

1 A bill to be entitled
2 An act relating to education; amending s. 1001.03,
3 F.S.; renaming critical teacher shortage areas as
4 "high-demand teacher needs areas"; repealing s.
5 1002.351, F.S., relating to the Florida School for
6 Competitive Academics; amending s. 1002.40, F.S.;
7 revising the definition of the term "incident" for the
8 Hope Scholarship Program; amending ss. 1002.421, F.S.;
9 revising the background screening requirements for
10 certain private school personnel; amending s. 1003.42,
11 F.S.; requiring K-12 health education include
12 instruction on human embryologic development;
13 providing requirements for such instruction; requiring
14 the State Board of Education to adopt rules relating
15 to such instruction; amending s. 1003.4201, F.S.;
16 revising the requirements for certain reading
17 instruction plans to include specified instruction and
18 information; requiring the Department of Education to
19 approve school district reading instruction plans;
20 creating s. 1003.4202, F.S.; requiring school
21 districts to implement a certain system of
22 comprehensive mathematics instruction for certain
23 students; defining the term "evidence-based"; amending
24 s. 1004.04, F.S.; conforming provisions to changes
25 made by the act; amending s. 1007.27, F.S.;

26 authorizing the Department of Education to join or
27 establish a national consortium as an additional
28 alternative method to develop and implement advanced
29 placement courses; amending s. 1008.25, F.S.;
30 requiring certain provisions to be defined in State
31 Board of Education rules; requiring parents of a
32 student who exhibits a substantial deficiency in
33 mathematics be notified in writing information about
34 the student's eligibility for the New Worlds
35 Scholarship Accounts and the New Worlds Tutoring
36 Program; amending s. 1008.365, F.S.; expanding the
37 types of tutoring hours that may be counted toward
38 meeting the community service requirements for the
39 Bright Futures scholarship to include paid tutoring
40 hours; amending s. 1008.366, F.S.; requiring the New
41 Worlds Tutoring Program to provide best practice
42 guidelines for mathematics tutoring in consultation
43 with the Office of Mathematics and Sciences; amending
44 ss. 1011.58, 1012.07, and 1012.22, F.S.; conforming
45 provisions to changes made by the act; amending s.
46 1012.315, F.S.; revising the background screening
47 requirements for certain private school personnel;
48 providing that certain background screening
49 requirements remain in place for a specified period of
50 time for certain personnel; amending s. 1012.586,

51 F.S.; amending reading endorsements and subject area
52 examinations to address identifications of the
53 characteristics of dyscalculia; removing the
54 requirement for school districts' reading endorsement
55 add-on programs to be resubmitted for approval by a
56 date certain; amending s. 1012.77, F.S.; authorizing
57 certain charter school consortiums to submit nominees
58 for the Teacher of the Year and Ambassador for
59 Education; providing effective dates.

60
61 Be It Enacted by the Legislature of the State of Florida:

62
63 **Section 1. Subsection (5) of section 1001.03, Florida**
64 **Statutes, is amended to read:**

65 1001.03 Specific powers of State Board of Education.—

66 (5) IDENTIFICATION OF HIGH-DEMAND ~~CRITICAL~~ TEACHER NEEDS
67 ~~SHORTAGE~~ AREAS.—The State Board of Education shall identify
68 high-demand ~~critical~~ teacher needs ~~shortage~~ areas pursuant to s.
69 1012.07.

70 **Section 2. Section 1002.351, Florida Statutes, is**
71 **repealed.**

72 **Section 3. Subsection (3) of section 1002.40, Florida**
73 **Statutes, is amended to read:**

74 1002.40 The Hope Scholarship Program.—

75 (3) PROGRAM ELIGIBILITY.—A student enrolled in a Florida

public school in kindergarten through grade 12 is eligible for the educational options described in subsection (4) if the student reported an incident in accordance with that subsection. For purposes of this section, the term "incident" means aggravated battery; harassment; hazing; bullying; kidnapping; simple battery ~~physical attack~~; robbery; sexual offenses, sexual harassment, sexual assault, or sexual battery; threat or intimidation; or fighting at school, as defined by the department in accordance with s. 1006.09(6).

