

1 A reviser's bill to be entitled
 2 An act relating to the Florida Statutes; amending ss.
 3 1001.11, 1001.20, 1001.212, 1001.215, 1002.311,
 4 1002.333, 1002.334, 1002.451, 1002.59, 1002.73,
 5 1002.82, 1002.84, 1002.89, 1002.995, 1003.051,
 6 1003.32, 1003.4201, 1003.485, 1003.491, 1003.4996,
 7 1004.071, 1004.344, 1004.42, 1004.615, 1004.645,
 8 1004.6497, 1006.1493, 1006.73, 1007.2616, 1007.35,
 9 1008.33, 1008.365, 1011.62, 1011.6202, 1012.22,
 10 1012.34, 1012.35, 1012.42, 1012.562, 1012.585, and
 11 1012.985, F.S., to conform to section 39 of chapter
 12 2023-39, Laws of Florida, which directs the Division
 13 of Law Revision to prepare a reviser's bill for the
 14 2024 Regular Session of the Legislature to replace the
 15 term "professional development," where it occurs
 16 within chapters 1000 through 1013 of the Florida
 17 Statutes, with the term "professional learning";
 18 amending s. 1015.04, F.S., to conform to the changes
 19 in chapter 2023-39, Laws of Florida; providing an
 20 effective date.

21
 22 Be It Enacted by the Legislature of the State of Florida:

23
 24 Section 1. Subsection (7) of section 1001.11, Florida
 25 Statutes, is amended to read:

26 1001.11 Commissioner of Education; other duties.—
 27 (7) The commissioner shall make prominently available on
 28 the department's website the following: links to the Internet-
 29 based clearinghouse for professional learning development
 30 regarding physical education; the school wellness and physical
 31 education policies and other resources required under s.
 32 1003.453; and other Internet sites that provide professional
 33 learning development for elementary teachers of physical
 34 education as defined in s. 1003.01(15). These links must provide
 35 elementary teachers with information concerning current physical
 36 education and nutrition philosophy and best practices that
 37 result in student participation in physical activities that
 38 promote lifelong physical and mental well-being.

39 Section 2. Paragraph (a) of subsection (4) of section
 40 1001.20, Florida Statutes, is amended to read:

41 1001.20 Department under direction of state board.—

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

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

47 1. Responsible for developing a 5-year strategic plan for
 48 establishing Florida digital classrooms by October 1, 2014, and
 49 annually updating the plan by January 1 each year thereafter.
 50 The Florida digital classrooms plan shall be provided to each

51 school district and published on the department's website. The
 52 plan must:

53 a. Describe how technology will be integrated into
 54 classroom teaching and learning to assist the state in improving
 55 student performance outcomes and enable all students in Florida
 56 to be digital learners with access to digital tools and
 57 resources.

58 b. Identify minimum technology requirements that include
 59 specifications for hardware, software, devices, networking,
 60 security, and bandwidth capacity and guidelines for the ratio of
 61 students per device.

62 c. Establish minimum requirements for professional
 63 learning development ~~development~~ opportunities and training to assist
 64 district instructional personnel and staff with the integration
 65 of technology into classroom teaching.

66 d. Identify the types of digital tools and resources that
 67 can assist district instructional personnel and staff in the
 68 management, assessment, and monitoring of student learning and
 69 performance.

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

76 | state, local, and private agencies.

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

79 | 1001.212 Office of Safe Schools.—There is created in the
80 | Department of Education the Office of Safe Schools. The office
81 | is fully accountable to the Commissioner of Education. The
82 | office shall serve as a central repository for best practices,
83 | training standards, and compliance oversight in all matters
84 | regarding school safety and security, including prevention
85 | efforts, intervention efforts, and emergency preparedness
86 | planning. The office shall:

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

89 | Section 4. Subsection (4) of section 1001.215, Florida
90 | Statutes, is amended to read:

91 | 1001.215 Just Read, Florida! Office.—There is created in
92 | the Department of Education the Just Read, Florida! Office. The
93 | office is fully accountable to the Commissioner of Education and
94 | shall:

95 | (4) Develop and provide access to an online repository of
96 | digital science of reading and science of reading instructional
97 | resources, sequenced, content-rich curriculum programming,
98 | instructional practices, and other resources that help
99 | elementary schools use state-adopted instructional materials to
100 | increase students' background knowledge and literacy skills,

101 including student attainment of the state standards for social
 102 studies, science, and the arts. The office shall, as part of the
 103 adoption cycle for English Language Arts instructional
 104 materials, assist in evaluating elementary grades instructional
 105 materials submitted for adoption consideration in order to
 106 identify those materials that are closely aligned to the content
 107 and evidence-based strategies identified pursuant to subsection
 108 (7) and incorporate professional learning development to
 109 implement such strategies.

110 Section 5. Paragraph (c) of subsection (2) of section
 111 1002.311, Florida Statutes, is amended to read:

112 1002.311 Single-gender programs authorized.—

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

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

118 1. Separate into grade-level boys-only classes and girls-
 119 only classes during instruction in core courses.

120 2. Open enrollment to all students within the school
 121 district.

122 3. Require the school's administrative and instructional
 123 personnel to participate in professional learning development
 124 that includes scheduling and instructional strategies.

