item listed in this subparagraph.

2484 11. Provide training to reading coaches, classroom
2485 teachers, and school administrators in effective methods of
2486 identifying characteristics of conditions such as dyslexia and
2487 other causes of diminished phonological processing skills;
2488 incorporating instructional techniques into the general
2489 education setting which are proven to improve reading
2490 performance for all students; and using predictive and other
2491 data to make instructional decisions based on individual student
2492 needs. The training must help teachers integrate phonemic
2493 awareness; phonics, word study, and spelling; reading fluency;
2494 vocabulary, including academic vocabulary; and text
2495 comprehension strategies into an explicit, systematic, and
2496 sequential approach to reading instruction, including
2497 multisensory intervention strategies. Each district must provide
2498 all elementary grades instructional personnel access to training
2499 sufficient to meet the requirements of s. 1012.585(3)(f).

2500 (6)~~(5)~~ Each district school board shall provide funding

2501 for the professional learning ~~development~~ system as required by
2502 s. 1011.62 and the General Appropriations Act, and shall direct
2503 expenditures from other funding sources to continuously
2504 strengthen the system in order to increase student achievement
2505 and support instructional staff in enhancing rigor and relevance
2506 in the classroom. The department shall identify professional
2507 learning ~~development~~ opportunities that require the teacher to
2508 demonstrate proficiency in specific classroom practices, with
2509 priority given to implementing training to complete a reading
2510 endorsement pathway adopted pursuant to s. 1012.586(2)(a). A
2511 school district may coordinate its professional learning
2512 ~~development~~ program with that of another district, with an
2513 educational consortium, or with a Florida College System
2514 institution or university, especially in preparing and educating
2515 personnel. Each district school board shall make available
2516 inservice activities to instructional personnel of nonpublic
2517 schools in the district and the state certified teachers who are
2518 not employed by the district school board on a fee basis not to
2519 exceed the cost of the activity per all participants.

2520 (7)~~(6)~~ An organization of private schools or consortium of
2521 charter schools which has no fewer than 10 member schools in
2522 this state, which publishes and files with the Department of
2523 Education copies of its standards, and the member schools of
2524 which comply with the provisions of part II of chapter 1003,
2525 relating to compulsory school attendance, or a public or private

2526 college or university with a teacher preparation program
2527 approved pursuant to s. 1004.04, may also develop a professional
2528 learning development system that includes a professional
2529 learning catalog ~~master plan~~ for inservice activities. The
2530 system and inservice catalog ~~plan~~ must be submitted to the
2531 commissioner for approval pursuant to state board rules.

2532 (8)(a)-(7)(a) The Department of Education shall
2533 disseminate, using web-based technology, research-based best
2534 practice methods by which the state and district school boards
2535 may evaluate and improve the professional learning development
2536 system. The best practices must include data that indicate the
2537 progress of all students. The department shall report annually
2538 to the State Board of Education and the Legislature any school
2539 district that, in the determination of the department, has
2540 failed to provide an adequate professional learning development
2541 system. This report must include the results of the department's
2542 investigation and of any intervention provided.

2543 (b) The department shall also disseminate, using web-based
2544 technology, professional learning development in the use of
2545 integrated digital instruction at schools that include middle
2546 grades. The professional learning development must provide
2547 training and materials that districts can use to provide
2548 instructional personnel with the necessary knowledge, skills,
2549 and strategies to effectively blend digital instruction into
2550 subject-matter curricula. The professional learning development

2551 must emphasize online learning and research techniques, reading
2552 instruction, the use of digital devices to supplement the
2553 delivery of curricular content to students, and digital device
2554 management and security. Districts are encouraged to incorporate
2555 the professional learning development as part of their
2556 professional learning development system.

2557 (9)~~(8)~~ The State Board of Education may adopt rules
2558 pursuant to ss. 120.536(1) and 120.54 to administer this
2559 section.