Section 4. Paragraphs (e), (m), and (p) of subsection (1) of section 1002.421, Florida Statutes, are amended to read:

1002.421 State school choice scholarship program accountability and oversight.—

(1) PRIVATE SCHOOL ELIGIBILITY AND OBLIGATIONS.—A private school participating in an educational scholarship program established pursuant to this chapter must be a private school as defined in s. 1002.01 in this state, be registered, and be in compliance with all requirements of this section in addition to private school requirements outlined in s. 1002.42, specific requirements identified within respective scholarship program laws, and other provisions of Florida law that apply to private schools, and must:

(e) Annually complete and submit to the department a notarized scholarship compliance statement certifying that all school employees and contracted personnel with direct student

101 contact have undergone background screening ~~pursuant to s.~~
102 ~~435.12~~ and have met the screening standards as provided in s.
103 1012.315 ~~s. 435.04~~.

104 (m) Require each employee and contracted personnel with
105 direct student contact, upon employment or engagement to provide
106 services, to undergo ~~a state and national~~ background screening
107 under s. 1012.315, ~~pursuant to s. 943.0542, by electronically~~
108 ~~filing with the Department of Law Enforcement a complete set of~~
109 ~~fingerprints taken by an authorized law enforcement agency or an~~
110 ~~employee of the private school, a school district, or a private~~
111 ~~company who is trained to take fingerprints~~ and deny employment
112 to or terminate an employee if he or she fails to meet the
113 screening standards under s. 1012.315 ~~s. 435.04~~. Results of the
114 screening shall be provided to the participating private school.
115 For purposes of this paragraph:

116 1. An "employee or contracted personnel with direct
117 student contact" means any employee or contracted personnel who
118 has unsupervised access to a scholarship student for whom the
119 private school is responsible.

120 2. The costs of fingerprinting and the background check
121 shall not be borne by the state.

122 3. Continued employment of an employee or contracted
123 personnel after notification that he or she has failed the
124 background screening under this paragraph shall cause a private
125 school to be ineligible for participation in a scholarship

126 program.

127 4. An employee or contracted personnel holding a valid
128 Florida teaching certificate who has been fingerprinted pursuant
129 to s. 1012.32 is not required to comply with the provisions of
130 this paragraph.

131 5. All fingerprints submitted to the Department of Law
132 Enforcement as required by this section shall be retained in the
133 Care Provider Background Screening Clearinghouse as provided in
134 s. 435.12 ~~by the Department of Law Enforcement in a manner~~
135 ~~provided by rule and entered in the statewide automated~~
136 ~~biometric identification system authorized by s. 943.05(2)(b).~~
137 ~~Such fingerprints shall thereafter be available for all purposes~~
138 ~~and uses authorized for arrest fingerprints entered in the~~
139 ~~statewide automated biometric identification system pursuant to~~
140 ~~s. 943.051.~~

141 6. Employees, contracted personnel, owners, and operators
142 must be rescreened as required by s. 435.12 ~~The Department of~~
143 ~~Law Enforcement shall search all arrest fingerprints received~~
144 ~~under s. 943.051 against the fingerprints retained in the~~
145 ~~statewide automated biometric identification system under~~
146 ~~subparagraph 5. Any arrest record that is identified with the~~
147 ~~retained fingerprints of a person subject to the background~~
148 ~~screening under this section shall be reported to the employing~~
149 ~~school with which the person is affiliated. Each private school~~
150 ~~participating in a scholarship program is required to~~

151 ~~participate in this search process by informing the Department~~
152 ~~of Law Enforcement of any change in the employment or~~
153 ~~contractual status of its personnel whose fingerprints are~~
154 ~~retained under subparagraph 5. The Department of Law Enforcement~~
155 ~~shall adopt a rule setting the amount of the annual fee to be~~
156 ~~imposed upon each private school for performing these searches~~
157 ~~and establishing the procedures for the retention of private~~
158 ~~school employee and contracted personnel fingerprints and the~~
159 ~~dissemination of search results. The fee may be borne by the~~
160 ~~private school or the person fingerprinted.~~

161 7. Persons who apply for employment are governed by the
162 laws and rules in effect at the time of application for
163 employment, provided that the person is continually employed by
164 the same school ~~Employees and contracted personnel whose~~
165 ~~fingerprints are not retained by the Department of Law~~
166 ~~Enforcement under subparagraphs 5. and 6. are required to be~~
167 ~~refingerprinted and must meet state and national background~~
168 ~~screening requirements upon reemployment or reengagement to~~
169 ~~provide services in order to comply with the requirements of~~
170 ~~this section.~~

171 ~~8. Every 5 years following employment or engagement to~~
172 ~~provide services with a private school, employees or contracted~~
173 ~~personnel required to be screened under this section must meet~~
174 ~~screening standards under s. 435.04, at which time the private~~
175 ~~school shall request the Department of Law Enforcement to~~