125 4. Provide to the department a comparison of the academic

126 performance of students in the gender-specific elementary,
 127 middle, or high school with the academic performance of students
 128 in other public elementary, middle, or high schools, as
 129 appropriate, in the school district.

130 Section 6. Paragraph (a) of subsection (10) of section
 131 1002.333, Florida Statutes, is amended to read:

132 1002.333 Persistently low-performing schools.—

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

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

137 1. Preparing teachers, school leaders, and specialized
 138 instructional support personnel, including costs associated
 139 with:

140 a. Providing professional learning development.

141 b. Hiring and compensating teachers, school leaders, and
 142 specialized instructional support personnel for services until
 143 the school reaches full enrollment in accordance with the
 144 performance-based agreement pursuant to subsection (5).

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

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

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

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

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

162
 163 In the event a school of hope is dissolved or is otherwise
 164 terminated, all property, furnishings, and equipment purchased
 165 with public funds shall automatically revert to full ownership
 166 by the district school board, subject to complete satisfaction
 167 of any lawful liens or encumbrances. Any unencumbered public
 168 funds from the school of hope, district school board property
 169 and improvements, furnishings, and equipment purchased with
 170 public funds, or financial or other records pertaining to the
 171 school of hope, in the possession of any person, entity, or
 172 holding company, other than the charter school, shall be held in
 173 trust upon the district school board's request, until any appeal
 174 status is resolved.

175 Section 7. Paragraph (a) of subsection (4) of section

176 | 1002.334, Florida Statutes, is amended to read:

177 | 1002.334 Innovative Blended Learning and Real-Time Student
178 | Assessment Pilot Program.—

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

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

188 | Section 8. Paragraph (e) of subsection (6) of section
189 | 1002.451, Florida Statutes, is amended to read:

190 | 1002.451 District innovation school of technology
191 | program.—

192 | (6) APPLICATION PROCESS AND PERFORMANCE CONTRACT.—

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

196 | 1. Upon execution of the performance contract, the school
197 | district will plan the program during the first year, begin at
198 | least partial implementation of the program during the second
199 | year, and fully implement the program by the third year. A
200 | district may implement the program sooner than specified in this

201 subparagraph if authorized in the performance contract.

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

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

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

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

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

217 1002.59 Emergent literacy and performance standards
 218 training courses.—

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

224 Section 10. Paragraph (c) of subsection (2) of section
 225 1002.73, Florida Statutes, is amended to read:

226 1002.73 Department of Education; powers and duties;
 227 accountability requirements.—

228 (2) The department shall adopt procedures for:

229 (c) Annually notifying private prekindergarten providers
 230 and public schools placed on probation for not meeting the
 231 minimum performance metric or designation as required by s.
 232 1002.68 of the high-quality professional learning ~~development~~
 233 opportunities developed or supported by the department.

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

237 1002.82 Department of Education; powers and duties.—

238 (2) The department shall:

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

246 (3)

247 (b) Results of the survey shall be based on a
 248 statistically significant sample size of completed surveys and
 249 calculated annually for each early learning coalition and
 250 included in the department's annual report under subsection (7).

251 If an early learning coalition's customer satisfaction survey
 252 results are below 60 percent, the coalition shall be placed on a
 253 1-year corrective action plan that outlines the specific steps
 254 the coalition shall take to improve the results of the customer
 255 service surveys, including, but not limited to, technical
 256 assistance, staff professional learning ~~development~~, or
 257 coaching. If, after being placed on corrective action, an early
 258 learning coalition's customer satisfaction survey results do not
 259 improve above the 60 percent threshold, the department may
 260 contract out or merge the coalition.

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

263 1002.84 Early learning coalitions; school readiness powers
 264 and duties.—Each early learning coalition shall:

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

270 Section 13. Paragraph (b) of subsection (4) of section
 271 1002.89, Florida Statutes, is amended to read:

272 1002.89 School readiness program; funding.—

273 (4) COST REQUIREMENTS.—Costs shall be kept to the minimum
 274 necessary for the efficient and effective administration of the
 275 school readiness program with the highest priority of

276 expenditure being direct services for eligible children.
 277 However, no more than 5 percent of the funds allocated in
 278 paragraph (1)(a) may be used for administrative costs and no
 279 more than 22 percent of the funds allocated in paragraph (1)(a)
 280 may be used in any fiscal year for any combination of
 281 administrative costs, quality activities, and nondirect services
 282 as follows:

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

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

291 2. Awarding grants and providing financial support to
 292 school readiness program providers and their staff to assist
 293 them in meeting applicable state requirements for the program
 294 assessment required under s. 1002.82(2)(n), child care
 295 performance standards, implementing developmentally appropriate
 296 curricula and related classroom resources that support
 297 curricula, providing literacy supports, and providing continued
 298 professional learning development and training. Any grants
 299 awarded pursuant to this subparagraph shall comply with ss.
 300 215.971 and 287.058.

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

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

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

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

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

323 1002.995 Early learning professional learning ~~development~~
 324 standards and career pathways.—

325 (1) The department shall:

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

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

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

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

350 (2) To the greatest extent possible, the credentials and

351 certifications established pursuant to this section shall align
 352 with the training for K-12 teachers, reading coaches, and school
 353 administrators in s. 1001.215(3).

