

1 A bill to be entitled
2 An act relating to education; amending s. 1001.02,
3 F.S.; deleting a requirement that the State Board of
4 Education establish the cost of certain tuition and
5 fees; amending s. 1001.03, F.S.; deleting a
6 requirement that the state board identify certain
7 metrics and develop a specified plan relating to the
8 Florida College System; amending s. 1002.3105, F.S.;
9 deleting a requirement that a performance contract be
10 completed if a student participates in an Academically
11 Challenging Curriculum to Enhance Learning option;
12 providing that a performance contract may be used at
13 the discretion of the principal; repealing s.
14 1002.311, F.S., relating to single-gender programs;
15 amending s. 1002.34, F.S.; deleting a requirement for
16 the Commissioner of Education to provide for an annual
17 comparative evaluation of charter technical career
18 centers and public technical centers; amending s.
19 1002.45, F.S.; deleting a requirement that school
20 districts provide certain virtual instruction options
21 to students; deleting a requirement that virtual
22 instruction program providers be nonsectarian;
23 authorizing school districts to provide certain
24 students with the equipment and access necessary for
25 participation in virtual instruction programs;

26 | amending s. 1002.61, F.S.; authorizing school
 27 | districts to satisfy specified requirements for such
 28 | program by contracting with certain providers;
 29 | amending s. 1002.82, F.S.; requiring the Department of
 30 | Education to review school readiness program plans
 31 | every 3 years, rather than every 2 years; amending s.
 32 | 1002.85, F.S.; requiring early learning coalitions to
 33 | submit school readiness program plans to the
 34 | department every 3 years, rather than every 2 years;
 35 | amending s. 1003.435, F.S.; revising the eligibility
 36 | requirements for students to take the high school
 37 | equivalency examination; amending s. 1003.4935, F.S.;;
 38 | deleting a requirement that the department collect and
 39 | report certain data relating to a middle school career
 40 | and professional academy or a career-themed course;
 41 | repealing s. 1003.4995, F.S., relating to the fine
 42 | arts report prepared by the Commissioner of Education;
 43 | repealing s. 1003.4996, F.S., relating to the
 44 | Competency-Based Education Pilot Program; amending s.
 45 | 1003.49965, F.S.; authorizing, rather than requiring,
 46 | a school district to hold an Art in the Capitol
 47 | Competition; amending s. 1003.51, F.S.; deleting a
 48 | requirement regarding assessment procedures for
 49 | Department of Juvenile Justice education programs;
 50 | revising requirements for which assessment results

51 must be included in a student's discharge packet;
52 revising requirements for when a district school board
53 must face sanctions for unsatisfactory performance in
54 its Department of Juvenile Justice programs; amending
55 s. 1003.621, F.S.; deleting a requirement for
56 academically high-performing school districts to
57 submit an annual report to the state board; repealing
58 s. 1004.925, F.S., relating to automotive service
59 technology education programs and certification;
60 amending s. 1006.28, F.S.; revising the definition of
61 the term "adequate instructional materials";
62 authorizing school districts to assess a processing
63 fee for certain objections to materials; providing
64 requirements for the assessment of such fee; providing
65 for the return of such fee under certain
66 circumstances; requiring certain information published
67 and regularly updated by the Department of Education
68 to be sorted by grade level; deleting a timeframe
69 requirement for each district school superintendent to
70 notify the department about instructional materials;
71 deleting a requirement for such notification;
72 authorizing, rather than requiring, a school principal
73 to collect the purchase price of instructional
74 materials lost, destroyed, or unnecessarily damaged by
75 a student; amending s. 1006.283, F.S.; deleting a

76 | timeframe requirement for a district school
77 | superintendent to certify to the department that
78 | certain instructional materials meet applicable state
79 | standards; amending s. 1007.33, F.S.; deleting a
80 | provision authorizing the Board of Trustees of St.
81 | Petersburg College to establish certain degree
82 | programs; amending s. 1008.25, F.S.; revising the
83 | requirements for comprehensive plans for student
84 | progression; revising the students who receive
85 | priority for allocation of remedial and supplemental
86 | instruction resources; requiring individualized
87 | progress monitoring plans to be developed within a
88 | specified timeframe; providing requirements for
89 | students in the Voluntary Prekindergarten Education
90 | Program who exhibit a substantial deficiency in early
91 | literacy skills and early mathematics skills;
92 | providing that substantial deficiencies in early
93 | literacy skills and early mathematics skills for such
94 | students are determined by specified results of the
95 | coordinated screening and progress monitoring;
96 | requiring the State Board of Education to identify
97 | specified guidelines in rule; requiring teachers and
98 | school administrators to meet with specified parents
99 | upon the request of such parents; authorizing such
100 | parents to request specified actions; revising

101 requirements for the administration of the coordinated
102 screening and progress monitoring system; providing
103 requirements for the administration of such system for
104 students in the summer prekindergarten program;
105 amending s. 1008.31, F.S.; revising a provision
106 relating to the No Child Left Behind Act of 2001 to
107 relate to the Every Student Succeeds Act of 2015;
108 amending s. 1008.33, F.S.; authorizing the state board
109 to allow certain schools additional time to implement
110 a community school model; amending s. 1008.332, F.S.;
111 revising a provision relating to the No Child Left
112 Behind Act of 2001 to relate to the Every Student
113 Succeeds Act of 2015; deleting a requirement for
114 certain committee members to annually report to
115 specified entities; amending s. 1008.34, F.S.;
116 conforming a cross-reference; amending s. 1008.345,
117 F.S.; deleting a requirement for the department to
118 develop an annual feedback report; deleting a
119 requirement for the Commissioner of Education to
120 review specified feedback reports and submit findings
121 to the state board; deleting certain requirements for
122 a report the commissioner produces annually for the
123 state board and the Legislature; revising what
124 information certain community assessment team
125 recommendations are based on; amending s. 1008.45,

126 F.S.; deleting a requirement that the state board
 127 provide a specified annual evaluation; amending ss.
 128 1000.05, 1002.31, 1002.321, 1002.33, 1002.455,
 129 1008.22, 1008.37, and 1013.841, F.S.; conforming
 130 provisions and cross-references to changes made by the
 131 act; providing an effective date.

132

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

134

135 Section 1. Subsection (5) of section 1001.02, Florida
 136 Statutes, is amended to read:

137 1001.02 General powers of State Board of Education.—

138 (5) The State Board of Education is responsible for
 139 reviewing and administering the state program of support for the
 140 Florida College System institutions and, ~~subject to existing~~
 141 ~~law, shall establish the tuition and out-of-state fees for~~
 142 ~~developmental education and for credit instruction that may be~~
 143 ~~counted toward an associate in arts degree, an associate in~~
 144 ~~applied science degree, or an associate in science degree.~~

145 Section 2. Subsection (17) of section 1001.03, Florida
 146 Statutes, is amended to read:

147 1001.03 Specific powers of State Board of Education.—

148 ~~(17) PLAN SPECIFYING GOALS AND OBJECTIVES. By July 1,~~
 149 ~~2013, the State Board of Education shall identify performance~~
 150 ~~metrics for the Florida College System and develop a plan that~~

151 ~~specifies goals and objectives for each Florida College System~~
 152 ~~institution. The plan must include:~~

153 ~~(a) Performance metrics and standards common for all~~
 154 ~~institutions and metrics and standards unique to institutions~~
 155 ~~depending on institutional core missions, including, but not~~
 156 ~~limited to, remediation success, retention, graduation,~~
 157 ~~employment, transfer rates, licensure passage, excess hours,~~
 158 ~~student loan burden and default rates, job placement, faculty~~
 159 ~~awards, and highly respected rankings for institution and~~
 160 ~~program achievements.~~

161 ~~(b) Student enrollment and performance data delineated by~~
 162 ~~method of instruction, including, but not limited to,~~
 163 ~~traditional, online, and distance learning instruction.~~

164 Section 3. Paragraphs (c) and (d) of subsection (4) of
 165 section 1002.3105, Florida Statutes, are amended to read:

166 1002.3105 Academically Challenging Curriculum to Enhance
 167 Learning (ACCEL) options.—

168 (4) ACCEL REQUIREMENTS.—

169 (c) If a student participates in an ACCEL option pursuant
 170 to the parental request under subparagraph (b)1., a performance
 171 contract is not required but may be used at the discretion of
 172 the principal ~~must be executed by the student, the parent, and~~
 173 ~~the principal. At a minimum, the performance contract must~~
 174 ~~require compliance with:~~

175 ~~1. Minimum student attendance requirements.~~

176 ~~2. Minimum student conduct requirements.~~

177 ~~3. ACCEL option requirements established by the principal,~~
 178 ~~which may include participation in extracurricular activities,~~
 179 ~~educational outings, field trips, interscholastic competitions,~~
 180 ~~and other activities related to the ACCEL option selected.~~

181 ~~(d)~~ If a principal initiates a student's participation in
 182 an ACCEL option, the student's parent must be notified. A
 183 performance contract, ~~pursuant to paragraph (c),~~ is not required
 184 when a principal initiates participation but may be used at the
 185 discretion of the principal.

186 Section 4. Section 1002.311, Florida Statutes, is
 187 repealed.

188 Section 5. Subsection (19) of section 1002.34, Florida
 189 Statutes, is amended to read:

190 1002.34 Charter technical career centers.—

191 ~~(19) EVALUATION; REPORT.—The Commissioner of Education~~
 192 ~~shall provide for an annual comparative evaluation of charter~~
 193 ~~technical career centers and public technical centers. The~~
 194 ~~evaluation may be conducted in cooperation with the sponsor,~~
 195 ~~through private contracts, or by department staff. At a minimum,~~
 196 ~~the comparative evaluation must address the demographic and~~
 197 ~~socioeconomic characteristics of the students served, the types~~
 198 ~~and costs of services provided, and the outcomes achieved. By~~
 199 ~~December 30 of each year, the Commissioner of Education shall~~
 200 ~~submit to the Governor, the President of the Senate, the Speaker~~

201 ~~of the House of Representatives, and the Senate and House~~
202 ~~committees that have responsibility for secondary and~~
203 ~~postsecondary career and technical education a report of the~~
204 ~~comparative evaluation completed for the previous school year.~~

205 Section 6. Paragraphs (c) through (e) of subsection (1) of
206 section 1002.45, Florida Statutes, are redesignated as
207 paragraphs (b) through (d), respectively, and present paragraphs
208 (b), (c), and (e) of that subsection, subsection (2), paragraph
209 (d) of subsection (3), subsection (5), and paragraph (a) of
210 subsection (6) are amended to read:

211 1002.45 Virtual instruction programs.—

212 (1) PROGRAM.—

213 ~~(b)1. Each school district shall provide at least one~~
214 ~~option for part-time and full-time virtual instruction for~~
215 ~~students residing within the school district. All school~~
216 ~~districts must provide parents with timely written notification~~
217 ~~of at least one open enrollment period for full-time students of~~
218 ~~90 days or more which ends 30 days before the first day of the~~
219 ~~school year. A school district virtual instruction program shall~~
220 ~~consist of the following:~~

221 ~~a. Full-time and part-time virtual instruction for~~
222 ~~students enrolled in kindergarten through grade 12.~~

223 ~~b. Full-time or part-time virtual instruction for students~~
224 ~~enrolled in dropout prevention and academic intervention~~
225 ~~programs under s. 1003.53, Department of Juvenile Justice~~

226 ~~education programs under s. 1003.52, core-curricula courses to~~
 227 ~~meet class size requirements under s. 1003.03, or Florida~~
 228 ~~College System institutions under this section.~~

229 ~~2. Each virtual instruction program established under~~
 230 ~~paragraph (c) by a school district either directly or through a~~
 231 ~~contract with an approved virtual instruction program provider~~
 232 ~~shall operate under its own Master School Identification Number~~
 233 ~~as prescribed by the department.~~

234 (b)~~(e)~~ To provide students residing within the school
 235 district the option of participating in virtual instruction
 236 programs ~~as required by paragraph (b)~~, a school district may:

237 1. Contract with the Florida Virtual School or establish a
 238 franchise of the Florida Virtual School pursuant to s.
 239 1002.37(2) ~~for the provision of a program under paragraph (b)~~.