~~forward the fingerprints to the Federal Bureau of Investigation for national processing. If the fingerprints of employees or contracted personnel are not retained by the Department of Law Enforcement under subparagraph 5., employees and contracted personnel must electronically file a complete set of fingerprints with the Department of Law Enforcement. Upon submission of fingerprints for this purpose, the private school shall request that the Department of Law Enforcement forward the fingerprints to the Federal Bureau of Investigation for national processing, and the fingerprints shall be retained by the Department of Law Enforcement under subparagraph 5.~~

(p) Require each owner or operator of the private school, prior to employment or engagement to provide services, to undergo ~~level 2~~ background screening as provided in s. 1012.315 ~~under chapter 435~~. For purposes of this paragraph, the term "owner or operator" means an owner, operator, superintendent, or principal of, or a person with equivalent decisionmaking authority over, a private school participating in a scholarship program established pursuant to this chapter. The fingerprints for the background screening must be electronically submitted to the Department of Law Enforcement and may be taken by an authorized law enforcement agency or a private company who is trained to take fingerprints. However, the complete set of fingerprints of an owner or operator may not be taken by the owner or operator. ~~The owner or operator shall provide a copy of~~

201 ~~the results of the state and national criminal history check to~~
202 ~~the Department of Education.~~ The cost of the background
203 screening may be borne by the owner or operator.

204 ~~1. Every 5 years following employment or engagement to~~
205 ~~provide services, each owner or operator must meet level 2~~
206 ~~screening standards as described in s. 435.04, at which time the~~
207 ~~owner or operator shall request the Department of Law~~
208 ~~Enforcement to forward the fingerprints to the Federal Bureau of~~
209 ~~Investigation for level 2 screening. If the fingerprints of an~~
210 ~~owner or operator are not retained by the Department of Law~~
211 ~~Enforcement under subparagraph 2., the owner or operator must~~
212 ~~electronically file a complete set of fingerprints with the~~
213 ~~Department of Law Enforcement. Upon submission of fingerprints~~
214 ~~for this purpose, the owner or operator shall request that the~~
215 ~~Department of Law Enforcement forward the fingerprints to the~~
216 ~~Federal Bureau of Investigation for level 2 screening, and the~~
217 ~~fingerprints shall be retained by the Department of Law~~
218 ~~Enforcement under subparagraph 2.~~

219 ~~2. Fingerprints submitted to the Department of Law~~
220 ~~Enforcement as required by this paragraph must be retained by~~
221 ~~the Department of Law Enforcement in a manner approved by rule~~
222 ~~and entered in the statewide automated biometric identification~~
223 ~~system authorized by s. 943.05(2)(b). The fingerprints must~~
224 ~~thereafter be available for all purposes and uses authorized for~~
225 ~~arrest fingerprints entered in the statewide automated biometric~~

~~identification system pursuant to s. 943.051.~~

~~3. The Department of Law Enforcement shall search all arrest fingerprints received under s. 943.051 against the fingerprints retained in the statewide automated biometric identification system under subparagraph 2. Any arrest record that is identified with an owner's or operator's fingerprints must be reported to the owner or operator, who must report to the Department of Education. Any costs associated with the search shall be borne by the owner or operator.~~

~~4. An owner or operator who fails the level 2 background screening is not eligible to participate in a scholarship program under this chapter.~~

1.5. In addition to the offenses listed in s. 435.04, a person required to undergo background screening pursuant to this part or authorizing statutes may not have an arrest awaiting final disposition for, must not have been found guilty of, or entered a plea of nolo contendere to, regardless of adjudication, and must not have been adjudicated delinquent for, and the record must not have been sealed or expunged for, any of the following offenses or any similar offense of another jurisdiction:

- a. Any authorizing statutes, if the offense was a felony.
- b. This chapter, if the offense was a felony.
- c. Section 409.920, relating to Medicaid provider fraud.
- d. Section 409.9201, relating to Medicaid fraud.

e. Section 741.28, relating to domestic violence.

f. Section 817.034, relating to fraudulent acts through mail, wire, radio, electromagnetic, photoelectronic, or photooptical systems.

g. Section 817.234, relating to false and fraudulent insurance claims.

h. Section 817.505, relating to patient brokering.

i. Section 817.568, relating to criminal use of personal identification information.

j. Section 817.60, relating to obtaining a credit card through fraudulent means.

k. Section 817.61, relating to fraudulent use of credit cards, if the offense was a felony.

l. Section 831.01, relating to forgery.

m. Section 831.02, relating to uttering forged instruments.

n. Section 831.07, relating to forging bank bills, checks, drafts, or promissory notes.

o. Section 831.09, relating to uttering forged bank bills, checks, drafts, or promissory notes.

p. Section 831.30, relating to fraud in obtaining medicinal drugs.

q. Section 831.31, relating to the sale, manufacture, delivery, or possession with the intent to sell, manufacture, or deliver any counterfeit controlled substance, if the offense was

276 a felony.