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

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

358 1003.051 Purple Star Campuses.—

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

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

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

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

378 1003.32 Authority of teacher; responsibility for control
 379 of students; district school board and principal duties.—Subject
 380 to law and to the rules of the district school board, each
 381 teacher or other member of the staff of any school shall have
 382 such authority for the control and discipline of students as may
 383 be assigned to him or her by the principal or the principal's
 384 designated representative and shall keep good order in the
 385 classroom and in other places in which he or she is assigned to
 386 be in charge of students.

387 (2) Teachers and other instructional personnel shall:

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

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

394 Section 17. Paragraph (a) of subsection (2) of section
 395 1003.4201, Florida Statutes, is amended to read:

396 1003.4201 Comprehensive system of reading instruction.—
 397 Each school district must implement a system of comprehensive
 398 reading instruction for students enrolled in prekindergarten
 399 through grade 12 and certain students who exhibit a substantial
 400 deficiency in early literacy.

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

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

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

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

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

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

431 6. Tutoring in reading.

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

435 1003.485 The New Worlds Reading Initiative.—

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

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

442 (4) ADMINISTRATOR RESPONSIBILITIES.—The administrator
 443 shall:

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

447 (i) Administer the early literacy micro-credential program
 448 established under this section, which must include components on
 449 content, student learning, pedagogy, and professional learning
 450 ~~development~~ and must build on a strong foundation of

451 scientifically researched and evidence-based reading
452 instructional and intervention programs that incorporate
453 explicit, systematic, and sequential approaches to teaching
454 phonemic awareness, phonics, vocabulary, fluency, and text
455 comprehension and incorporate decodable or phonetic text
456 instructional strategies, as identified by the Just Read,
457 Florida! Office, pursuant to s. 1001.215(7).

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

463 2. The micro-credential must be competency based and
464 designed for eligible instructional personnel to complete the
465 credentialing process in no more than 60 hours, in an online
466 format. The micro-credential may be delivered in an in-person
467 format. Eligible instructional personnel may receive the micro-
468 credential once competency is demonstrated even if it is prior
469 to the completion of 60 hours.

470 3. The micro-credential must be available by December 31,
471 2022, at no cost, to instructional personnel as defined in s.
472 1012.01(2); prekindergarten instructors as specified in ss.
473 1002.55, 1002.61, and 1002.63; and child care personnel as
474 defined in ss. 402.302(3) and 1002.88(1)(e).

475 Section 19. Paragraph (p) of subsection (3) of section

476 | 1003.491, Florida Statutes, is amended to read:

477 | 1003.491 Florida Career and Professional Education Act.—
 478 | The Florida Career and Professional Education Act is created to
 479 | provide a statewide planning partnership between the business
 480 | and education communities in order to attract, expand, and
 481 | retain targeted, high-value industry and to sustain a strong,
 482 | knowledge-based economy.

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

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

491 | Section 20. Paragraph (d) of subsection (2) of section
 492 | 1003.4996, Florida Statutes, is amended to read:

493 | 1003.4996 Competency-Based Education Pilot Program.—
 494 | Beginning with the 2016-2017 school year, the Competency-Based
 495 | Education Pilot Program is created within the Department of
 496 | Education to be administered for a period of 7 years. The
 497 | purpose of the pilot program is to provide an educational
 498 | environment that allows students to advance to higher levels of
 499 | learning upon the mastery of concepts and skills through
 500 | statutory exemptions relating to student progression and the

501 | awarding of credits.

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

504 | (d) The scope of and timelines for professional learning
505 | ~~development~~ for school instructional and administrative
506 | personnel.

507 | Section 21. Paragraph (a) of subsection (2) of section
508 | 1004.071, Florida Statutes, is amended to read:

509 | 1004.071 Collegiate Purple Star Campuses.—

510 | (2)(a) The State Board of Education shall adopt rules, and
511 | the Board of Governors shall adopt regulations, to establish the
512 | Collegiate Purple Star Campuses program. At a minimum, the
513 | program must require a participating Florida College System
514 | institution, state university, or career center to:

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

525 | Section 22. Paragraphs (c) and (e) of subsection (2) of

526 | section 1004.344, Florida Statutes, are amended to read:

527 | 1004.344 The Florida Center for the Partnerships for Arts
528 | Integrated Teaching.—

529 | (2) The goals of the center are to:

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

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

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

543 | 1004.42 Florida State University College of Medicine.—

544 | (11) TECHNOLOGY.—To create technology-rich learning
545 | environments, the College of Medicine shall build on the
546 | considerable infrastructure that already supports the many
547 | technology resources of the Florida State University and shall
548 | expand the infrastructure to conduct an effective medical
549 | education program, including connectivity between the main
550 | campus, community-based training locations, and rural clinic

551 | locations. Additional technology programs shall include
 552 | extensive professional learning ~~development~~ opportunities for
 553 | faculty; an online library of academic and medical resources for
 554 | students, faculty, and community preceptors; and technology-
 555 | sharing agreements with other medical schools to allow for the
 556 | exchange of technology applications among medical school faculty
 557 | for the purpose of enhancing medical education. The College of
 558 | Medicine shall explore the opportunities afforded by Mayo Clinic
 559 | in Jacksonville through clerkships, visiting professors or
 560 | lectures through the existing telecommunications systems, and
 561 | collaboration in research activities at the Mayo Clinic's
 562 | Jacksonville campus.