240 2. Contract with an approved virtual instruction program
 241 provider under subsection (2) ~~for the provision of a full-time~~
 242 ~~or part-time program under paragraph (b)~~.

243 3. Enter into an agreement with other school districts to
 244 allow the participation of its students in an approved virtual
 245 instruction program provided by the other school district. The
 246 agreement must indicate a process for the transfer of funds
 247 required by paragraph (6) (b) .

248 4. Establish school district operated part-time or full-
 249 time kindergarten through grade 12 virtual instruction programs.

250 5. Enter into an agreement with a virtual charter school

251 | authorized by the school district under s. 1002.33.

252 |

253 | Contracts under subparagraph 1. or subparagraph 2. may include
 254 | multidistrict contractual arrangements executed by a regional
 255 | consortium service organization established pursuant to s.
 256 | 1001.451 for its member districts. A multidistrict contractual
 257 | arrangement or an agreement under subparagraph 3. is not subject
 258 | to s. 1001.42(4)(d) and does not require the participating
 259 | school districts to be contiguous. ~~These arrangements may be~~
 260 | ~~used to fulfill the requirements of paragraph (b).~~

261 | (d)~~(e)~~ Each school district shall:

262 | 1. Provide to the department by each October 1~~7~~, a copy of
 263 | each contract and the amount paid per unweighted full-time
 264 | equivalent virtual student for services procured pursuant to
 265 | subparagraphs (b)1. and 2. ~~(e)1. and 2.~~

266 | 2. Expend any difference in the amount of funds per
 267 | unweighted full-time equivalent virtual student allocated to the
 268 | school district pursuant to subsection (6) and the amount paid
 269 | per unweighted full-time equivalent virtual student by the
 270 | school district for a contract executed pursuant to subparagraph
 271 | (b)1. ~~(e)1.~~ or subparagraph (b)2. ~~(e)2.~~ on acquiring computer
 272 | and device hardware and associated operating system software
 273 | that comply with the requirements of s. 1001.20(4)(a)1.b.

274 | 3. Provide to the department by September 1 of each year
 275 | an itemized list of items acquired in subparagraph 2.

276 4. Limit the enrollment of full-time equivalent virtual
 277 students residing outside of the school district providing the
 278 virtual instruction pursuant to paragraph (b) ~~(e)~~ to no more
 279 than those that can be funded from state Florida Education
 280 Finance Program funds.

281 (2) PROVIDER QUALIFICATIONS.—

282 (a) The department shall annually publish on its website a
 283 list of providers approved by the State Board of Education to
 284 offer virtual instruction programs. To be approved, a virtual
 285 instruction program provider must document that it:

286 1. ~~Is nonsectarian in its programs, admission policies,~~
 287 ~~employment practices, and operations;~~

288 ~~2.~~ Complies with the antidiscrimination provisions of s.
 289 1000.05;

290 ~~2.3.~~ Locates an administrative office or offices in this
 291 state, requires its administrative staff to be state residents,
 292 requires all instructional staff to be Florida-certified
 293 teachers under chapter 1012 and conducts background screenings
 294 for all employees or contracted personnel, as required by s.
 295 1012.32, using state and national criminal history records;

296 ~~3.4.~~ Electronically provides to parents and students
 297 specific information that includes, but is not limited to, the
 298 following teacher-parent and teacher-student contact information
 299 for each course:

300 a. How to contact the instructor via phone, e-mail, or

301 | online messaging tools.

302 | b. How to contact technical support via phone, e-mail, or
303 | online messaging tools.

304 | c. How to contact the administration office via phone, e-
305 | mail, or online messaging tools.

306 | d. Any requirement for regular contact with the instructor
307 | for the course and clear expectations for meeting the
308 | requirement.

309 | e. The requirement that the instructor in each course
310 | must, at a minimum, conduct one contact with the parent and the
311 | student each month;

312 | 4.5- Possesses prior, successful experience offering
313 | virtual instruction courses to elementary, middle, or high
314 | school students as demonstrated by quantified student learning
315 | gains in each subject area and grade level provided for
316 | consideration as an instructional program option. However, for a
317 | virtual instruction program provider without sufficient prior,
318 | successful experience offering online courses, the State Board
319 | of Education may conditionally approve the virtual instruction
320 | program provider to offer courses measured pursuant to
321 | subparagraph (7)(a)2. Conditional approval shall be valid for 1
322 | school year only and, based on the virtual instruction program
323 | provider's experience in offering the courses, the State Board
324 | of Education may grant approval to offer a virtual instruction
325 | program;

326 ~~5.6.~~ Is accredited by a regional accrediting association
 327 as defined by State Board of Education rule;

328 ~~6.7.~~ Ensures instructional and curricular quality through
 329 a detailed curriculum and student performance accountability
 330 plan that addresses every subject and grade level it intends to
 331 provide through contract with the school district, including:

332 a. Courses and programs that meet the standards of the
 333 International Association for K-12 Online Learning and the
 334 Southern Regional Education Board.

335 b. Instructional content and services that align with, and
 336 measure student attainment of, student proficiency in the state
 337 academic standards.

338 c. Mechanisms that determine and ensure that a student has
 339 satisfied requirements for grade level promotion and high school
 340 graduation with a standard diploma, as appropriate;

341 ~~7.8.~~ Publishes, in accordance with disclosure requirements
 342 adopted in rule by the State Board of Education, as part of its
 343 application as an approved virtual instruction program provider
 344 and in all contracts negotiated pursuant to this section:

345 a. Information and data about the curriculum of each full-
 346 time and part-time virtual instruction program.

347 b. School policies and procedures.

348 c. Certification status and physical location of all
 349 administrative and instructional personnel.

350 d. Hours and times of availability of instructional

351 personnel.

352 e. Student-teacher ratios.

353 f. Student completion and promotion rates.

354 g. Student, educator, and school performance
355 accountability outcomes;

356 ~~8.9.~~ If the approved virtual instruction program provider
357 is a Florida College System institution, employs instructors who
358 meet the certification requirements for instructional staff
359 under chapter 1012; and

360 ~~9.10.~~ Performs an annual financial audit of its accounts
361 and records conducted by an independent auditor who is a
362 certified public accountant licensed under chapter 473. The
363 independent auditor shall conduct the audit in accordance with
364 rules adopted by the Auditor General and in compliance with
365 generally accepted auditing standards, and include a report on
366 financial statements presented in accordance with generally
367 accepted accounting principles. The audit report shall be
368 accompanied by a written statement from the approved virtual
369 instruction program provider in response to any deficiencies
370 identified within the audit report and shall be submitted by the
371 approved virtual instruction program provider to the State Board
372 of Education and the Auditor General no later than 9 months
373 after the end of the preceding fiscal year.

374 (b) An approved virtual instruction program provider that
375 maintains compliance with all requirements of this section shall

376 retain its approved status for a period of 3 school years after
 377 the date of approval by the State Board of Education.

378 (3) VIRTUAL INSTRUCTION PROGRAM REQUIREMENTS.—Each virtual
 379 instruction program under this section must:

380 (d) Provide each full-time student enrolled in the virtual
 381 instruction program who qualifies for free or reduced-price
 382 school lunches under the National School Lunch Act, or who is on
 383 the direct certification list, and who does not have a computer
 384 or Internet access in his or her home with:

385 1. All equipment necessary for participants in the virtual
 386 instruction program, including, but not limited to, a computer,
 387 computer monitor, and printer, if a printer is necessary to
 388 participate in the virtual instruction program; and

389 2. Access to or reimbursement for all Internet services
 390 necessary for online delivery of instruction.

391
 392 A school district may provide each full-time student enrolled in
 393 the virtual instruction program with the equipment and access
 394 necessary for participation in the program.

395 (5) STUDENT PARTICIPATION REQUIREMENTS.—Each student
 396 enrolled in the school district's virtual instruction program
 397 authorized pursuant to paragraph (1)(b) ~~(1)(e)~~ must:

398 (a) Comply with the compulsory attendance requirements of
 399 s. 1003.21. Student attendance must be verified by the school
 400 district.

401 (b) Take statewide assessments pursuant to s. 1008.22 and
 402 participate in the coordinated screening and progress monitoring
 403 system under s. 1008.25(9). Statewide assessments and progress
 404 monitoring may be administered within the school district in
 405 which such student resides, or as specified in the contract in
 406 accordance with s. 1008.24(3). If requested by the approved
 407 virtual instruction program provider or virtual charter school,
 408 the district of residence must provide the student with access
 409 to the district's testing facilities.

410 (6) VIRTUAL INSTRUCTION PROGRAM AND VIRTUAL CHARTER SCHOOL
 411 FUNDING.—

412 (a) All virtual instruction programs established pursuant
 413 to paragraph (1)(b) ~~(1)(c)~~ are subject to the requirements of s.
 414 1011.61(1)(c)1.b.(III), (IV), (VI), and (4), and the school
 415 district providing the virtual instruction program shall report
 416 the full-time equivalent students in a manner prescribed by the
 417 department. A school district may report a full-time equivalent
 418 student for credit earned by a student who is enrolled in a
 419 virtual instruction course provided by the district which was
 420 completed after the end of the regular school year if the full-
 421 time equivalent student is reported no later than the deadline
 422 for amending the final full-time equivalent student membership
 423 report for that year.

424 Section 7. Paragraph (a) of subsection (1) of section
 425 1002.61, Florida Statutes, is amended to read:

426 1002.61 Summer prekindergarten program delivered by public
 427 schools and private prekindergarten providers.—

428 (1)(a) Each school district shall administer the Voluntary
 429 Prekindergarten Education Program at the district level for
 430 students enrolled under s. 1002.53(3)(b) in a summer
 431 prekindergarten program delivered by a public school. A school
 432 district may satisfy this requirement by contracting with
 433 private prekindergarten providers.