2560 (10)~~(9)~~ This section does not limit or discourage a
2561 district school board from contracting with independent entities
2562 for professional learning development services and inservice
2563 education if the district school board can demonstrate to the
2564 Commissioner of Education that, through such a contract, a
2565 better product can be acquired or its goals for education
2566 improvement can be better met. Such entities shall have 3 or
2567 more years of experience providing professional learning with
2568 demonstrative success in instructional or school administrator
2569 growth. The school district must verify that such entities and
2570 contracted professional learning activities from such entities
2571 meet the criteria established in subsection (3) for training
2572 linked to student learning or professional growth.

2573 (11)~~(10)~~ For instructional personnel and administrative
2574 personnel who have been evaluated as less than effective, a
2575 district school board shall require participation in specific

2576 professional learning development programs as provided in
2577 subparagraph (5)(b)5. ~~(4)(b)5.~~ as part of the improvement
2578 prescription.

2579 (12)~~(11)~~ The department shall disseminate to the school
2580 community proven model professional learning development
2581 programs that have demonstrated success in increasing rigorous
2582 and relevant content, increasing student achievement and
2583 engagement, meeting identified student needs, and providing
2584 effective mentorship activities to new teachers and training to
2585 teacher mentors. The methods of dissemination must include a
2586 web-based statewide performance-support system including a
2587 database of exemplary professional learning development
2588 activities, a listing of available professional learning
2589 ~~development~~ resources, training programs, and available
2590 technical assistance. Professional learning development
2591 resources must include sample course-at-a-glance and unit
2592 overview templates that school districts may use when developing
2593 curriculum. The templates must provide an organized structure
2594 for addressing the Florida Standards, grade-level expectations,
2595 evidence outcomes, and 21st century skills that build to
2596 students' mastery of the standards at each grade level. Each
2597 template must support teaching to greater intellectual depth and
2598 emphasize transfer and application of concepts, content, and
2599 skills. At a minimum, each template must:

2600 (a) Provide course or year-long sequencing of concept-

2601 based unit overviews based on the Florida Standards.

2602 (b) Describe the knowledge and vocabulary necessary for
2603 comprehension.

2604 (c) Promote the instructional shifts required within the
2605 Florida Standards.

2606 (d) Illustrate the interdependence of grade-level
2607 expectations within and across content areas within a grade.

2608 (13)~~(12)~~ The department shall require teachers in grades
2609 K-12 to participate in continuing education training provided by
2610 the Department of Children and Families on identifying and
2611 reporting child abuse and neglect.

2612 Section 34. Subsection (1) of section 1012.986, Florida
2613 Statutes, is amended to read:

2614 1012.986 William Cecil Golden Professional Learning
2615 ~~Development~~ Program for School Leaders.—

2616 (1) There is established the William Cecil Golden
2617 Professional Learning ~~Development~~ Program for School Leaders to
2618 provide high-quality standards and sustained support for
2619 educational leaders. For purposes of this section, the term
2620 "educational leader" means teacher leaders, assistant
2621 principals, principals, or school district leaders. The program
2622 shall consist of a collaborative network of school districts,
2623 state-approved educational leadership programs, regional
2624 consortia, charter management organizations, and state and
2625 national professional leadership organizations to respond to

2626 educational leadership needs throughout the state. The network
2627 shall support the human-resource learning ~~development~~ needs of
2628 educational leaders using the framework of leadership standards
2629 adopted by the State Board of Education. The goal of the network
2630 leadership program is to:

2631 (a) Provide resources to support and enhance the roles of
2632 educational leaders.

2633 (b) Maintain a clearinghouse and disseminate data-
2634 supported information related to the continued enhancement of
2635 student achievement and learning, civic education, coaching and
2636 mentoring, mental health awareness, technology in education,
2637 distance learning, and school safety based on educational
2638 research and best practices.

2639 (c) Increase the quality and capacity of educational
2640 leadership learning ~~development~~ programs.