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

565 | 1004.615 Florida Institute for Child Welfare.—

566 | (7) The institute, in collaboration with the department,
 567 | community-based care lead agencies, providers of case management
 568 | services, and other child welfare stakeholders, shall design and
 569 | implement a career-long professional learning ~~development~~
 570 | curriculum for child welfare professionals at all levels and
 571 | from all disciplines. The professional learning ~~development~~
 572 | curriculum must enhance the performance of the current child
 573 | welfare workforce, address issues related to retention,
 574 | complement the social work curriculum, and be developed using
 575 | social work principles. The professional learning ~~development~~

576 curriculum shall provide career-long coaching, training,
 577 certification, and mentorship. The institute must provide the
 578 professional support on a continuous basis through online and
 579 in-person services. The professional learning ~~development~~
 580 curriculum must be available by July 1, 2021. This subsection is
 581 subject to an appropriation.

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

584 1004.645 Florida Center for Reading Research.—There is
 585 created at the Florida State University, the Florida Center for
 586 Reading Research (FCRR). The center shall include two outreach
 587 centers, one at a Florida College System institution in central
 588 Florida and one at a south Florida state university. The center
 589 and the outreach centers, under the center's leadership, shall:

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

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

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

600 1004.6497 World Class Faculty and Scholar Program.—

601 (2) INVESTMENTS.—Retention, recruitment, and recognition
 602 efforts, activities, and investments may include, but are not
 603 limited to, investments in research-centric cluster hires,
 604 faculty research and research commercialization efforts,
 605 instructional and research infrastructure, undergraduate student
 606 participation in research, professional learning development,
 607 awards for outstanding performance, and postdoctoral
 608 fellowships.

609 Section 27. Paragraph (a) of subsection (2) of section
 610 1006.1493, Florida Statutes, is amended to read:

611 1006.1493 Florida Safe Schools Assessment Tool.—

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

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

- 618 1. School emergency and crisis preparedness planning;
- 619 2. Security, crime, and violence prevention policies and
 620 procedures;
- 621 3. Physical security measures;
- 622 4. Professional learning development training needs;
- 623 5. An examination of support service roles in school
 624 safety, security, and emergency planning;
- 625 6. School security and school police staffing, operational

626 | practices, and related services;

627 | 7. School and community collaboration on school safety;

628 | 8. Policies and procedures for school officials to prepare

629 | for and respond to natural and manmade disasters, including

630 | family reunification plans to reunite students and employees

631 | with their families after a school is closed or unexpectedly

632 | evacuated due to such disasters; and

633 | 9. A return on investment analysis of the recommended

634 | physical security controls.

635 | Section 28. Paragraph (b) of subsection (4) of section

636 | 1006.73, Florida Statutes, is amended to read:

637 | 1006.73 Florida Postsecondary Academic Library Network.—

638 | (4) FLORIDA STUDENT OPEN ACCESS RESOURCES.—There is

639 | established a statewide initiative to increase the amount of

640 | open access resources available to postsecondary students in the

641 | state through the development of the Student Open Access

642 | Resources Repository, a statewide, Internet-based, searchable

643 | database of open education resources curated by the faculty of

644 | Florida College System institutions and state universities, and

645 | the establishment of the Student Open Access Resource Grant

646 | Program.

647 | (b) The chancellors of the State University System and the

648 | Florida College System shall collaborate and take the lead in

649 | identifying and developing processes to coordinate and support

650 | the adaptation or development of open educational resources by

651 teams of faculty, librarians, and instructional designers within
 652 a Florida College System institution or state university, or
 653 across multiple institutions and universities. Such processes
 654 shall include, but not be limited to, ensuring quality and
 655 accuracy of content, suitability for publication, and compliance
 656 with federal and state copyright laws and regulations. Pursuant
 657 to the processes developed by the chancellors, the Florida
 658 Postsecondary Academic Library Network shall:

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

669 Section 29. Paragraph (a) of subsection (4) of section
 670 1007.2616, Florida Statutes, is amended to read:

671 1007.2616 Computer science and technology instruction.—

672 (4)(a) Subject to legislative appropriation, a school
 673 district or a consortium of school districts may apply to the
 674 department, in a format prescribed by the department, for
 675 funding to deliver or facilitate training for classroom teachers

676 to earn an educator certificate in computer science pursuant to
 677 s. 1012.56, or training that leads to an industry certification
 678 associated with a course identified in the Course Code Directory
 679 pursuant to paragraph (2) (b), or for professional learning
 680 ~~development~~ for classroom teachers to provide instruction in
 681 computer science courses and content. Such funding shall only be
 682 used to provide training for classroom teachers, or to pay fees
 683 for examinations that lead to a credential, or to provide
 684 professional learning ~~development~~, pursuant to this paragraph.

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

688 1007.35 Florida Partnership for Minority and
 689 Underrepresented Student Achievement.—

690 (6) The partnership shall:

691 (a) Provide teacher training and professional learning
 692 ~~development~~ to enable teachers of advanced courses to have the
 693 necessary content knowledge and instructional skills to prepare
 694 students for success on assessments developed pursuant to s.
 695 1007.27(2) and mastery of postsecondary general education core
 696 courses.