434 Section 8. Paragraph (e) of subsection (2) of section
 435 1002.82, Florida Statutes, is amended to read:

436 1002.82 Department of Education; powers and duties.—

437 (2) The department shall:

438 (e) Review each early learning coalition's school
 439 readiness program plan every 3 ~~2~~ years and provide final
 440 approval of the plan and any amendments submitted.

441 Section 9. Subsection (2) of section 1002.85, Florida
 442 Statutes, is amended to read:

443 1002.85 Early learning coalition plans.—

444 (2) Each early learning coalition must ~~biennially~~ submit a
 445 school readiness program plan every 3 years to the department
 446 before the expenditure of funds. A coalition may not implement
 447 its school readiness program plan until it receives approval
 448 from the department. A coalition may not implement any revision
 449 to its school readiness program plan until the coalition submits
 450 the revised plan to and receives approval from the department.

451 If the department rejects a plan or revision, the coalition must
 452 continue to operate under its previously approved plan. The plan
 453 must include, but is not limited to:

454 (a) The coalition's operations, including its membership
 455 and business organization, and the coalition's articles of
 456 incorporation and bylaws if the coalition is organized as a
 457 corporation. If the coalition is not organized as a corporation
 458 or other business entity, the plan must include the contract
 459 with a fiscal agent.

460 (b) The coalition's procedures for implementing the
 461 requirements of this part, including:

- 462 1. Single point of entry.
- 463 2. Uniform waiting list.
- 464 3. Eligibility and enrollment processes and local
 465 eligibility priorities for children pursuant to s. 1002.87.
- 466 4. Parent access and choice.
- 467 5. Sliding fee scale and policies on applying the waiver
 468 or reduction of fees in accordance with s. 1002.84(9).
- 469 6. Use of preassessments and postassessments, as
 470 applicable.
- 471 7. Use of contracted slots, as applicable, based on the
 472 results of the assessment required under paragraph (i).

473 (c) A detailed description of the coalition's quality
 474 activities and services, including, but not limited to:

- 475 1. Resource and referral and school-age child care.

- 476 2. Infant and toddler early learning.
- 477 3. Inclusive early learning programs.
- 478 4. Quality improvement strategies that strengthen teaching
- 479 practices and increase child outcomes.

480 (d) A detailed budget that outlines estimated expenditures
 481 for state, federal, and local matching funds at the lowest level
 482 of detail available by other-cost-accumulator code number; all
 483 estimated sources of revenue with identifiable descriptions; a
 484 listing of full-time equivalent positions; contracted
 485 subcontractor costs with related annual compensation amount or
 486 hourly rate of compensation; and a capital improvements plan
 487 outlining existing fixed capital outlay projects and proposed
 488 capital outlay projects that will begin during the budget year.

489 (e) A detailed accounting, in the format prescribed by the
 490 department, of all revenues and expenditures during the 2
 491 previous state fiscal years ~~year~~. Revenue sources should be
 492 identifiable, and expenditures should be reported by two
 493 categories: state and federal funds and local matching funds.

494 (f) Updated policies and procedures, including those
 495 governing procurement, maintenance of tangible personal
 496 property, maintenance of records, information technology
 497 security, and disbursement controls.

498 (g) A description of the procedures for monitoring school
 499 readiness program providers, including in response to a parental
 500 complaint, to determine that the standards prescribed in ss.

501 1002.82 and 1002.88 are met using a standard monitoring tool
 502 adopted by the department. Providers determined to be high risk
 503 by the coalition as demonstrated by substantial findings of
 504 violations of law shall be monitored more frequently.

505 (h) Documentation that the coalition has solicited and
 506 considered comments regarding the proposed school readiness
 507 program plan from the local community.

508 (i) An assessment of local priorities within the county or
 509 multicounty region based on the needs of families and provider
 510 capacity using available community data.

511 Section 10. Paragraph (a) of subsection (4) of section
 512 1003.435, Florida Statutes, is amended to read:

513 1003.435 High school equivalency diploma program.—

514 (4)(a) A candidate who has filed a formal declaration of
 515 intent to terminate school enrollment pursuant to 1003.21(1)(c)
 516 may take for a high school equivalency diploma shall be at least
 517 18 years of age on the date of the examination, except that in
 518 extraordinary circumstances, as provided for in rules of the
 519 district school board of the district in which the candidate
 520 resides or attends school, a candidate may take the examination
 521 after reaching the age of 16.

522 Section 11. Subsection (3) of section 1003.4935, Florida
 523 Statutes, is amended to read:

524 1003.4935 Middle grades career and professional academy
 525 courses and career-themed courses.—

526 ~~(3) Beginning with the 2012-2013 school year, if a school~~
 527 ~~district implements a middle school career and professional~~
 528 ~~academy or a career-themed course, the Department of Education~~
 529 ~~shall collect and report student achievement data pursuant to~~
 530 ~~performance factors identified under s. 1003.492(3) for students~~
 531 ~~enrolled in an academy or a career-themed course.~~

532 Section 12. Section 1003.4995, Florida Statutes, is
 533 repealed.

534 Section 13. Section 1003.4996, Florida Statutes, is
 535 repealed.

536 Section 14. Subsection (2) of section 1003.49965, Florida
 537 Statutes, is amended to read:

538 1003.49965 Art in the Capitol Competition.—

539 (2) A ~~Each~~ school district may ~~shall~~ annually hold an Art
 540 in the Capitol Competition for all public, private, and home
 541 education students in grades 6 through 8. Submissions shall be
 542 judged by a selection committee consisting of art teachers whose
 543 students have not submitted artwork for consideration.

544 Section 15. Paragraphs (g) and (r) of subsection (2) of
 545 section 1003.51, Florida Statutes, are amended to read:

546 1003.51 Other public educational services.—

547 (2) The State Board of Education shall adopt rules
 548 articulating expectations for effective education programs for
 549 students in Department of Juvenile Justice programs, including,
 550 but not limited to, education programs in juvenile justice

551 prevention, day treatment, residential, and detention programs.
 552 The rule shall establish policies and standards for education
 553 programs for students in Department of Juvenile Justice programs
 554 and shall include the following:

555 (g) Assessment procedures that, ~~which~~:

556 ~~1. For prevention, day treatment, and residential~~
 557 ~~programs, include appropriate academic and career assessments~~
 558 ~~administered at program entry and exit that are selected by the~~
 559 ~~Department of Education in partnership with representatives from~~
 560 ~~the Department of Juvenile Justice, district school boards, and~~
 561 ~~education providers. Assessments must be completed within the~~
 562 ~~first 10 school days after a student's entry into the program.~~

563 ~~2.~~ provide for determination of the areas of academic need
 564 and strategies for appropriate intervention and instruction for
 565 each student in a detention facility within 5 school days after
 566 the student's entry into the program and for the administration
 567 of ~~administer~~ a research-based assessment that will assist the
 568 student in determining his or her educational and career options
 569 and goals within 22 school days after the student's entry into
 570 the program. The results of the ~~these~~ assessments required under
 571 this paragraph and s. 1003.52(3)(d), together with a portfolio
 572 depicting the student's academic and career accomplishments,
 573 must ~~shall~~ be included in the discharge packet assembled for
 574 each student.

575 (r) A series of graduated sanctions for district school

576 boards whose educational programs in Department of Juvenile
 577 Justice programs are considered to be unsatisfactory and for
 578 instances in which district school boards fail to meet standards
 579 prescribed by law, rule, or State Board of Education policy.
 580 These sanctions must ~~shall~~ include the option of requiring a
 581 district school board to contract with a provider or another
 582 district school board if the educational program at the
 583 Department of Juvenile Justice program is performing below
 584 minimum standards and, ~~after 6 months, is still performing below~~
 585 ~~minimum standards.~~

586 Section 16. Subsection (4) of section 1003.621, Florida
 587 Statutes, is amended to read:

588 1003.621 Academically high-performing school districts.—It
 589 is the intent of the Legislature to recognize and reward school
 590 districts that demonstrate the ability to consistently maintain
 591 or improve their high-performing status. The purpose of this
 592 section is to provide high-performing school districts with
 593 flexibility in meeting the specific requirements in statute and
 594 rules of the State Board of Education.

595 ~~(4) REPORTS.—The academically high-performing school~~
 596 ~~district shall submit to the State Board of Education and the~~
 597 ~~Legislature an annual report on December 1 which delineates the~~
 598 ~~performance of the school district relative to the academic~~
 599 ~~performance of students at each grade level in reading, writing,~~
 600 ~~mathematics, science, and any other subject that is included as~~

601 ~~a part of the statewide assessment program in s. 1008.22. The~~
602 ~~annual report shall be submitted in a format prescribed by the~~
603 ~~Department of Education and shall include:~~

604 ~~(a) Longitudinal performance of students on statewide,~~
605 ~~standardized assessments taken under s. 1008.22;~~

606 ~~(b) Longitudinal performance of students by grade level~~
607 ~~and subgroup on statewide, standardized assessments taken under~~
608 ~~s. 1008.22;~~

609 ~~(c) Longitudinal performance regarding efforts to close~~
610 ~~the achievement gap;~~

611 ~~(d) 1. Number and percentage of students who take an~~
612 ~~Advanced Placement Examination; and~~

613 ~~2. Longitudinal performance regarding students who take an~~
614 ~~Advanced Placement Examination by demographic group,~~
615 ~~specifically by age, gender, race, and Hispanic origin, and by~~
616 ~~participation in the National School Lunch Program;~~

617 ~~(e) Evidence of compliance with subsection (1); and~~

618 ~~(f) A description of each waiver and the status of each~~
619 ~~waiver.~~

620 Section 17. Section 1004.925, Florida Statutes, is
621 repealed.

622 Section 18. Paragraph (a) of subsection (1), paragraphs
623 (a) and (e) of subsection (2), paragraph (b) of subsection (3),
624 and paragraph (b) of subsection (4) of section 1006.28, Florida
625 Statutes, are amended to read:

626 1006.28 Duties of district school board, district school
627 superintendent; and school principal regarding K-12
628 instructional materials.—

629 (1) DEFINITIONS.—

630 (a) As used in this section, the term:

631 1. "Adequate instructional materials" means a sufficient
632 number of student or site licenses or sets of materials that are
633 available in bound, unbound, kit, or package form and may
634 consist of hardbacked or softbacked textbooks, electronic
635 content, consumables, learning laboratories, manipulatives,
636 electronic media, and computer courseware or software that serve
637 as the basis for instruction ~~for each student~~ in the core
638 subject areas of mathematics, language arts, social studies,
639 science, reading, and literature.

640 2. "Instructional materials" has the same meaning as in s.
641 1006.29(2).