277 ~~2.6.~~ At least 30 calendar days before a transfer of
278 ownership of a private school, the owner or operator shall
279 notify the parent of each scholarship student.

280 ~~3.7.~~ The owner or operator of a private school that has
281 been deemed ineligible to participate in a scholarship program
282 pursuant to this chapter may not transfer ownership or
283 management authority of the school to a relative in order to
284 participate in a scholarship program as the same school or a new
285 school. For purposes of this subparagraph, the term "relative"
286 means father, mother, son, daughter, grandfather, grandmother,
287 brother, sister, uncle, aunt, cousin, nephew, niece, husband,
288 wife, father-in-law, mother-in-law, son-in-law, daughter-in-law,
289 brother-in-law, sister-in-law, stepfather, stepmother, stepson,
290 stepdaughter, stepbrother, stepsister, half brother, or half
291 sister.

292
293 The department shall suspend the payment of funds to a private
294 school that knowingly fails to comply with this subsection, and
295 shall prohibit the school from enrolling new scholarship
296 students, for 1 fiscal year and until the school complies. If a
297 private school fails to meet the requirements of this subsection
298 or has consecutive years of material exceptions listed in the
299 report required under paragraph (q), the commissioner may
300 determine that the private school is ineligible to participate

in a scholarship program.

Section 5. Paragraph (o) of subsection (2) of section 1003.42, Florida Statutes, is amended to read:

1003.42 Required instruction.—

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

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

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

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

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

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

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

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

expectations; and self-motivation.

5.a. For students in grades 6 through 12, the social, emotional, and physical effects of social media. This component must include, but need not be limited to, the negative effects of social media on mental health, including addiction; the distribution of misinformation on social media; how social media manipulates behavior; the permanency of sharing materials online; how to maintain personal security and identify cyberbullying, predatory behavior, and human trafficking on the Internet; and how to report suspicious behavior encountered on the Internet.

b. The Department of Education shall make available online the instructional material being used pursuant to this subparagraph, and each district school board shall notify parents of its availability.

6. For students in grades 6 through 12, health education addressing human embryologic development must include:

a. A high-definition ultrasound video, at least one minute in duration, showing the development of the heart and other organs and movement of the limbs and head; and

b. A high-quality, computer-generated rendering, animation, video, or other multimedia, at least three minutes in duration, showing and describing the process of fertilization and various stages of human development inside the uterus, noting significant markers in cell growth and organ development

376 by week from conception until birth.

377 c. The State Board of Education shall adopt rules to
378 implement this subparagraph.

379
380 Health education and life skills instruction and materials may
381 not contradict the principles enumerated in subsection (3).

382
383 The State Board of Education is encouraged to adopt standards
384 and pursue assessment of the requirements of this subsection.
385 Instructional programming that incorporates the values of the
386 recipients of the Congressional Medal of Honor and that is
387 offered as part of a social studies, English Language Arts, or
388 other schoolwide character building and veteran awareness
389 initiative meets the requirements of paragraph (u).

390 **Section 6. Paragraph (a) of subsection (2) and subsection**
391 **(3) of section 1003.4201, Florida Statutes, are amended to read:**

392 1003.4201 Comprehensive system of reading instruction.—
393 Each school district must implement a system of comprehensive
394 reading instruction for students enrolled in prekindergarten
395 through grade 12 and certain students who exhibit a substantial
396 deficiency in early literacy.

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

399 1. Additional time per day of evidence-based intensive
400 reading instruction for kindergarten through grade 12 students,

401 which may be delivered during or outside of the regular school
402 day.

403 2. Highly qualified reading coaches, who must be endorsed
404 in reading, to specifically support classroom teachers in making
405 instructional decisions based on progress monitoring data
406 collected pursuant to s. 1008.25(9) and improve classroom
407 teacher delivery of effective reading instruction, reading
408 intervention, and reading in the content areas based on student
409 need.