697 (b) Provide to middle school teachers and administrators
 698 professional learning ~~development~~ that will enable them to
 699 educate middle school students at the level necessary to prepare
 700 the students to enter high school ready to participate in

701 advanced courses.

702 (8)

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

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

719 1008.33 Authority to enforce public school improvement.—

720 (3)

721 (c) The state board shall adopt by rule a differentiated
 722 matrix of intervention and support strategies for assisting
 723 traditional public schools identified under this section and
 724 rules for implementing s. 1002.33(9)(n), relating to charter
 725 schools. The intervention and support strategies must address

726 student performance and may include improvement planning;
 727 leadership quality improvement; educator quality improvement;
 728 professional learning development; curriculum review, pacing,
 729 and alignment across grade levels to improve background
 730 knowledge in social studies, science, and the arts; and the use
 731 of continuous improvement and monitoring plans and processes. In
 732 addition, the state board may prescribe reporting requirements
 733 to review and monitor the progress of the schools. The rule must
 734 define the intervention and support strategies for school
 735 improvement for schools earning a grade of "D" or "F" and the
 736 roles for the district and department.

737 (4)

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

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

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

747 3. Contract with an outside entity that has a demonstrated
 748 record of effectiveness to provide turnaround services
 749 identified in state board rule, which may include school
 750 leadership, educational modalities, teacher and leadership

751 professional learning development, curriculum, operation and
 752 management services, school-based administrative staffing,
 753 budgeting, scheduling, other educational service provider
 754 functions, or any combination thereof. Selection of an outside
 755 entity may include one or a combination of the following:

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

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

766
 767 A school district and outside entity under this subparagraph
 768 must enter, at minimum, a 2-year, performance-based contract.
 769 The contract must include school performance and growth metrics
 770 the outside entity must meet on an annual basis. The state board
 771 may require the school district to modify or cancel the
 772 contract.

773 Section 32. Subsection (3) and paragraph (a) of subsection
 774 (5) of section 1008.365, Florida Statutes, are amended to read:
 775 1008.365 Reading Achievement Initiative for Scholastic

776 Excellence Act.—

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

782 (a) A regional literacy support director must successfully
 783 demonstrate competence on the evidence-based strategies
 784 identified pursuant to s. 1001.215(7) and have the experience
 785 and credentials necessary, as determined by the department, to:

786 1. Effectively monitor student reading growth and
 787 achievement data;

788 2. Oversee districtwide and schoolwide professional
 789 learning development and planning to establish evidence-based
 790 practices grounded in the science of reading among school
 791 administrators and instructional personnel;

792 3. Evaluate implementation of evidence-based practices
 793 grounded in the science of reading; and

794 4. Manage a regional support team.

795 (b) A regional support team shall report to its regional
 796 literacy support director and must consist of individuals who:

797 1. Successfully demonstrate competence on the evidence-
 798 based strategies identified pursuant to s. 1001.215(7);

799 2. Have substantial experience in literacy coaching and
 800 monitoring student progress data in reading; and

801 3. Have received training necessary to assist with the
 802 delivery of professional learning development and site-based
 803 supports, including modeling evidence-based practices grounded
 804 in the science of reading and providing feedback to
 805 instructional personnel.

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

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

813 Section 33. Paragraphs (l) and (m) of subsection (1) of
 814 section 1011.62, Florida Statutes, are amended to read:

815 1011.62 Funds for operation of schools.—If the annual
 816 allocation from the Florida Education Finance Program to each
 817 district for operation of schools is not determined in the
 818 annual appropriations act or the substantive bill implementing
 819 the annual appropriations act, it shall be determined as
 820 follows:

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

825 (1) *Calculation of additional full-time equivalent*

826 | *membership based on International Baccalaureate examination*
 827 | *scores of students.*—A value of 0.16 full-time equivalent student
 828 | membership shall be calculated for each student enrolled in an
 829 | International Baccalaureate course who receives a score of 4 or
 830 | higher on a subject examination. A value of 0.3 full-time
 831 | equivalent student membership shall be calculated for each
 832 | student who receives an International Baccalaureate diploma.
 833 | Such value shall be added to the total full-time equivalent
 834 | student membership in basic programs for grades 9 through 12 in
 835 | the subsequent fiscal year. Each school district shall allocate
 836 | 80 percent of the funds received from International
 837 | Baccalaureate bonus FTE funding to the school program whose
 838 | students generate the funds and to school programs that prepare
 839 | prospective students to enroll in International Baccalaureate
 840 | courses. Funds shall be expended solely for the payment of
 841 | allowable costs associated with the International Baccalaureate
 842 | program. Allowable costs include International Baccalaureate
 843 | annual school fees; International Baccalaureate examination
 844 | fees; salary, benefits, and bonuses for teachers and program
 845 | coordinators for the International Baccalaureate program and
 846 | teachers and coordinators who prepare prospective students for
 847 | the International Baccalaureate program; supplemental books;
 848 | instructional supplies; instructional equipment or instructional
 849 | materials for International Baccalaureate courses; other
 850 | activities that identify prospective International Baccalaureate

851 students or prepare prospective students to enroll in
852 International Baccalaureate courses; and training or
853 professional learning ~~development~~ for International
854 Baccalaureate teachers. School districts shall allocate the
855 remaining 20 percent of the funds received from International
856 Baccalaureate bonus FTE funding for programs that assist
857 academically disadvantaged students to prepare for more rigorous
858 courses. The school district shall distribute to each classroom
859 teacher who provided International Baccalaureate instruction:

860 1. A bonus in the amount of \$50 for each student taught by
861 the International Baccalaureate teacher in each International
862 Baccalaureate course who receives a score of 4 or higher on the
863 International Baccalaureate examination.