642 3. "Library media center" means any collection of books,
643 ebooks, periodicals, or videos maintained and accessible on the
644 site of a school, including in classrooms.

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

650 (a) Courses of study; adoption.—Adopt courses of study,

651 including instructional materials, for use in the schools of the
652 district.

653 1. Each district school board is responsible for the
654 content of all instructional materials and any other materials
655 used in a classroom, made available in a school or classroom
656 library, or included on a reading list, whether adopted and
657 purchased from the state-adopted instructional materials list,
658 adopted and purchased through a district instructional materials
659 program under s. 1006.283, or otherwise purchased or made
660 available.

661 2. Each district school board must adopt a policy
662 regarding an objection by a parent or a resident of the county
663 to the use of a specific material, which clearly describes a
664 process to handle all objections and provides for resolution.
665 The objection form, as prescribed by State Board of Education
666 rule, and the district school board's process must be easy to
667 read and understand and be easily accessible on the homepage of
668 the school district's website. The objection form must also
669 identify the school district point of contact and contact
670 information for the submission of an objection. The process must
671 provide the parent or resident the opportunity to proffer
672 evidence to the district school board that:

673 a. An instructional material does not meet the criteria of
674 s. 1006.31(2) or s. 1006.40(3)(d) if it was selected for use in
675 a course or otherwise made available to students in the school

676 district but was not subject to the public notice, review,
 677 comment, and hearing procedures under s. 1006.283(2)(b)8., 9.,
 678 and 11.

679 b. Any material used in a classroom, made available in a
 680 school or classroom library, or included on a reading list
 681 contains content which:

682 (I) Is pornographic or prohibited under s. 847.012;

683 (II) Depicts or describes sexual conduct as defined in s.
 684 847.001(19), unless such material is for a course required by s.
 685 1003.46, s. 1003.42(2)(n)1.g., or s. 1003.42(2)(n)3., or
 686 identified by State Board of Education rule;

687 (III) Is not suited to student needs and their ability to
 688 comprehend the material presented; or

689 (IV) Is inappropriate for the grade level and age group
 690 for which the material is used.

691
 692 A school district may assess a \$100 processing fee for each
 693 objection submitted by a parent or resident who does not have a
 694 student enrolled in the school where the material is located if
 695 the parent or resident has unsuccessfully objected to five
 696 materials during the calendar year. The school district must
 697 return to the parent or resident the processing fee for each
 698 objection that is upheld. Any material that is subject to an
 699 objection on the basis of sub-sub-subparagraph b.(I) or sub-sub-
 700 subparagraph b.(II) must be removed within 5 school days after

701 ~~of~~ receipt of the objection and remain unavailable to students
702 of that school until the objection is resolved. Parents shall
703 have the right to read passages from any material that is
704 subject to an objection. If the school board denies a parent the
705 right to read passages due to content that meets the
706 requirements under sub-sub-subparagraph b.(I), the school
707 district shall discontinue the use of the material. If the
708 district school board finds that any material meets the
709 requirements under sub-subparagraph a. or that any other
710 material contains prohibited content under sub-sub-subparagraph
711 b.(I), the school district shall discontinue use of the
712 material. If the district school board finds that any other
713 material contains prohibited content under sub-sub-subparagraphs
714 b.(II)-(IV), the school district shall discontinue use of the
715 material for any grade level or age group for which such use is
716 inappropriate or unsuitable.

717 3. Each district school board must establish a process by
718 which the parent of a public school student or a resident of the
719 county may contest the district school board's adoption of a
720 specific instructional material. The parent or resident must
721 file a petition, on a form provided by the school board, within
722 30 calendar days after the adoption of the instructional
723 material by the school board. The school board must make the
724 form available to the public and publish the form on the school
725 district's website. The form must be signed by the parent or

726 resident, include the required contact information, and state
727 the objection to the instructional material based on the
728 criteria of s. 1006.31(2) or s. 1006.40(3)(d). Within 30 days
729 after the 30-day period has expired, the school board must, for
730 all petitions timely received, conduct at least one open public
731 hearing before an unbiased and qualified hearing officer. The
732 hearing officer may not be an employee or agent of the school
733 district. The hearing is not subject to the provisions of
734 chapter 120; however, the hearing must provide sufficient
735 procedural protections to allow each petitioner an adequate and
736 fair opportunity to be heard and present evidence to the hearing
737 officer. The school board's decision after convening a hearing
738 is final and not subject to further petition or review.

739 4. Meetings of committees convened for the purpose of
740 ranking, eliminating, or selecting instructional materials for
741 recommendation to the district school board must be noticed and
742 open to the public in accordance with s. 286.011. Any committees
743 convened for such purposes must include parents of students who
744 will have access to such materials.

745 5. Meetings of committees convened for the purpose of
746 resolving an objection by a parent or resident to specific
747 materials must be noticed and open to the public in accordance
748 with s. 286.011. Any committees convened for such purposes must
749 include parents of students who will have access to such
750 materials.

751 6. If a parent disagrees with the determination made by
752 the district school board on the objection to the use of a
753 specific material, a parent may request the Commissioner of
754 Education to appoint a special magistrate who is a member of The
755 Florida Bar in good standing and who has at least 5 years'
756 experience in administrative law. The special magistrate shall
757 determine facts relating to the school district's determination,
758 consider information provided by the parent and the school
759 district, and render a recommended decision for resolution to
760 the State Board of Education within 30 days after receipt of the
761 request by the parent. The State Board of Education must approve
762 or reject the recommended decision at its next regularly
763 scheduled meeting that is more than 7 calendar days and no more
764 than 30 days after the date the recommended decision is
765 transmitted. The costs of the special magistrate shall be borne
766 by the school district. The State Board of Education shall adopt
767 rules, including forms, necessary to implement this
768 subparagraph.

769 (e) Public participation.—Publish on its website, in a
770 searchable format prescribed by the department, a list of all
771 instructional materials, including those used to provide
772 instruction required by s. 1003.42. Each district school board
773 must:

774 1. Provide access to all materials, excluding teacher
775 editions, in accordance with s. 1006.283(2)(b)8.a. before the

776 district school board takes any official action on such
 777 materials. This process must include reasonable safeguards
 778 against the unauthorized use, reproduction, and distribution of
 779 instructional materials considered for adoption.

780 2. Select, approve, adopt, or purchase all materials as a
 781 separate line item on the agenda and provide a reasonable
 782 opportunity for public comment. The use of materials described
 783 in this paragraph may not be selected, approved, or adopted as
 784 part of a consent agenda.

785 3. Annually, beginning June 30, 2023, submit to the
 786 Commissioner of Education a report that identifies:

787 a. Each material for which the school district received an
 788 objection pursuant to subparagraph (a)2., including the grade
 789 level and course the material was used in, for the school year
 790 and the specific objections thereto.

791 b. Each material that was removed or discontinued.

792 c. Each material that was not removed or discontinued and
 793 the rationale for not removing or discontinuing the material.

794

795 The department shall publish and regularly update a list of
 796 materials that were removed or discontinued, sorted by grade
 797 level, as a result of an objection and disseminate the list to
 798 school districts for consideration in their selection
 799 procedures.

800 (3) DISTRICT SCHOOL SUPERINTENDENT.—

801 (b) Each district school superintendent shall annually
 802 notify the department ~~by April 1 of each year~~ the state-adopted
 803 instructional materials that will be requisitioned for use in
 804 his or her school district. ~~The notification shall include a~~
 805 ~~district school board plan for instructional materials use to~~
 806 ~~assist in determining if adequate instructional materials have~~
 807 ~~been requisitioned.~~

808 (4) SCHOOL PRINCIPAL.—The school principal has the
 809 following duties for the management and care of materials at the
 810 school:

811 (b) *Money collected for lost or damaged instructional*
 812 *materials; enforcement.*—The school principal may ~~shall~~ collect
 813 from each student or the student's parent the purchase price of
 814 any instructional material the student has lost, destroyed, or
 815 unnecessarily damaged and to report and transmit the money
 816 collected to the district school superintendent. A student who
 817 fails to pay such sum may be suspended ~~the failure to collect~~
 818 ~~such sum upon reasonable effort by the school principal may~~
 819 ~~result in the suspension of the student~~ from participation in
 820 extracurricular activities. A student may satisfy ~~or~~
 821 ~~satisfaction of the debt by the student~~ through community
 822 service activities at the school site as determined by the
 823 school principal, pursuant to policies adopted by district
 824 school board rule.

825 Section 19. Subsection (1) of section 1006.283, Florida

826 Statutes, is amended to read:

827 1006.283 District school board instructional materials
828 review process.—

829 (1) A district school board or consortium of school
830 districts may implement an instructional materials program that
831 includes the review, recommendation, adoption, and purchase of
832 instructional materials. The district school superintendent
833 shall annually certify to the department ~~by March 31 of each~~
834 ~~year~~ that all instructional materials for core courses used by
835 the district are aligned with applicable state standards. A list
836 of the core instructional materials that will be used or
837 purchased for use by the school district shall be included in
838 the certification.

839 Section 20. Subsection (4) of section 1007.33, Florida
840 Statutes, is amended to read:

841 1007.33 Site-determined baccalaureate degree access.—

842 (4) A Florida College System institution may:

843 (a) Offer specified baccalaureate degree programs through
844 formal agreements between the Florida College System institution
845 and other regionally accredited postsecondary educational
846 institutions pursuant to s. 1007.22.

847 (b) Offer baccalaureate degree programs that were
848 authorized by law before ~~prior to~~ July 1, 2009.

849 (c) Establish a first or subsequent baccalaureate degree
850 program for purposes of meeting district, regional, or statewide

851 workforce needs if approved by the State Board of Education
852 under this section.