2641 (d) Support evidence-based leadership practices through
2642 dissemination and modeling at the preservice and inservice
2643 levels for educational leaders.

2644 (e) Support the professional growth of instructional
2645 personnel who provide reading instruction and interventions by
2646 training school administrators on classroom observation, and
2647 instructional coaching, and teacher evaluation practices aligned
2648 to evidence-based reading instruction and intervention
2649 strategies.

2650 Section 35. Paragraph (a) of subsection (1) of section

2651 1013.62, Florida Statutes, is amended to read:
 2652 1013.62 Charter schools capital outlay funding.—
 2653 (1) For the 2022-2023 fiscal year, charter school capital
 2654 outlay funding shall consist of state funds appropriated in the
 2655 2022-2023 General Appropriations Act. Beginning in fiscal year
 2656 2023-2024, charter school capital outlay funding shall consist
 2657 of state funds when such funds are appropriated in the General
 2658 Appropriations Act and revenue resulting from the discretionary
 2659 millage authorized in s. 1011.71(2) if the amount of state funds
 2660 appropriated for charter school capital outlay in any fiscal
 2661 year is less than the average charter school capital outlay
 2662 funds per unweighted full-time equivalent student for the 2018-
 2663 2019 fiscal year, multiplied by the estimated number of charter
 2664 school students for the applicable fiscal year, and adjusted by
 2665 changes in the Consumer Price Index issued by the United States
 2666 Department of Labor from the previous fiscal year. Nothing in
 2667 this subsection prohibits a school district from distributing to
 2668 charter schools funds resulting from the discretionary millage
 2669 authorized in s. 1011.71(2).
 2670 (a) To be eligible to receive capital outlay funds, a
 2671 charter school must:
 2672 1.a. Have been in operation for 2 or more years;
 2673 b. Be governed by a governing board established in the
 2674 state for 2 or more years which operates both charter schools
 2675 and conversion charter schools within the state;

2676 c. Be an expanded feeder chain of a charter school within
 2677 the same school district that is currently receiving charter
 2678 school capital outlay funds;

2679 d. Have been accredited by a regional accrediting
 2680 association as defined by State Board of Education rule;

2681 e. Serve students in facilities that are provided by a
 2682 business partner for a charter school-in-the-workplace pursuant
 2683 to s. 1002.33(15) (b); or

2684 f. Be operated by a hope operator pursuant to s. 1002.333.

2685 2. Have an annual audit that does not reveal any of the
 2686 financial emergency conditions provided in s. 218.503(1) for the
 2687 most recent fiscal year for which such audit results are
 2688 available.

2689 3. Have not earned two consecutive grades of "F", three
 2690 consecutive grades below a "C", or two consecutive school
 2691 improvement ratings of "Unsatisfactory" ~~satisfactory student~~
 2692 ~~achievement based on state accountability standards applicable~~
 2693 ~~to the charter school.~~

2694 4. Have received final approval from its sponsor pursuant
 2695 to s. 1002.33 for operation during that fiscal year.

2696 5. Serve students in facilities that are not provided by
 2697 the charter school's sponsor.

2698 Section 36. Paragraphs (d) and (f) of subsection (1) of
 2699 section 1014.05, Florida Statutes, are amended to read:

2700 1014.05 School district notifications on parental rights.—

2701 (1) Each district school board shall, in consultation with
2702 parents, teachers, and administrators, develop and adopt a
2703 policy to promote parental involvement in the public school
2704 system. Such policy must include:

2705 (d) Procedures, pursuant to s. 1002.20(3)(d), for a parent
2706 to withdraw his or her minor child from any portion of the
2707 school district's comprehensive health education required under
2708 s. 1003.42(2)(o) ~~s. 1003.42(2)(n)~~ that relates to sex education
2709 or instruction in acquired immune deficiency syndrome education
2710 or any instruction regarding sexuality if the parent provides a
2711 written objection to his or her minor child's participation.
2712 Such procedures must provide for a parent to be notified in
2713 advance of such course content so that he or she may withdraw
2714 his or her minor child from those portions of the course.