864 2. An additional bonus of \$500 to each International
865 Baccalaureate teacher in a school designated with a grade of "D"
866 or "F" who has at least one student scoring 4 or higher on the
867 International Baccalaureate examination, regardless of the
868 number of classes taught or of the number of students scoring a
869 4 or higher on the International Baccalaureate examination.

870

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

876 (m) *Calculation of additional full-time equivalent*
 877 *membership based on Advanced International Certificate of*
 878 *Education examination scores of students.*—A value of 0.16 full-
 879 time equivalent student membership shall be calculated for each
 880 student enrolled in a full-credit Advanced International
 881 Certificate of Education course who receives a score of E or
 882 higher on a subject examination. A value of 0.08 full-time
 883 equivalent student membership shall be calculated for each
 884 student enrolled in a half-credit Advanced International
 885 Certificate of Education course who receives a score of E or
 886 higher on a subject examination. A value of 0.3 full-time
 887 equivalent student membership shall be calculated for each
 888 student who receives an Advanced International Certificate of
 889 Education diploma. Such value shall be added to the total full-
 890 time equivalent student membership in basic programs for grades
 891 9 through 12 in the subsequent fiscal year. Each school district
 892 shall allocate at least 80 percent of the funds received from
 893 the Advanced International Certificate of Education bonus FTE
 894 funding, in accordance with this paragraph, to the school
 895 program that generated the funds and to school programs
 896 administered by the University of Cambridge Local Examinations
 897 Syndicate that prepare prospective students to enroll in
 898 Advanced International Certificate of Education courses. These
 899 funds shall be expended solely for the payment of costs
 900 associated with the application and registration process;

901 program fees and site licenses; training, professional learning
 902 ~~development~~, salaries, benefits, and bonuses for instructional
 903 personnel and program coordinators; examination and diploma
 904 fees; membership fees; supplemental books; instructional
 905 supplies, materials, and equipment; and other activities that
 906 identify prospective Advanced International Certificate of
 907 Education students or prepare prospective students to enroll in
 908 Advanced International Certificate of Education courses. The
 909 school district shall distribute to each classroom teacher who
 910 provided Advanced International Certificate of Education or
 911 International General Certificate of Secondary Education (pre-
 912 AICE) instruction:

913 1. A bonus in the amount of \$50 for each student taught by
 914 the Advanced International Certificate of Education teacher in
 915 each Advanced International Certificate of Education course who
 916 receives a score of E or higher on the Advanced International
 917 Certificate of Education examination. A bonus in the amount of
 918 \$25 for each student taught by the pre-AICE teacher in each pre-
 919 AICE course who receives a score of E or higher on the pre-AICE
 920 examination.

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

926 of classes taught or of the number of students scoring an E or
 927 higher on the Advanced International Certificate of Education
 928 examination.

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

935
 936 Bonuses awarded to a teacher according to this paragraph shall
 937 be in addition to any regular wage or other bonus the teacher
 938 received or is scheduled to receive.

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

941 1011.6202 Principal Autonomy Program Initiative.—The
 942 Principal Autonomy Program Initiative is created within the
 943 Department of Education. The purpose of the program is to
 944 provide a highly effective principal of a participating school
 945 with increased autonomy and authority to operate his or her
 946 school, as well as other schools, in a way that produces
 947 significant improvements in student achievement and school
 948 management while complying with constitutional requirements. The
 949 State Board of Education may, upon approval of a principal
 950 autonomy proposal, enter into a performance contract with the

951 district school board for participation in the program.

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

961 Section 35. Paragraph (h) of subsection (1) of section
 962 1012.22, Florida Statutes, is amended to read:

963 1012.22 Public school personnel; powers and duties of the
 964 district school board.—The district school board shall:

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

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

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

979 1012.34 Personnel evaluation procedures and criteria.—

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

982 (b) Provide appropriate instruments, procedures, timely
 983 feedback, and criteria for continuous quality improvement of the
 984 professional skills of instructional personnel and school
 985 administrators, and performance evaluation results must be used
 986 when identifying professional learning ~~development~~.

987
 988 In addition, each district school board may establish a peer
 989 assistance process. This process may be a part of the regular
 990 evaluation system or used to assist employees placed on
 991 performance probation, newly hired classroom teachers, or
 992 employees who request assistance.