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

415 4. Summer reading camps, using only classroom teachers or
416 other district personnel who possess a micro-credential as
417 specified in s. 1003.485 or are certified or endorsed in reading
418 consistent with s. 1008.25(8)(b)3., for all students in
419 kindergarten through grade 5 exhibiting a reading deficiency as
420 determined by district and state assessments.

421 5. Intensive reading interventions that must be delivered
422 by instructional personnel who possess a micro-credential as
423 provided in s. 1003.485 or are certified or endorsed in reading
424 as provided in s. 1012.586 and must incorporate evidence-based
425 strategies identified by the Just Read, Florida! Office pursuant

to s. 1001.215(7). Instructional personnel who possess a micro-credential as specified in s. 1003.485 and are delivering intensive reading interventions must be supervised by an individual certified or endorsed in reading. For the purposes of this subsection, the term "supervised" means the ability to communicate by way of telecommunication with or physical presence of the certified or endorsed personnel for consultation and direction of the actions of the personnel with the micro-credential. Incentives for instructional personnel and certified prekindergarten teachers funded in the Florida Education Finance Program who possess a reading certification or endorsement as specified in s. 1012.586 or micro-credential as specified in s. 1003.485 and provide educational support to improve student literacy.

6. Tutoring in reading.

7. A description of how the district prioritizes the assignment of highly effective teachers, as identified in s. 1012.34(2)(e), to students in kindergarten to grade 2.

(3) Each school district shall submit its approved reading instruction plan, including approved reading instruction plans for each charter school in the district, to the Department of Education for approval by August 1 of each fiscal year.

Section 7. Section 1003.4202, Florida Statutes, is created to read:

1003.4202 Comprehensive system of mathematics

451 instruction.—Each school district must implement a system of
452 comprehensive mathematics instruction for students enrolled in
453 prekindergarten through grade 12 and certain students who
454 exhibit a substantial deficiency in early mathematics skills
455 under s. 1008.25(6).

456 (1) As part of the reading instruction plan required under
457 s. 1003.4201, each school district shall include a detailed
458 mathematics instruction plan that outlines the components of the
459 district's comprehensive system of mathematics instruction.

460 (2) Components of the mathematics instruction plan may
461 include the following:

462 (a) Additional time per day of evidence-based intensive
463 mathematics instruction for students in kindergarten through
464 grade 12, which may be delivered during or outside of the
465 regular school day.

466 (b) Highly qualified mathematics coaches who hold either a
467 grades 5 through 9 mathematics certification or a grades 6
468 through 12 mathematics certification and have 3 consecutive
469 years of a highly effective district evaluation, pursuant to s.
470 1012.34, to specifically support classroom teachers in making
471 instructional decisions based on progress monitoring data
472 collected pursuant to s. 1008.25(9) and improve classroom
473 teacher delivery of effective mathematics instruction and
474 mathematics intervention.

475 (c) Tutoring in mathematics.

476 (3) For purposes of this section, the term "evidence-
477 based" means demonstrating a statistically significant effect on
478 improving student outcomes or other relevant outcomes as
479 provided in 20 U.S.C. s. 8101(21)(A)(i).

480 **Section 8. Paragraph (a) of subsection (4) of section**
481 **1004.04, Florida Statutes, is amended to read:**

482 1004.04 Public accountability and state approval for
483 teacher preparation programs.—

484 (4) CONTINUED PROGRAM APPROVAL.—Continued approval of a
485 teacher preparation program shall be based upon evidence that
486 the program continues to implement the requirements for initial
487 approval and upon significant, objective, and quantifiable
488 measures of the program and the performance of the program
489 completers.

490 (a) The criteria for continued approval must include each
491 of the following:

492 1. Candidate readiness based on passage rates on educator
493 certification examinations under s. 1012.56, as applicable.

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

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

499 b. Results of program completers' annual evaluations in
500 accordance with the timeline as set forth in s. 1012.34.

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

3. Results of the program completers' survey measuring their satisfaction with preparation for the realities of the classroom.

4. Results of the employers' survey measuring satisfaction with the program and the program's responsiveness to local school districts.

Section 9. Effective upon becoming a law, paragraph (b) of subsection (1) of section 1007.27, Florida Statutes, is amended, and paragraph (d) is added to subsection (2), to read:

1007.27 Articulated acceleration mechanisms.—

(1)

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

(2)

(d) The department may join or establish a national consortium as an alternative method to develop and implement advanced courses that align with s. 1007.25.