853
854 ~~The Board of Trustees of St. Petersburg College is authorized to~~
855 ~~establish one or more bachelor of applied science degree~~
856 ~~programs based on an analysis of workforce needs in Pinellas,~~
857 ~~Pasco, and Hernando Counties and other counties approved by the~~
858 ~~Department of Education. For each program selected, St.~~
859 ~~Petersburg College must offer a related associate in science or~~
860 ~~associate in applied science degree program, and the~~
861 ~~baccalaureate degree level program must be designed to~~
862 ~~articulate fully with at least one associate in science degree~~
863 ~~program. The college is encouraged to develop articulation~~
864 ~~agreements for enrollment of graduates of related associate in~~
865 ~~applied science degree programs. The Board of Trustees of St.~~
866 ~~Petersburg College is authorized to establish additional~~
867 ~~baccalaureate degree programs if it determines a program is~~
868 ~~warranted and feasible based on each of the factors in paragraph~~
869 ~~(5)(d). Prior to developing or proposing a new baccalaureate~~
870 ~~degree program, St. Petersburg College shall engage in need,~~
871 ~~demand, and impact discussions with the state university in its~~
872 ~~service district and other local and regional, accredited~~
873 ~~postsecondary providers in its region. Documentation, data, and~~
874 ~~other information from inter-institutional discussions regarding~~
875 ~~program need, demand, and impact shall be provided to the~~

876 ~~college's board of trustees to inform the program approval~~
877 ~~process. Employment at St. Petersburg College is governed by the~~
878 ~~same laws that govern Florida College System institutions,~~
879 ~~except that upper-division faculty are eligible for continuing~~
880 ~~contracts upon the completion of the fifth year of teaching.~~
881 ~~Employee records for all personnel shall be maintained as~~
882 ~~required by s. 1012.81.~~

883 Section 21. Paragraph (a) of subsection (2), paragraphs
884 (a) and (b) of subsection (3), paragraph (c) of subsection (4),
885 paragraphs (a), (b), and (c) of subsection (5), paragraphs (a),
886 (b), and (c) of subsection (6), paragraph (b) of subsection (7),
887 and paragraph (b) of subsection (9) of section 1008.25, Florida
888 Statutes, are amended, and paragraph (h) is added to subsection
889 (2) of that section, to read:

890 1008.25 Public school student progression; student
891 support; coordinated screening and progress monitoring;
892 reporting requirements.—

893 (2) STUDENT PROGRESSION PLAN.—Each district school board
894 shall establish a comprehensive plan for student progression
895 which must provide for a student's progression from one grade to
896 another based on the student's mastery of the standards in s.
897 1003.41, specifically English Language Arts, mathematics,
898 science, and social studies standards. The plan must:

899 (a) Include criteria that emphasize student reading
900 proficiency in kindergarten through grade 3 and provide targeted

901 instructional support for students with identified deficiencies
902 in English Language Arts, mathematics, science, and social
903 studies, including students who have been referred to the school
904 district from the Voluntary Prekindergarten Education Program
905 pursuant to paragraph (5) (b). High schools shall use all
906 available assessment results, including the results of
907 statewide, standardized English Language Arts assessments and
908 end-of-course assessments for Algebra I and Geometry, to advise
909 students of any identified deficiencies and to provide
910 appropriate postsecondary preparatory instruction before high
911 school graduation. The results of evaluations used to monitor a
912 student's progress in grades K-12 must be provided to the
913 student's teacher in a timely manner and as otherwise required
914 by law. Thereafter, evaluation results must be provided to the
915 student's parent in a timely manner. When available,
916 instructional personnel must be provided with information on
917 student achievement of standards and benchmarks in order to
918 improve instruction.

919 (h) Specify retention requirements for students in
920 kindergarten through grade 2 based upon each student's
921 performance in English Language Arts and mathematics. For
922 students who are retained in kindergarten through grade 2, the
923 plan must incorporate the parental notification requirements
924 provided in subsections (5) and (6), include an opportunity for
925 parental input on the retention decision, and include

926 information on the importance of students mastering early
927 literacy and communication skills in order to be reading at or
928 above grade level by the end of grade 3.

929 (3) ALLOCATION OF RESOURCES.—District school boards shall
930 allocate remedial and supplemental instruction resources to
931 students in the following priority:

932 (a) Students in the Voluntary Prekindergarten Education
933 Program who have a substantial deficiency in early literacy
934 skills and students in kindergarten through grade 3 who have a
935 substantial deficiency in reading or the characteristics of
936 dyslexia as determined in paragraph (5)(a).

937 (b) Students in the Voluntary Prekindergarten Education
938 Program who have a substantial deficiency in early mathematics
939 skills and students in kindergarten through grade 4 who have a
940 substantial deficiency in mathematics or the characteristics of
941 dyscalculia as determined in paragraph (6)(a).

942 (4) ASSESSMENT AND SUPPORT.—

943 (c) A student who has a substantial reading deficiency as
944 determined in paragraph (5)(a) or a substantial mathematics
945 deficiency as determined in paragraph (6)(a) must be covered by
946 a federally required student plan, such as an individual
947 education plan or an individualized progress monitoring plan, or
948 both, as necessary. The individualized progress monitoring plan
949 must be developed within 45 days after the results of the
950 coordinated screening and progress monitoring system become

951 available. The plan must ~~shall include,~~ at a minimum, include:

952 1. The student's specific, identified reading or
953 mathematics skill deficiency.

954 2. Goals and benchmarks for student growth in reading or
955 mathematics.

956 3. A description of the specific measures that will be
957 used to evaluate and monitor the student's reading or
958 mathematics progress.

959 4. For a substantial reading deficiency, the specific
960 evidence-based literacy instruction grounded in the science of
961 reading which the student will receive.

962 5. Strategies, resources, and materials that will be
963 provided to the student's parent to support the student to make
964 reading or mathematics progress.

965 6. Any additional services the student's teacher deems
966 available and appropriate to accelerate the student's reading or
967 mathematics skill development.

968 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

969 (a) Any student in a Voluntary Prekindergarten Education
970 Program provided by a public school who exhibits a substantial
971 deficiency in early literacy skills and any student in
972 kindergarten through grade 3 who exhibits a substantial
973 deficiency in reading or the characteristics of dyslexia based
974 upon screening, diagnostic, progress monitoring, or assessment
975 data; statewide assessments; or teacher observations must be

976 provided intensive, explicit, systematic, and multisensory
 977 reading interventions immediately following the identification
 978 of the reading deficiency or the characteristics of dyslexia to
 979 address his or her specific deficiency or dyslexia. For the
 980 purposes of this subsection, a Voluntary Prekindergarten
 981 Education Program student is deemed to exhibit a substantial
 982 deficiency in early literacy skills based upon the results of
 983 the midyear or final administration of the coordinated screening
 984 and progress monitoring under subsection (9).

985 1. The department shall provide a list of state examined
 986 and approved comprehensive reading and intervention programs.
 987 The intervention programs shall be provided in addition to the
 988 comprehensive core reading instruction that is provided to all
 989 students in the general education classroom. Dyslexia-specific
 990 interventions, as defined by rule of the State Board of
 991 Education, shall be provided to students who have the
 992 characteristics of dyslexia. The reading intervention programs
 993 must do all of the following:

994 a. Provide explicit, direct instruction that is
 995 systematic, sequential, and cumulative in language development,
 996 phonological awareness, phonics, fluency, vocabulary, and
 997 comprehension, as applicable.

998 b. Provide daily targeted small group reading
 999 interventions based on student need in phonological awareness,
 1000 phonics, including decoding and encoding, sight words,

1001 | vocabulary, or comprehension.

1002 | c. Be implemented during regular school hours.

1003 | 2. A school may not wait for a student to receive a

1004 | failing grade at the end of a grading period or wait until a

1005 | plan under paragraph (4)(b) is developed to identify the student

1006 | as having a substantial reading deficiency and initiate

1007 | intensive reading interventions. In addition, a school may not

1008 | wait until an evaluation conducted pursuant to s. 1003.57 is

1009 | completed to provide appropriate, evidence-based interventions

1010 | for a student whose parent submits documentation from a

1011 | professional licensed under chapter 490 which demonstrates that

1012 | the student has been diagnosed with dyslexia. Such interventions

1013 | must be initiated upon receipt of the documentation and based on

1014 | the student's specific areas of difficulty as identified by the

1015 | licensed professional.

1016 | 3. A student's reading proficiency must be monitored and

1017 | the intensive interventions must continue until the student

1018 | demonstrates grade level proficiency in a manner determined by

1019 | the district, which may include achieving a Level 3 on the

1020 | statewide, standardized English Language Arts assessment. The

1021 | State Board of Education shall identify by rule guidelines for

1022 | determining whether a student in a Voluntary Prekindergarten

1023 | Education Program has a deficiency in early literacy skills or a

1024 | student in kindergarten through grade 3 has a substantial

1025 | deficiency in reading.

1026 (b) A Voluntary Prekindergarten Education Program student
1027 who exhibits a substantial deficiency in early literacy skills
1028 based upon the results of the administration of the midyear or
1029 final coordinated screening and progress monitoring under
1030 subsection (9) shall be referred to the local school district
1031 and may be eligible to receive instruction in early literacy
1032 skills before participating in kindergarten. A student with an
1033 individual education plan who has been retained pursuant to
1034 paragraph (2)(g) and has demonstrated a substantial deficiency
1035 in early literacy skills must receive instruction in early
1036 literacy skills.

1037 (d) The parent of any student who exhibits a substantial
1038 deficiency in reading, as described in paragraph (a), must be
1039 immediately notified in writing of the following:

1040 1. That his or her child has been identified as having a
1041 substantial deficiency in reading, including a description and
1042 explanation, in terms understandable to the parent, of the exact
1043 nature of the student's difficulty in learning and lack of
1044 achievement in reading.

1045 2. A description of the current services that are provided
1046 to the child.

1047 3. A description of the proposed intensive interventions
1048 and supports that will be provided to the child that are
1049 designed to remediate the identified area of reading deficiency.

1050 4. The student progression requirements under paragraph

1051 (2)(h) and that if the child's reading deficiency is not
1052 remediated by the end of grade 3, the child must be retained
1053 unless he or she is exempt from mandatory retention for good
1054 cause.

1055 5. Strategies, including multisensory strategies and
1056 programming, through a read-at-home plan the parent can use in
1057 helping his or her child succeed in reading. The read-at-home
1058 plan must provide access to the resources identified in
1059 paragraph (e) ~~(f)~~.

1060 6. That the statewide, standardized English Language Arts
1061 assessment is not the sole determiner of promotion and that
1062 additional evaluations, portfolio reviews, and assessments are
1063 available to the child to assist parents and the school district
1064 in knowing when a child is reading at or above grade level and
1065 ready for grade promotion.

1066 7. The district's specific criteria and policies for a
1067 portfolio as provided in subparagraph (7)(b)4. and the evidence
1068 required for a student to demonstrate mastery of Florida's
1069 academic standards for English Language Arts. A school must
1070 immediately begin collecting evidence for a portfolio when a
1071 student in grade 3 is identified as being at risk of retention
1072 or upon the request of the parent, whichever occurs first.

1073 8. The district's specific criteria and policies for
1074 midyear promotion. Midyear promotion means promotion of a
1075 retained student at any time during the year of retention once

1076 | the student has demonstrated ability to read at grade level.

1077 | 9. Information about the student's eligibility for the New
 1078 | Worlds Reading Initiative under s. 1003.485 and the New Worlds
 1079 | Scholarship Accounts under s. 1002.411 and information on parent
 1080 | training modules and other reading engagement resources
 1081 | available through the initiative.

1082 |
 1083 | After initial notification, the school shall apprise the parent
 1084 | at least monthly of the student's progress in response to the
 1085 | intensive interventions and supports. Such communications must
 1086 | be in writing and must explain any additional interventions or
 1087 | supports that will be implemented to accelerate the student's
 1088 | progress if the interventions and supports already being
 1089 | implemented have not resulted in improvement. Upon the request
 1090 | of the parent, the teacher or school administrator shall meet to
 1091 | discuss the student's progress. The parent may request more
 1092 | frequent notification of the student's progress, more frequent
 1093 | interventions or supports, and earlier implementation of the
 1094 | additional interventions or supports described in the initial
 1095 | notification.