993 (7) MEASUREMENT OF STUDENT PERFORMANCE.—

994 (a) The Commissioner of Education shall approve a formula
 995 to measure individual student learning growth on the statewide,
 996 standardized assessments in English Language Arts and
 997 mathematics administered under s. 1008.22. A third party,
 998 independent of the assessment developer, must analyze student
 999 learning growth data calculated using the formula and provide
 1000 access to a data visualization tool that enables teachers to

1001 understand and evaluate the data and school administrators to
 1002 improve instruction, evaluate programs, allocate resources, plan
 1003 professional learning development, and communicate with
 1004 stakeholders. The formula must take into consideration each
 1005 student's prior academic performance. The formula must not set
 1006 different expectations for student learning growth based upon a
 1007 student's gender, race, ethnicity, or socioeconomic status. In
 1008 the development of the formula, the commissioner shall consider
 1009 other factors such as a student's attendance record, disability
 1010 status, or status as an English language learner. The
 1011 commissioner may select additional formulas to measure student
 1012 performance as appropriate for the remainder of the statewide,
 1013 standardized assessments included under s. 1008.22 and continue
 1014 to select formulas as new assessments are implemented in the
 1015 state system. By July 31 of each year, the commissioner shall
 1016 provide to each school district the student learning growth data
 1017 calculated using the formula.

1018 Section 37. Paragraph (d) of subsection (1) of section
 1019 1012.35, Florida Statutes, is amended to read:

1020 1012.35 Substitute teachers.—

1021 (1) Each district school board shall adopt rules
 1022 prescribing the compensation of, and the procedure for
 1023 employment of, substitute teachers.

1024 (d) It is recommended that ongoing training and access to
 1025 professional learning development offerings be made available to

1026 substitute teachers by the employing district.

1027 Section 38. Subsection (1) of section 1012.42, Florida
 1028 Statutes, is amended to read:

1029 1012.42 Teacher teaching out-of-field.—

1030 (1) ASSISTANCE.—Each district school board shall adopt and
 1031 implement a plan to assist any teacher teaching out-of-field,
 1032 and priority consideration in professional learning ~~development~~
 1033 activities shall be given to a teacher who is teaching out-of-
 1034 field. The district school board shall require that the teacher
 1035 participate in a certification or staff development program
 1036 designed to provide the teacher with the competencies required
 1037 for the assigned duties. The board-approved assistance plan must
 1038 include duties of administrative personnel and other
 1039 instructional personnel to provide students with instructional
 1040 services.

1041 Section 39. Paragraph (b) of subsection (3) of section
 1042 1012.562, Florida Statutes, is amended to read:

1043 1012.562 Public accountability and state approval of
 1044 school leader preparation programs.—The Department of Education
 1045 shall establish a process for the approval of Level I and Level
 1046 II school leader preparation programs that will enable aspiring
 1047 school leaders to obtain their certificate in educational
 1048 leadership under s. 1012.56. School leader preparation programs
 1049 must be competency-based, aligned to the principal leadership
 1050 standards adopted by the state board, and open to individuals

1051 employed by public schools, including charter schools and
 1052 virtual schools. Level I programs lead to initial certification
 1053 in educational leadership for the purpose of preparing
 1054 individuals to serve as school administrators. Level II programs
 1055 build upon Level I training and lead to renewal certification as
 1056 a school principal.

1057 (3) LEVEL II PROGRAMS.—Initial approval and subsequent
 1058 renewal of a Level II program shall be for a period of 5 years.
 1059 A school district, charter school, or charter management
 1060 organization may submit to the department in a format prescribed
 1061 by the department an application to establish a Level II school
 1062 leader preparation program or for program renewal. To be
 1063 approved or renewed, a Level II program must:

1064 (b) Demonstrate that the Level II program:

1065 1. Provides competency-based training aligned to the
 1066 principal leadership standards adopted by the State Board of
 1067 Education.

1068 2. Provides training aligned to the personnel evaluation
 1069 criteria under s. 1012.34 and professional learning ~~development~~
 1070 program in s. 1012.986.

1071 3. Provides individualized instruction using a customized
 1072 learning plan for each person enrolled in the program that is
 1073 based on data from self-assessment, selection, and appraisal
 1074 instruments.

1075 4. Conducts program evaluations and implements program

1076 improvements using input from personnel who completed the
 1077 program and employers and data gathered pursuant to paragraph
 1078 (2) (b).

1079 Section 40. Paragraph (f) of subsection (3) of section
 1080 1012.585, Florida Statutes, is amended to read:

1081 1012.585 Process for renewal of professional
 1082 certificates.—

1083 (3) For the renewal of a professional certificate, the
 1084 following requirements must be met:

1085 (f) An applicant for renewal of a professional certificate
 1086 in any area of certification identified by State Board of
 1087 Education rule that includes reading instruction or intervention
 1088 for any students in kindergarten through grade 6, with a
 1089 beginning validity date of July 1, 2020, or thereafter, must
 1090 earn a minimum of 2 college credits or the equivalent inservice
 1091 points in evidence-based instruction and interventions grounded
 1092 in the science of reading specifically designed for students
 1093 with characteristics of dyslexia, including the use of explicit,
 1094 systematic, and sequential approaches to reading instruction,
 1095 developing phonological and phonemic awareness, decoding, and
 1096 implementing multisensory intervention strategies. Such training
 1097 must be provided by teacher preparation programs under s.
 1098 1004.04 or s. 1004.85 or approved school district professional
 1099 learning development systems under s. 1012.98. The requirements
 1100 in this paragraph may not add to the total hours required by the

1101 department for continuing education or inservice training.