Section 10. Paragraphs (a) and (c) of subsection (6) of section 1008.25, Florida Statutes, are amended to read:

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

(6) MATHEMATICS DEFICIENCY AND PARENTAL NOTIFICATION.—

(a) Any student in a Voluntary Prekindergarten Education Program provided by a public school who exhibits a substantial deficiency in early mathematics skills and any student in kindergarten through grade 4 who exhibits a substantial deficiency in mathematics or the characteristics of dyscalculia based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must:

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

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

b. Supplemental, evidence-based mathematics interventions before or after school, or both, delivered by a highly qualified teacher of mathematics or a trained tutor, as defined by the State Board of Education.

2. The performance of a student receiving mathematics

instruction under subparagraph 1. must be monitored, and
instruction must be adjusted based on the student's need.

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

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

5. The mathematics proficiency of a student receiving

576 additional mathematics supports must be monitored and the
577 intensive interventions must continue until the student
578 demonstrates grade level proficiency in a manner determined by
579 the district, which may include achieving a Level 3 on the
580 statewide, standardized Mathematics assessment. The State Board
581 of Education shall identify by rule guidelines for determining
582 whether a student in a Voluntary Prekindergarten Education
583 Program has a deficiency in early mathematics skills or a
584 student in kindergarten through grade 4 has a substantial
585 deficiency in mathematics.

586
587 For the purposes of this subsection, a Voluntary Prekindergarten
588 Education Program student is deemed to exhibit a substantial
589 deficiency in mathematics skills based upon the results of the
590 midyear or final administration of the coordinated screening and
591 progress monitoring under subsection (9).

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

595 1. That his or her child has been identified as having a
596 substantial deficiency in mathematics, including a description
597 and explanation, in terms understandable to the parent, of the
598 exact nature of the student's difficulty in learning and lack of
599 achievement in mathematics.

600 2. A description of the current services that are provided

601 to the child.

602 3. A description of the proposed intensive interventions
603 and supports that will be provided to the child that are
604 designed to remediate the identified area of mathematics
605 deficiency.

606 4. Strategies, including multisensory strategies and
607 programming, through a home-based plan the parent can use in
608 helping his or her child succeed in mathematics. The home-based
609 plan must provide access to the resources identified in
610 paragraph (d).

611 5. Information about the student's eligibility for the New
612 Worlds Scholarship Accounts under s. 1002.411 and the New Worlds
613 Tutoring Program under s. 1008.366.

614
615 After the initial notification, the school shall apprise the
616 parent at least monthly of the student's progress in response to
617 the intensive interventions and supports. Such communications
618 must be in writing and must explain any additional interventions
619 or supports that will be implemented to accelerate the student's
620 progress if the interventions and supports already being
621 implemented have not resulted in improvement. Upon the request
622 of the parent, the teacher or school administrator shall meet to
623 discuss the student's progress. The parent may request more
624 frequent notification of the student's progress, more frequent
625 interventions or supports, and earlier implementation of the

626 additional interventions or supports described in the initial
627 notification.

628 **Section 11. Subsection (8) of section 1008.365, Florida**
629 **Statutes, is amended to read:**

630 1008.365 Reading Achievement Initiative for Scholastic
631 Excellence Act.—

632 (8) As part of the RAISE Program, the department shall
633 establish a tutoring program and develop training in effective
634 reading tutoring practices and content, based on evidence-based
635 practices grounded in the science of reading and aligned to the
636 English Language Arts standards under s. 1003.41, which prepares
637 eligible high school students to tutor students in kindergarten
638 through grade 3 in schools identified under this section,
639 instilling in those students a love of reading and improving
640 their literacy skills.

641 (a) To be eligible to participate in the tutoring program,
642 a high school student must be a rising junior or senior who has
643 a cumulative grade point average of 3.0 or higher, has no
644 history of out-of-school suspensions or expulsions, is on track
645 to complete all core course requirements to graduate, and has
646 written recommendations from at least two of his or her present
647 or former high school teachers of record or extracurricular
648 activity sponsors.

649 (b) School districts that wish to participate in the
650 tutoring program must recruit, train, and deploy eligible high

651 school students using the materials developed under this
652 section. Tutoring must occur during or after the school day on
653 school district property in the presence and under the
654 supervision of instructional personnel who are school district
655 employees. A parent must give written permission for his or her
656 child to receive tutoring through the program.