1096 | (6) MATHEMATICS DEFICIENCY AND PARENTAL NOTIFICATION.—

1097 | (a) Any student in a Voluntary Prekindergarten Education
 1098 | Program provided by a public school who exhibits a substantial
 1099 | deficiency in early mathematics skills and any student in
 1100 | kindergarten through grade 4 who exhibits a substantial

1101 deficiency in mathematics or the characteristics of dyscalculia
1102 based upon screening, diagnostic, progress monitoring, or
1103 assessment data; statewide assessments; or teacher observations
1104 must:

1105 1. Immediately following the identification of the
1106 mathematics deficiency, be provided systematic and explicit
1107 mathematics instruction to address his or her specific
1108 deficiencies through either:

1109 a. Daily targeted small group mathematics intervention
1110 based on student need; or

1111 b. Supplemental, evidence-based mathematics interventions
1112 before or after school, or both, delivered by a highly qualified
1113 teacher of mathematics or a trained tutor.

1114 2. The performance of a student receiving mathematics
1115 instruction under subparagraph 1. must be monitored, and
1116 instruction must be adjusted based on the student's need.

1117 3. The department shall provide a list of state examined
1118 and approved mathematics intervention programs, curricula, and
1119 high-quality supplemental materials that may be used to improve
1120 a student's mathematics deficiencies. In addition, the
1121 department shall work, at a minimum, with the Florida Center for
1122 Mathematics and Science Education Research established in s.
1123 1004.86 to disseminate information to school districts and
1124 teachers on effective evidence-based explicit mathematics
1125 instructional practices, strategies, and interventions.

1126 4. A school may not wait for a student to receive a
 1127 failing grade at the end of a grading period or wait until a
 1128 plan under paragraph (4)(b) is developed to identify the student
 1129 as having a substantial mathematics deficiency and initiate
 1130 intensive mathematics interventions. In addition, a school may
 1131 not wait until an evaluation conducted pursuant to s. 1003.57 is
 1132 completed to provide appropriate, evidence-based interventions
 1133 for a student whose parent submits documentation from a
 1134 professional licensed under chapter 490 which demonstrates that
 1135 the student has been diagnosed with dyscalculia. Such
 1136 interventions must be initiated upon receipt of the
 1137 documentation and based on the student's specific areas of
 1138 difficulty as identified by the licensed professional.

1139 5. The mathematics proficiency of a student receiving
 1140 additional mathematics supports must be monitored and the
 1141 intensive interventions must continue until the student
 1142 demonstrates grade level proficiency in a manner determined by
 1143 the district, which may include achieving a Level 3 on the
 1144 statewide, standardized Mathematics assessment. The State Board
 1145 of Education shall identify by rule guidelines for determining
 1146 whether a student in a Voluntary Prekindergarten Education
 1147 Program has a deficiency in early mathematics skills or a
 1148 student in kindergarten through grade 4 has a substantial
 1149 deficiency in mathematics.

1150

1151 For the purposes of this subsection, a Voluntary Prekindergarten
 1152 Education Program student is deemed to exhibit a substantial
 1153 deficiency in mathematics skills based upon the results of the
 1154 midyear or final administration of the coordinated screening and
 1155 progress monitoring under subsection (9).

1156 (b) A Voluntary Prekindergarten Education Program student
 1157 who exhibits a substantial deficiency in early math skills based
 1158 upon the results of the administration of the midyear or final
 1159 coordinated screening and progress monitoring under subsection
 1160 (8) shall be referred to the local school district and may be
 1161 eligible to receive intensive mathematics interventions before
 1162 participating in kindergarten.

1163 (c) The parent of a student who exhibits a substantial
 1164 deficiency in mathematics, as described in paragraph (a), must
 1165 be immediately notified in writing of the following:

1166 1. That his or her child has been identified as having a
 1167 substantial deficiency in mathematics, including a description
 1168 and explanation, in terms understandable to the parent, of the
 1169 exact nature of the student's difficulty in learning and lack of
 1170 achievement in mathematics.

1171 2. A description of the current services that are provided
 1172 to the child.

1173 3. A description of the proposed intensive interventions
 1174 and supports that will be provided to the child that are
 1175 designed to remediate the identified area of mathematics

1176 deficiency.

1177 4. Strategies, including multisensory strategies and
 1178 programming, through a home-based plan the parent can use in
 1179 helping his or her child succeed in mathematics. The home-based
 1180 plan must provide access to the resources identified in
 1181 paragraph (d) ~~(e)~~.

1182
 1183 After the initial notification, the school shall apprise the
 1184 parent at least monthly of the student's progress in response to
 1185 the intensive interventions and supports. Such communications
 1186 must be in writing and must explain any additional interventions
 1187 or supports that will be implemented to accelerate the student's
 1188 progress if the interventions and supports already being
 1189 implemented have not resulted in improvement. Upon the request
 1190 of the parent, the teacher or school administrator shall meet to
 1191 discuss the student's progress. The parent may request more
 1192 frequent notification of the student's progress, more frequent
 1193 interventions or supports, and earlier implementation of the
 1194 additional interventions or supports described in the initial
 1195 notification.

1196 (7) ELIMINATION OF SOCIAL PROMOTION.—

1197 (b) The district school board may only exempt students
 1198 from mandatory retention, as provided in paragraph (5)(c), for
 1199 good cause. A student ~~who is~~ promoted to grade 4 with a good
 1200 cause exemption shall be provided intensive reading instruction

1201 and intervention that include specialized diagnostic information
1202 and specific reading strategies to meet the needs of each
1203 student so promoted. The school district shall assist schools
1204 and teachers with the implementation of explicit, systematic,
1205 and multisensory reading instruction and intervention strategies
1206 for students promoted with a good cause exemption which research
1207 has shown to be successful in improving reading among students
1208 who have reading difficulties. Upon the request of the parent,
1209 the teacher or school administrator shall meet to discuss the
1210 student's progress. The parent may request more frequent
1211 notification of the student's progress, more frequent
1212 interventions or supports, and earlier implementation of the
1213 additional interventions or supports described in the initial
1214 notification. Good cause exemptions are limited to the
1215 following:

1216 1. Limited English proficient students who have had less
1217 than 2 years of instruction in an English for Speakers of Other
1218 Languages program based on the initial date of entry into a
1219 school in the United States.

1220 2. Students with disabilities whose individual education
1221 plan indicates that participation in the statewide assessment
1222 program is not appropriate, consistent with the requirements of
1223 s. 1008.212.

1224 3. Students who demonstrate an acceptable level of
1225 performance on an alternative standardized reading or English

1226 Language Arts assessment approved by the State Board of
 1227 Education.

1228 4. A student who demonstrates through a student portfolio
 1229 that he or she is performing at least at Level 2 on the
 1230 statewide, standardized English Language Arts assessment.

1231 5. Students with disabilities who take the statewide,
 1232 standardized English Language Arts assessment and who have an
 1233 individual education plan or a Section 504 plan that reflects
 1234 that the student has received intensive instruction in reading
 1235 or English Language Arts for more than 2 years but still
 1236 demonstrates a deficiency and was previously retained in
 1237 prekindergarten, kindergarten, grade 1, grade 2, or grade 3.

1238 6. Students who have received intensive reading
 1239 intervention for 2 or more years but still demonstrate a
 1240 deficiency in reading and who were previously retained in
 1241 kindergarten, grade 1, grade 2, or grade 3 for a total of 2
 1242 years. A student may not be retained more than once in grade 3.

1243 (9) COORDINATED SCREENING AND PROGRESS MONITORING SYSTEM.—

1244 (b) Beginning with the 2022-2023 school year, private
 1245 Voluntary Prekindergarten Education Program providers and public
 1246 schools must participate in the coordinated screening and
 1247 progress monitoring system pursuant to this paragraph.

1248 1. For students in the school-year Voluntary
 1249 Prekindergarten Education Program through grade 2, the
 1250 coordinated screening and progress monitoring system must be

1251 administered at least three times within a ~~program year or~~
1252 school year, ~~as applicable~~, with the first administration
1253 occurring no later than the first 30 instructional days after a
1254 student's enrollment or the start of the ~~program year or~~ school
1255 year, the second administration occurring midyear, and the third
1256 administration occurring within the last 30 days of the ~~program~~
1257 ~~or~~ school year pursuant to state board rule. The state board may
1258 adopt alternate timeframes to address nontraditional school year
1259 calendars ~~or summer programs~~ to ensure the coordinated screening
1260 and progress monitoring program is administered a minimum of
1261 three times within a year ~~or program~~.

1262 2. For students in the summer prekindergarten program, the
1263 coordinated screening and progress monitoring system must be
1264 administered two times, with the first administration occurring
1265 no later than the first 10 instructional days after a student's
1266 enrollment or the start of the summer prekindergarten program,
1267 and the final administration occurring within the last 10 days
1268 of the summer prekindergarten program pursuant to state board
1269 rule.

1270 3.2. For grades 3 through 10 English Language Arts and
1271 grades 3 through 8 Mathematics, the coordinated screening and
1272 progress monitoring system must be administered at the
1273 beginning, middle, and end of the school year pursuant to state
1274 board rule. The end-of-year administration of the coordinated
1275 screening and progress monitoring system must be a comprehensive

1276 progress monitoring assessment administered in accordance with
 1277 the scheduling requirements under s. 1008.22(7) (c).

1278 Section 22. Paragraph (c) of subsection (1) of section
 1279 1008.31, Florida Statutes, is amended to read:

1280 1008.31 Florida's Early Learning-20 education performance
 1281 accountability system; legislative intent; mission, goals, and
 1282 systemwide measures; data quality improvements.-

1283 (1) LEGISLATIVE INTENT.-It is the intent of the
 1284 Legislature that:

1285 (c) The Early Learning-20 education performance
 1286 accountability system comply with the requirements of the Every
 1287 Student Succeeds Act of 2015, Pub. L. No. 114-95 ~~"No Child Left~~
 1288 ~~Behind Act of 2001," Pub. L. No. 107-110,~~ and the Individuals
 1289 with Disabilities Education Act (IDEA).