1102 Section 41. Section 1012.985, Florida Statutes, is amended
 1103 to read:

1104 1012.985 Regional professional learning ~~development~~
 1105 academies.—

1106 (1) The intent of this section is to facilitate a system
 1107 of professional learning ~~development~~ that provides a wide range
 1108 of inservice training to teachers, managers, and administrative
 1109 personnel which is designed to upgrade skills and knowledge
 1110 needed to attain world class standards in education. The system
 1111 shall consist of a network of professional learning ~~development~~
 1112 academies that are operated in partnership with area business
 1113 partners to develop and deliver high-quality training programs
 1114 for school districts. Each regional professional learning
 1115 ~~development~~ academy must meet the human resource development
 1116 needs of professional educators, schools, and school districts
 1117 and shall:

1118 (a) Support the collaborative efforts of one or more
 1119 district school boards, members of the business community, and
 1120 the postsecondary educational institutions which may award
 1121 college credits for courses taught at the academy.

1122 (b) Provide high-quality trainers and training and
 1123 appropriate followup and coaching for all participants and
 1124 support school personnel in increasing student achievement.

1125 (c) Be operated under contract with its public partners.

1126 Contracts between district school boards and each regional
 1127 professional learning ~~development~~ academy must require:

1128 1. The academy's independent board of directors to be
 1129 responsible for the prudent use of all public and private funds
 1130 and to ensure that those funds are used in accordance with
 1131 applicable laws, bylaws, and contractual agreements.

1132 2. The academy to retain proper documentation evidencing
 1133 that district school board funds provided to the academy are
 1134 expended for authorized purposes as prescribed in the contract
 1135 and that services to district school boards are commensurate
 1136 with the funds paid to the academy for those services. The
 1137 academy's records must be available for inspection by the
 1138 district school board's internal auditor and the Auditor
 1139 General.

1140 3. Each district school board to approve any participation
 1141 by the academy in the district's programs or services, including
 1142 use of the district's facilities, furnishings, equipment, other
 1143 chattels, personnel, or services.

1144 4. The academy to provide an annual report of its
 1145 activities and expenditures to its independent board of
 1146 directors and each party to the contract.

1147 5. The academy to be annually audited by an independent
 1148 certified public accountant retained and paid for by the academy
 1149 and to provide a copy of the audit report to each party to the
 1150 contract.

1151 (d) Be governed by an independent board of directors,
 1152 which should include at least one district school superintendent
 1153 and one district school board chair from the participating
 1154 school districts, the president of the collective bargaining
 1155 unit that represents the majority of the region's teachers, and
 1156 at least three individuals who are not employees or elected or
 1157 appointed officials of the participating school districts.
 1158 Regional educational consortia as defined in s. 1001.451 satisfy
 1159 the requirements of this paragraph.

1160 (e) Provide professional learning development services for
 1161 the participating school districts as specified in the contract
 1162 and may provide professional learning development services to
 1163 other school districts, private schools, and individuals on a
 1164 fee-for-services basis.

1165 (2) A regional professional learning development academy
 1166 may:

1167 (a) Receive funds from the Department of Education or as
 1168 provided in the General Appropriations Act for the purpose of
 1169 developing programs, expanding services, assessing inservice
 1170 training and professional learning development, or other
 1171 programs that are consistent with the mission of the academy and
 1172 the needs of the state and region; and

1173 (b) Receive, hold, invest, and administer property and any
 1174 moneys acquired from private, local, state, and federal sources,
 1175 as well as technical and professional income generated or

1176 derived from activities of the academy, for the benefit of the
 1177 academy and the fulfillment of its mission. Income generated by
 1178 school district personnel at the academy from trademarks,
 1179 copyrights, and patents shall be shared between the academy and
 1180 the district school board as outlined in the contract.

1181 Section 42. Subsection (1) of section 1015.04, Florida
 1182 Statutes, is amended to read:

1183 1015.04 Right to continuing education.—

1184 (1) Teachers are guaranteed a coordinated system of
 1185 professional learning ~~development~~ with the goals of increasing
 1186 student achievement, enhancing classroom instruction, and
 1187 preparing students for continuing their education or joining the
 1188 workforce. Pursuant to s. 1012.98, the Department of Education,
 1189 public postsecondary educational institutions, public school
 1190 districts, public schools, state education foundations,
 1191 consortia, and professional organizations must work
 1192 collaboratively to provide a coordinated system of professional
 1193 learning ~~development~~.

1194 Reviser's note.—Amended pursuant to the directive of the
 1195 Legislature in s. 39, ch. 2023-39, Laws of Florida, to the
 1196 Division of Law Revision to prepare a reviser's bill for
 1197 the 2024 Regular Session of the Legislature to replace
 1198 references to the term "professional development," where it
 1199 occurs within chapters 1000 through 1013 of the Florida
 1200 Statutes, with the term "professional learning," and to

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1201 | update a specific reference to teacher professional
1202 | development in s. 1015.04 to conform to the changes in ch.
1203 | 2023-39.

1204 | Section 43. This act shall take effect on the 60th day
1205 | after adjournment sine die of the session of the Legislature in
1206 | which enacted.