657 (c) Tutoring may be part of a service-learning course
658 adopted pursuant to s. 1003.497. Students may earn up to three
659 elective credits for high school graduation based on the
660 verified number of hours the student spends tutoring under the
661 program. The hours of volunteer service must be documented in
662 writing, and the document must be signed by the student, the
663 student's parent or guardian, and an administrator or designee
664 of the school in which the tutoring occurred. The ~~Unpaid~~ hours
665 that a high school student devotes to tutoring may be counted
666 toward meeting community service requirements for high school
667 graduation and community service requirements for participation
668 in the Florida Bright Futures Scholarship Program as provided in
669 s. 1003.497(3)(b). The department shall designate a high school
670 student who provides at least 75 verified hours of tutoring
671 under the program as a New Worlds Scholar and award the student
672 with a pin indicating such designation.

673 (d) School districts participating in the tutoring program
674 may provide a stipend to instructional personnel and high school
675 students serving as tutors for after-school tutoring.

Section 12. Paragraph (b) of subsection (1) of section 1008.366, Florida Statutes, is amended to read:

1008.366 The New Worlds Tutoring Program.—

(1) The New Worlds Tutoring Program is created to support school districts and schools in improving student achievement in reading and mathematics by:

(b) Providing best practice guidelines for mathematics tutoring in alignment with Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for mathematics in consultation with the Office of Mathematics and Sciences.

Section 13. Paragraph (a) of subsection (1) of section 1011.58, Florida Statutes, is amended to read:

1011.58 Procedures for legislative budget requests for the Florida School for Competitive Academics.—

~~(1)(a) The legislative budget request of the Florida School for Competitive Academics established in s. 1002.351 must be prepared using the same format, procedures, and timelines required for the submission of the legislative budget request of the Department of Education.~~

Section 14. Section 1012.07, Florida Statutes, is amended to read:

1012.07 Identification of high-demand ~~critical~~ teacher needs ~~shortage~~ areas.—

The term "high-demand ~~critical~~ teacher needs ~~shortage~~ area" means high-need content areas and high-priority location areas

identified by the State Board of Education. The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 necessary to annually identify high-demand ~~critical~~ teacher needs ~~shortage~~ areas. The state board must consider current and emerging educational requirements and workforce demands in determining high-demand ~~critical~~ teacher needs ~~shortage~~ areas. School grade levels may also be designated critical teacher shortage areas. Individual district school boards may identify and submit other high-demand ~~critical~~ teacher needs ~~shortage~~ areas. Such submissions must be aligned to current and emerging educational requirements and workforce demands in order to be approved by the State Board of Education. High-priority location areas must be in high-density, low-economic urban schools; low-density, low-economic rural schools; and schools that earned a grade of "F" or three consecutive grades of "D" pursuant to s. 1008.34. The State Board of Education shall develop strategies to address high-demand ~~critical~~ teacher needs ~~shortage~~ areas.

Section 15. Paragraph (c) of subsection (1) of section 1012.22, Florida Statutes, is amended to read:

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

(1) Designate positions to be filled, prescribe qualifications for those positions, and provide for the appointment, compensation, promotion, suspension, and dismissal

of employees as follows, subject to the requirements of this chapter:

(c) Compensation and salary schedules.—

1. Definitions.—As used in this paragraph:

a. "Adjustment" means an addition to the base salary schedule that is not a bonus and becomes part of the employee's permanent base salary and shall be considered compensation under s. 121.021(22).

b. "Grandfathered salary schedule" means the salary schedule or schedules adopted by a district school board before July 1, 2014, pursuant to subparagraph 4.

c. "Instructional personnel" means instructional personnel as defined in s. 1012.01(2)(a)-(d), excluding substitute teachers.

d. "Performance salary schedule" means the salary schedule or schedules adopted by a district school board pursuant to subparagraph 5.

e. "Salary schedule" means the schedule or schedules used to provide the base salary for district school board personnel.

f. "School administrator" means a school administrator as defined in s. 1012.01(3)(c).

g. "Supplement" means an annual addition to the base salary for the term of the negotiated supplement as long as the employee continues his or her employment for the purpose of the supplement. A supplement does not become part of the employee's

continuing base salary but shall be considered compensation under s. 121.021(22).

2. Cost-of-living adjustment.—A district school board may provide a cost-of-living salary adjustment if the adjustment:

a. Does not discriminate among comparable classes of employees based upon the salary schedule under which they are compensated.

b. Does not exceed 50 percent of the annual adjustment provided to instructional personnel rated as effective.