1290 Section 23. Paragraph (a) of subsection (4) of section
 1291 1008.33, Florida Statutes, is amended to read:

1292 1008.33 Authority to enforce public school improvement.-

1293 (4) (a) The state board shall apply intensive intervention
 1294 and support strategies tailored to the needs of schools earning
 1295 two consecutive grades of "D" or a grade of "F." In the first
 1296 full school year after a school initially earns a grade of "D,"
 1297 the school district must immediately implement intervention and
 1298 support strategies prescribed in rule under paragraph (3) (c).
 1299 For a school that initially earns a grade of "F" or a second
 1300 consecutive grade of "D," the school district must either

1301 continue implementing or immediately begin implementing
1302 intervention and support strategies prescribed in rule under
1303 paragraph (3)(c) and provide the department, by September 1,
1304 with the memorandum of understanding negotiated pursuant to s.
1305 1001.42(21) and, by October 1, a district-managed turnaround
1306 plan for approval by the state board. The district-managed
1307 turnaround plan may include a proposal for the district to
1308 implement an extended school day, a summer program, a
1309 combination of an extended school day and a summer program, or
1310 any other option authorized under paragraph (b) for state board
1311 approval. A school district is not required to wait until a
1312 school earns a second consecutive grade of "D" to submit a
1313 turnaround plan for approval by the state board under this
1314 paragraph. Upon approval by the state board, the school district
1315 must implement the plan for the remainder of the school year and
1316 continue the plan for 1 full school year. The state board may
1317 allow a school an additional year of implementation before the
1318 school must implement a turnaround option required under
1319 paragraph (b) if it determines that the school is likely to
1320 improve to a grade of "C" or higher after the first full school
1321 year of implementation. The state board may also allow a school
1322 that has received a grant pursuant to s. 1003.64 additional time
1323 to implement a community school model.

1324 Section 24. Section 1008.332, Florida Statutes, is amended
1325 to read:

1326 1008.332 Committee of practitioners pursuant to federal
 1327 Every Student Succeeds ~~No Child Left Behind~~ Act.—The Department
 1328 of Education shall establish a committee of practitioners
 1329 pursuant to federal requirements of the Every Student Succeeds
 1330 ~~No Child Left Behind~~ Act of 2015 ~~2001~~. The committee members
 1331 shall be appointed by the Commissioner of Education ~~and shall~~
 1332 ~~annually report to the Governor, the President of the Senate,~~
 1333 ~~and the Speaker of the House of Representatives by January 1.~~
 1334 The committee shall meet regularly and is authorized to review
 1335 potential rules and policies that will be considered by the
 1336 State Board of Education.

1337 Section 25. Subsection (5) of section 1008.34, Florida
 1338 Statutes, is amended to read:

1339 1008.34 School grading system; school report cards;
 1340 district grade.—

1341
 1342
 1343 (5) DISTRICT GRADE.—Beginning with the 2014-2015 school
 1344 year, a school district's grade shall include a district-level
 1345 calculation of the components under paragraph (3)(b). This
 1346 calculation methodology captures each eligible student in the
 1347 district who may have transferred among schools within the
 1348 district or is enrolled in a school that does not receive a
 1349 grade. The department shall develop a district report card that
 1350 includes the district grade; the information required under s.

1351 1008.345(3) ~~s. 1008.345(5)~~; measures of the district's progress
1352 in closing the achievement gap between higher-performing student
1353 subgroups and lower-performing student subgroups; measures of
1354 the district's progress in demonstrating Learning Gains of its
1355 highest-performing students; measures of the district's success
1356 in improving student attendance; the district's grade-level
1357 promotion of students scoring achievement levels 1 and 2 on
1358 statewide, standardized English Language Arts and Mathematics
1359 assessments; and measures of the district's performance in
1360 preparing students for the transition from elementary to middle
1361 school, middle to high school, and high school to postsecondary
1362 institutions and careers.

1363 Section 26. Subsections (5) through (7) of section
1364 1008.345, Florida Statutes, are renumbered as subsections (3)
1365 through (5), respectively, and present subsections (3), (4), and
1366 (5) and paragraph (d) of present subsection (6) of that section
1367 are amended to read:

1368 1008.345 Implementation of state system of school
1369 improvement and education accountability.—

1370 ~~(3) The annual feedback report shall be developed by the~~
1371 ~~Department of Education.~~

1372 ~~(4) The commissioner shall review each district school~~
1373 ~~board's feedback report and submit findings to the State Board~~
1374 ~~of Education. If adequate progress is not being made toward~~
1375 ~~implementing and maintaining a system of school improvement and~~

1376 ~~education accountability, the State Board of Education shall~~
1377 ~~direct the commissioner to prepare and implement a corrective~~
1378 ~~action plan. The commissioner and State Board of Education shall~~
1379 ~~monitor the development and implementation of the corrective~~
1380 ~~action plan.~~

1381 (3)~~(5)~~ The commissioner shall annually report to the State
1382 Board of Education and the Legislature and recommend changes in
1383 state policy necessary to foster school improvement and
1384 education accountability. The report must ~~shall~~ include:

1385 ~~(a)~~ for each school district:

1386 (a)1. The percentage of students, by school and grade
1387 level, demonstrating learning growth in English Language Arts
1388 and mathematics.

1389 (b)2. The percentage of students, by school and grade
1390 level, in both the highest and lowest quartiles demonstrating
1391 learning growth in English Language Arts and mathematics.

1392 (c)3. The information contained in the school district's
1393 annual report required pursuant to s. 1008.25(10).

1394 ~~(b) Intervention and support strategies used by school~~
1395 ~~districts whose students in both the highest and lowest~~
1396 ~~quartiles exceed the statewide average learning growth for~~
1397 ~~students in those quartiles.~~

1398 ~~(c) Intervention and support strategies used by school~~
1399 ~~districts whose schools provide educational services to youth in~~
1400 ~~Department of Juvenile Justice programs that demonstrate~~

1401 ~~learning growth in English Language Arts and mathematics that~~
 1402 ~~exceeds the statewide average learning growth for students in~~
 1403 ~~those subjects.~~

1404 ~~(d) Based upon a review of each school district's reading~~
 1405 ~~instruction plan submitted pursuant to s. 1003.4201,~~
 1406 ~~intervention and support strategies used by school districts~~
 1407 ~~that were effective in improving the reading performance of~~
 1408 ~~students, as indicated by student performance data, who are~~
 1409 ~~identified as having a substantial reading deficiency pursuant~~
 1410 ~~to s. 1008.25(5)(a).~~

1411
 1412 School reports must ~~shall~~ be distributed pursuant to this
 1413 subsection and s. 1001.42(18)(c) and according to rules adopted
 1414 by the State Board of Education.

1415 ~~(4)-(6)~~

1416 (d) The commissioner shall assign a community assessment
 1417 team to each school district or governing board with a school
 1418 that earned a grade of "D" or "F" pursuant to s. 1008.34 to
 1419 review the school performance data and determine causes for the
 1420 low performance, including the role of school, area, and
 1421 district administrative personnel. The community assessment team
 1422 shall review a high school's graduation rate calculated without
 1423 high school equivalency diploma recipients for the past 3 years,
 1424 disaggregated by student ethnicity. The team shall make
 1425 recommendations to the school board or the governing board and

1426 to the State Board of Education ~~based on the interventions and~~
 1427 ~~support strategies identified pursuant to subsection (5) to~~
 1428 address the causes of the school's low performance and to
 1429 incorporate the strategies into the school improvement plan. The
 1430 assessment team shall include, but not be limited to, a
 1431 department representative, parents, business representatives,
 1432 educators, representatives of local governments, and community
 1433 activists, and shall represent the demographics of the community
 1434 from which they are appointed.

1435 Section 27. Subsection (3) of section 1008.45, Florida
 1436 Statutes, is amended to read:

1437 1008.45 Florida College System institution accountability
 1438 process.—

1439 (3) ~~The State Board of Education shall address within the~~
 1440 ~~annual evaluation of the performance of the executive director,~~
 1441 ~~and the~~ Florida College System institution boards of trustees
 1442 shall address within the annual evaluation of the presidents,
 1443 the achievement of the performance goals established by the
 1444 accountability process.

1445 Section 28. Paragraph (d) of subsection (2) of section
 1446 1000.05, Florida Statutes, is amended to read:

1447 1000.05 Discrimination against students and employees in
 1448 the Florida K-20 public education system prohibited; equality of
 1449 access required.—

1450 (2)

1451 (d) Students may be separated by sex for a single-gender
1452 program ~~as provided under s. 1002.311~~, for any portion of a
1453 class that deals with human reproduction, or during
1454 participation in bodily contact sports. For the purpose of this
1455 section, bodily contact sports include wrestling, boxing, rugby,
1456 ice hockey, football, basketball, and other sports in which the
1457 purpose or major activity involves bodily contact.

1458 Section 29. Paragraph (b) of subsection (2) of section
1459 1002.31, Florida Statutes, is amended to read:

1460 1002.31 Controlled open enrollment; public school parental
1461 choice.—

1462 (2)

1463 (b) Each school district and charter school capacity
1464 determinations for its schools, by grade level, must be updated
1465 every 12 weeks and be identified on the school district and
1466 charter school's websites. In determining the capacity of each
1467 district school, the district school board shall incorporate the
1468 specifications, plans, elements, and commitments contained in
1469 the school district educational facilities plan and the long-
1470 term work programs required under s. 1013.35. Each charter
1471 school governing board shall determine capacity based upon its
1472 charter school contract. Each virtual charter school and each
1473 school district with a contract with an approved virtual
1474 instruction program provider shall determine capacity based upon
1475 the enrollment requirements established under s. 1002.45(1)(d)4.

1476 ~~s. 1002.45(1)(c)4.~~

1477 Section 30. Subsection (3) of section 1002.321, Florida
 1478 Statutes, is amended to read:

1479 1002.321 Digital learning.—

1480 (3) CUSTOMIZED AND ACCELERATED LEARNING.—A school district
 1481 must establish ~~multiple~~ opportunities for student participation
 1482 in part-time and full-time kindergarten through grade 12 virtual
 1483 instruction. Options include, but are not limited to:

1484 (a) School district operated part-time or full-time
 1485 virtual instruction programs under s. 1002.45 ~~s. 1002.45(1)(b)~~
 1486 for kindergarten through grade 12 students enrolled in the
 1487 school district. A full-time program shall operate under its own
 1488 Master School Identification Number.

1489 (b) Florida Virtual School instructional services
 1490 authorized under s. 1002.37.

1491 (c) Blended learning instruction provided by charter
 1492 schools authorized under s. 1002.33.

1493 (d) Virtual charter school instruction authorized under s.
 1494 1002.33.

1495 (e) Courses delivered in the traditional school setting by
 1496 personnel providing direct instruction through virtual
 1497 instruction or through blended learning courses consisting of
 1498 both traditional classroom and online instructional techniques
 1499 pursuant to s. 1003.498.

1500 (f) Virtual courses offered in the course code directory

1501 to students within the school district or to students in other
1502 school districts throughout the state pursuant to s. 1003.498.