2715 (f) Procedures for a parent to learn about parental rights
2716 and responsibilities under general law, including all of the
2717 following:

2718 1. Pursuant to s. 1002.20(3)(d), the right to opt his or
2719 her minor child out of any portion of the school district's
2720 comprehensive health education required under s. 1003.42(2)(o)
2721 ~~s. 1003.42(2)(n)~~ that relates to sex education instruction in
2722 acquired immune deficiency syndrome education or any instruction
2723 regarding sexuality.

2724 2. A plan to disseminate information, pursuant to s.
2725 1002.20(6), about school choice options, including open

2726 enrollment.

2727 3. In accordance with s. 1002.20(3)(b), the right of a
2728 parent to exempt his or her minor child from immunizations.

2729 4. In accordance with s. 1008.22, the right of a parent to
2730 review statewide, standardized assessment results.

2731 5. In accordance with s. 1003.57, the right of a parent to
2732 enroll his or her minor child in gifted or special education
2733 programs.

2734 6. In accordance with s. 1006.28(2)(a)1., the right of a
2735 parent to inspect school district instructional materials.

2736 7. In accordance with s. 1008.25, the right of a parent to
2737 access information relating to the school district's policies
2738 for promotion or retention, including high school graduation
2739 requirements.

2740 8. In accordance with s. 1002.20(14), the right of a
2741 parent to receive a school report card and be informed of his or
2742 her minor child's attendance requirements.

2743 9. In accordance with s. 1002.23, the right of a parent to
2744 access information relating to the state public education
2745 system, state standards, report card requirements, attendance
2746 requirements, and instructional materials requirements.

2747 10. In accordance with s. 1002.23(4), the right of a
2748 parent to participate in parent-teacher associations and
2749 organizations that are sanctioned by a district school board or
2750 the Department of Education.

2751 11. In accordance with s. 1002.222(1)(a), the right of a
2752 parent to opt out of any district-level data collection relating
2753 to his or her minor child not required by law.

2754 Section 37. Effective upon this act becoming law:

2755 (1) Notwithstanding rule 6A-1.09422, Florida
2756 Administrative Code, students who are in the 2022-2023
2757 graduating class who have not yet earned their required passing
2758 score may:

2759 (a) Satisfy the Grade 10 statewide, standardized English
2760 Language Arts (ELA) Assessment requirement to qualify for a high
2761 school diploma by earning a concordant passing score on the
2762 respective section of the SAT or ACT. For eligible students, the
2763 concordant passing scale score shall be a score equal to or
2764 greater than 430 on the 200 to 800 scale for the SAT Evidence-
2765 Based Reading and Writing (EBRW) section, equal to or greater
2766 than 24 on the 10 to 40 scale of the SAT Reading Subtest
2767 section, equal to or greater than 19 on the 1 to 36 scale on the
2768 ACT Reading section, or equal to or greater than 18 on the 1 to
2769 36 scale for the average of the English and Reading subject test
2770 scores on the ACT. For the ACT, if the average of the two
2771 subject test scores results in a decimal of 0.5, the score must
2772 be rounded up to the next whole number. The scores for the
2773 English and Reading subject tests on the ACT are not required to
2774 come from the same test administration.

2775 (b) Satisfy the Algebra 1 end-of-course (EOC) assessment

2776 requirement to qualify for a high school diploma by earning a
2777 comparative passing score on the mathematics section of the
2778 Postsecondary Education Readiness Test (PERT), the Preliminary
2779 SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), the
2780 SAT, or the ACT or the Geometry EOC assessment. For eligible
2781 students, the comparative passing scale score shall be a score
2782 equal to or greater than 114 on the 50 to 150 scale for the PERT
2783 mathematics section, equal to or greater than 430 on the 160 to
2784 760 scale for the PSAT/NMSQT mathematics section, equal to or
2785 greater than 420 on the 200 to 800 scale for the SAT mathematics
2786 section, equal to or greater than 16 on the 1 to 36 scale for
2787 the ACT mathematics section, or equal to or greater than an
2788 achievement level 3 on the range from achievement level 1 to
2789 achievement level 5 for the Geometry EOC assessment.

2790 (2) Beginning with students who entered grade 9 in the
2791 2020-2021 school year, students and adults who have not yet
2792 earned their required passing score on the Grade 10 statewide,
2793 standardized ELA Assessment may meet this testing requirement to
2794 qualify for a high school diploma by earning a concordant
2795 passing score on the EBRW section of the SAT or the average of
2796 the English and Reading subject test scores for the ACT. For
2797 eligible students, the concordant passing scale score for the
2798 SAT EBRW shall be a score equal to or greater than 480 on the
2799 200 to 800 scale, and the concordant passing scale score for the
2800 average of the English and Reading subject test scores on the

2801 ACT shall be a score equal to or greater than 18 on the 1 to 36
2802 scale. The State Board of Education shall establish, in rule, a
2803 concordant passing score for the sum of the Grammar/Writing and
2804 Verbal Reasoning subject test scores on the Classic Learning
2805 Test (CLT). For the ACT, if the average of the two subject test
2806 scores results in a decimal of 0.5, the score shall be rounded
2807 up to the next whole number. The scores for the English and
2808 Reading subject tests on the ACT or the Grammar/Writing and
2809 Verbal Reasoning subject tests on the CLT are not required to
2810 come from the same test administration.

2811 (3) Beginning with students who entered grade 9 in the
2812 2020-2021 school year, students and adults who have not yet
2813 earned their required passing score on the Algebra 1 EOC
2814 assessment may meet this testing requirement to qualify for a
2815 high school diploma by earning a comparative passing score on
2816 the mathematics section of the PSAT/NMSQT, the SAT, or the ACT
2817 or on the Geometry EOC assessment. For eligible students, the
2818 comparative passing scale score shall be a score equal to or
2819 greater than 430 on the 160 to 760 scale for the PSAT/NMSQT
2820 mathematics section, equal to or greater than 420 on the 200 to
2821 800 scale for the SAT mathematics section, equal to or greater
2822 than 16 on the 1 to 36 scale for the ACT mathematics section, or
2823 equal to or greater than an achievement level 3 on the range
2824 from achievement level 1 to achievement level 5 for the Geometry
2825 EOC assessment. The State Board of Education shall establish, in

2826 rule, a concordant passing score for the Quantitative Reasoning
2827 subject test on the CLT.

2828 (4) This section expires on July 1, 2025.

2829 Section 38. For the 2023-2024 fiscal year, the sum of \$1
2830 million in nonrecurring funds is appropriated from the General
2831 Revenue Fund to the Department of Education to be used for the
2832 procurement of bleeding control kits for placement in public
2833 schools across the state.

2834 Section 39. The Division of Law Revision shall prepare a
2835 reviser's bill for the 2024 Regular Session of the Legislature
2836 to replace references to the term "professional development"
2837 where it occurs within chapters 1000 through 1013 of the Florida
2838 Statutes with the term "professional learning."

2839 Section 40. For the 2023-2024 fiscal year, the sum of \$5.8
2840 million in nonrecurring funds is appropriated from the General
2841 Revenue Fund to the Department of Education to be used for the
2842 competitive procurement of a statewide transparency tool to
2843 support the implementation of instructional and library
2844 materials requirements imposed in chapters 2022-21, 2022-22, and
2845 2022-72, Laws of Florida.

2846 Section 41. Except as otherwise expressly provided in this
2847 act and except for this section, which shall take effect upon
2848 this act becoming a law, this act shall take effect July 1,
2849 2023.

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