1503 Section 31. Subsection (1), paragraph (a) of subsection
1504 (6), and paragraph (a) of subsection (10) of section 1002.33,
1505 Florida Statutes, are amended to read:

1506 1002.33 Charter schools.—

1507 (1) AUTHORIZATION.—All charter schools in Florida are
1508 public schools and shall be part of the state's program of
1509 public education. A charter school may be formed by creating a
1510 new school or converting an existing public school to charter
1511 status. A charter school may operate a virtual charter school
1512 pursuant to s. 1002.45(1)(c) ~~s. 1002.45(1)(d)~~ to provide online
1513 instruction to students, pursuant to s. 1002.455, in
1514 kindergarten through grade 12. The school district in which the
1515 student enrolls in the virtual charter school shall report the
1516 student for funding pursuant to s. 1011.61(1)(c)1.b.(VI), and
1517 the home school district shall not report the student for
1518 funding. An existing charter school that is seeking to become a
1519 virtual charter school must amend its charter or submit a new
1520 application pursuant to subsection (6) to become a virtual
1521 charter school. A virtual charter school is subject to the
1522 requirements of this section; however, a virtual charter school
1523 is exempt from subparagraph (7)(a)13., subsections (18) and
1524 (19), paragraph (20)(c), and s. 1003.03. A public school may not
1525 use the term charter in its name unless it has been approved

1526 | under this section.

1527 | (6) APPLICATION PROCESS AND REVIEW.—Charter school
1528 | applications are subject to the following requirements:

1529 | (a) A person or entity seeking to open a charter school
1530 | shall prepare and submit an application on the standard
1531 | application form prepared by the Department of Education which:

1532 | 1. Demonstrates how the school will use the guiding
1533 | principles and meet the statutorily defined purpose of a charter
1534 | school.

1535 | 2. Provides a detailed curriculum plan that illustrates
1536 | how students will be provided services to attain the state
1537 | academic standards.

1538 | 3. Contains goals and objectives for improving student
1539 | learning and measuring that improvement. These goals and
1540 | objectives must indicate how much academic improvement students
1541 | are expected to show each year, how success will be evaluated,
1542 | and the specific results to be attained through instruction.

1543 | 4. Describes the reading curriculum and differentiated
1544 | strategies that will be used for students reading at grade level
1545 | or higher and a separate curriculum and strategies for students
1546 | who are reading below grade level. Reading instructional
1547 | strategies for foundational skills shall include phonics
1548 | instruction for decoding and encoding as the primary
1549 | instructional strategy for word reading. Instructional
1550 | strategies may not employ the three-cueing system model of

1551 reading or visual memory as a basis for teaching word reading.
1552 Such strategies may include visual information and strategies
1553 that improve background and experiential knowledge, add context,
1554 and increase oral language and vocabulary to support
1555 comprehension, but may not be used to teach word reading. A
1556 sponsor shall deny an application if the school does not propose
1557 a reading curriculum that is consistent with effective teaching
1558 strategies that are grounded in scientifically based reading
1559 research.

1560 5. Contains an annual financial plan for each year
1561 requested by the charter for operation of the school for up to 5
1562 years. This plan must contain anticipated fund balances based on
1563 revenue projections, a spending plan based on projected revenues
1564 and expenses, and a description of controls that will safeguard
1565 finances and projected enrollment trends.

1566 6. Discloses the name of each applicant, governing board
1567 member, and all proposed education services providers; the name
1568 and sponsor of any charter school operated by each applicant,
1569 each governing board member, and each proposed education
1570 services provider that has closed and the reasons for the
1571 closure; and the academic and financial history of such charter
1572 schools, which the sponsor shall consider in deciding whether to
1573 approve or deny the application.

1574 7. Contains additional information a sponsor may require,
1575 which shall be attached as an addendum to the charter school

1576 application described in this paragraph.

1577 8. For the establishment of a virtual charter school,
1578 documents that the applicant has contracted with a provider of
1579 virtual instruction services pursuant to s. 1002.45(1)(c) ~~s.~~
1580 ~~1002.45(1)(d)~~.

1581 9. Describes the mathematics curriculum and differentiated
1582 strategies that will be used for students performing at grade
1583 level or higher and a separate mathematics curriculum and
1584 strategies for students who are performing below grade level.

1585 (10) ELIGIBLE STUDENTS.—

1586 (a)1. A charter school may be exempt from the requirements
1587 of s. 1002.31 if the school is open to any student covered in an
1588 interdistrict agreement and any student residing in the school
1589 district in which the charter school is located.

1590 2. A virtual charter school when enrolling students shall
1591 comply with the applicable requirements of s. 1002.31 and with
1592 the enrollment requirements established under s. 1002.45(1)(d)4.
1593 ~~s. 1002.45(1)(e)4.~~

1594 3. A charter lab school shall be open to any student
1595 eligible to attend the lab school as provided in s. 1002.32 or
1596 who resides in the school district in which the charter lab
1597 school is located.

1598 4. Any eligible student shall be allowed interdistrict
1599 transfer to attend a charter school when based on good cause.
1600 Good cause shall include, but is not limited to, geographic

1601 proximity to a charter school in a neighboring school district.

1602 Section 32. Subsections (1), (2), and (5) of section
1603 1002.455, Florida Statutes, are amended to read:

1604 1002.455 Student eligibility for K-12 virtual
1605 instruction.—All students, including home education and private
1606 school students, are eligible to participate in any of the
1607 following virtual instruction options:

1608 (1) School district operated part-time or full-time
1609 kindergarten through grade 12 virtual instruction programs
1610 pursuant to s. 1002.45(1)(b)4. ~~s. 1002.45(1)(c)4.~~ to students
1611 within the school district.

1612 (2) Part-time or full-time virtual charter school
1613 instruction authorized pursuant to s. 1002.45(1)(b)5. ~~s.~~
1614 ~~1002.45(1)(c)5.~~ to students within the school district or to
1615 students in other school districts throughout the state pursuant
1616 to s. 1002.31; however, the school district enrolling the full-
1617 time equivalent virtual student shall comply with the enrollment
1618 requirements established under s. 1002.45(1)(d)4. ~~s.~~
1619 ~~1002.45(1)(c)4.~~

1620 (5) Virtual instruction provided by a school district
1621 through a contract with an approved virtual instruction program
1622 provider pursuant to s. 1002.45(1)(b)2. ~~s. 1002.45(1)(c)2.~~ to
1623 students within the school district or to students in other
1624 school districts throughout the state pursuant to s. 1002.31;
1625 however the school district enrolling the full-time equivalent

1626 virtual student shall comply with the enrollment requirements
1627 established under s. 1002.45(1)(d)4. ~~s. 1002.45(1)(e)4.~~

1628 Section 33. Paragraph (a) of subsection (3) and paragraph
1629 (e) of subsection (7) of section 1008.22, Florida Statutes, are
1630 amended to read:

1631 1008.22 Student assessment program for public schools.—

1632 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The
1633 Commissioner of Education shall design and implement a
1634 statewide, standardized assessment program aligned to the core
1635 curricular content established in the state academic standards.
1636 The commissioner also must develop or select and implement a
1637 common battery of assessment tools that will be used in all
1638 juvenile justice education programs in the state. These tools
1639 must accurately measure the core curricular content established
1640 in the state academic standards. Participation in the assessment
1641 program is mandatory for all school districts and all students
1642 attending public schools, including adult students seeking a
1643 standard high school diploma under s. 1003.4282 and students in
1644 Department of Juvenile Justice education programs, except as
1645 otherwise provided by law. If a student does not participate in
1646 the assessment program, the school district must notify the
1647 student's parent and provide the parent with information
1648 regarding the implications of such nonparticipation. The
1649 statewide, standardized assessment program shall be designed and
1650 implemented as follows:

1651 (a) Statewide, standardized comprehensive assessments.—

1652 1. The statewide, standardized English Language Arts (ELA)
1653 assessments shall be administered to students in grades 3
1654 through 10. Retake opportunities for the grade 10 ELA assessment
1655 must be provided. Reading passages and writing prompts for ELA
1656 assessments shall incorporate grade-level core curricula content
1657 from social studies. The statewide, standardized Mathematics
1658 assessments shall be administered annually in grades 3 through
1659 8. The statewide, standardized Science assessment shall be
1660 administered annually at least once at the elementary and middle
1661 grades levels. In order to earn a standard high school diploma,
1662 a student who has not earned a passing score on the grade 10 ELA
1663 assessment must earn a passing score on the assessment retake or
1664 earn a concordant score as authorized under subsection (9).

1665 2. Beginning with the 2022-2023 school year, the end-of-
1666 year comprehensive progress monitoring assessment administered
1667 pursuant to s. 1008.25(9)(b)3. ~~s. 1008.25(9)(b)2.~~ is the
1668 statewide, standardized ELA assessment for students in grades 3
1669 through 10 and the statewide, standardized Mathematics
1670 assessment for students in grades 3 through 8.

1671 (7) ASSESSMENT SCHEDULES AND REPORTING OF RESULTS.—

1672 (e) A school district may not schedule more than 5 percent
1673 of a student's total school hours in a school year to administer
1674 statewide, standardized assessments; the coordinated screening
1675 and progress monitoring system under s. 1008.25(9)(b)3. ~~s.~~

1676 ~~1008.25(9)(b)2.~~; and district-required local assessments. The
 1677 district must secure written consent from a student's parent
 1678 before administering district-required local assessments that,
 1679 after applicable statewide, standardized assessments and
 1680 coordinated screening and progress monitoring are scheduled,
 1681 exceed the 5 percent test administration limit for that student
 1682 under this paragraph. The 5 percent test administration limit
 1683 for a student under this paragraph may be exceeded as needed to
 1684 provide test accommodations that are required by an IEP or are
 1685 appropriate for an English language learner who is currently
 1686 receiving services in a program operated in accordance with an
 1687 approved English language learner district plan pursuant to s.
 1688 1003.56. Notwithstanding this paragraph, a student may choose
 1689 within a school year to take an examination or assessment
 1690 adopted by State Board of Education rule pursuant to this
 1691 section and ss. 1007.27, 1008.30, and 1008.44.

1692 Section 34. Subsection (4) of section 1008.37, Florida
 1693 Statutes, is amended to read:

1694 1008.37 Postsecondary feedback of information to high
 1695 schools.—

1696 (4) As a part of the school improvement plan pursuant to
 1697 s. 1008.345, the State Board of Education shall ensure that each
 1698 school district and high school develops strategies to improve
 1699 student readiness for the public postsecondary level ~~based on~~
 1700 ~~annual analysis of the feedback report data.~~

1701 Section 35. Paragraph (a) of subsection (4) of section
 1702 1013.841, Florida Statutes, is amended to read:

1703 1013.841 End of year balance of Florida College System
 1704 institution funds.—

1705 (4) A Florida College System institution identified in
 1706 paragraph (3)(b) must include in its carry forward spending plan
 1707 the estimated cost per planned expenditure and a timeline for
 1708 completion of the expenditure. Authorized expenditures in a
 1709 carry forward spending plan may include:

1710 (a) Commitment of funds to a public education capital
 1711 outlay project for which an appropriation was previously
 1712 provided, which requires additional funds for completion, and
 1713 which is included in the list required by s. 1001.03(18)(d) ~~s.~~
 1714 ~~1001.03(19)(d)~~;

1715 Section 36. This act shall take effect July 1, 2024.