3. Advanced degrees.—A district school board may use advanced degrees in setting a salary schedule for instructional personnel or school administrators if the advanced degree is held in the individual's area of certification.

4. Grandfathered salary schedule.—

a. The district school board shall adopt a salary schedule or salary schedules to be used as the basis for paying all school employees hired before July 1, 2014. Instructional personnel on annual contract as of July 1, 2014, shall be placed on the performance salary schedule adopted under subparagraph 5. Instructional personnel on continuing contract or professional service contract may opt into the performance salary schedule if the employee relinquishes such contract and agrees to be employed on an annual contract under s. 1012.335. Such an employee shall be placed on the performance salary schedule and may not return to continuing contract or professional service

contract status. Any employee who opts into the performance salary schedule may not return to the grandfathered salary schedule.

b. In determining the grandfathered salary schedule for instructional personnel, a district school board must base a portion of each employee's compensation upon performance demonstrated under s. 1012.34 and shall provide differentiated pay for both instructional personnel and school administrators based upon district-determined factors, including, but not limited to, additional responsibilities, school demographics, high-demand teacher needs ~~critical shortage~~ areas, and level of job performance difficulties.

5. Performance salary schedule.—By July 1, 2014, the district school board shall adopt a performance salary schedule that provides annual salary adjustments for instructional personnel and school administrators based upon performance determined under s. 1012.34. Employees hired on or after July 1, 2014, or employees who choose to move from the grandfathered salary schedule to the performance salary schedule shall be compensated pursuant to the performance salary schedule once they have received the appropriate performance evaluation for this purpose.

a. Base salary.—The base salary shall be established as follows:

(I) The base salary for instructional personnel or school

801 administrators who opt into the performance salary schedule
802 shall be the salary paid in the prior year, including
803 adjustments only.

804 (II) Instructional personnel or school administrators new
805 to the district, returning to the district after a break in
806 service without an authorized leave of absence, or appointed for
807 the first time to a position in the district in the capacity of
808 instructional personnel or school administrator shall be placed
809 on the performance salary schedule.

810 b. Salary adjustments.—Salary adjustments for highly
811 effective or effective performance shall be established as
812 follows:

813 (I) The annual salary adjustment under the performance
814 salary schedule for an employee rated as highly effective must
815 be at least 25 percent greater than the highest annual salary
816 adjustment available to an employee of the same classification
817 through any other salary schedule adopted by the district.

818 (II) The annual salary adjustment under the performance
819 salary schedule for an employee rated as effective must be equal
820 to at least 50 percent and no more than 75 percent of the annual
821 adjustment provided for a highly effective employee of the same
822 classification.

823 (III) A salary schedule shall not provide an annual salary
824 adjustment for an employee who receives a rating other than
825 highly effective or effective for the year.

826 c. Salary supplements.—In addition to the salary
827 adjustments, each district school board shall provide for salary
828 supplements for activities that must include, but are not
829 limited to:

830 (I) Assignment to a Title I eligible school.

831 (II) Assignment to a school that earned a grade of "F" or
832 three consecutive grades of "D" pursuant to s. 1008.34 such that
833 the supplement remains in force for at least 1 year following
834 improved performance in that school.

835 (III) Certification and teaching in high-demand ~~critical~~
836 teacher needs shortage areas. Statewide high-demand ~~critical~~
837 teacher needs shortage areas shall be identified by the State
838 Board of Education under s. 1012.07. However, the district
839 school board may identify other areas of high-demand needs
840 ~~critical~~ shortage within the school district for purposes of
841 this sub-sub-subparagraph and may remove areas identified by the
842 state board which do not apply within the school district.

843 (IV) Assignment of additional academic responsibilities.

844
845 If budget constraints in any given year limit a district school
846 board's ability to fully fund all adopted salary schedules, the
847 performance salary schedule shall not be reduced on the basis of
848 total cost or the value of individual awards in a manner that is
849 proportionally greater than reductions to any other salary
850 schedules adopted by the district. Any compensation for

longevity of service awarded to instructional personnel who are on any other salary schedule must be included in calculating the salary adjustments required by sub-subparagraph b.

Section 16. Section 1012.315, Florida Statutes, is amended to read:

1012.315 Screening standards.—

(1) A person is ineligible for educator certification or employment in any position that requires direct contact with students in a district school system, a charter school, or a private school that participates in a state scholarship program under chapter 1002, which includes being an owner or operator of a private school that participates in a scholarship program under chapter 1002, if the person:

(a)~~(1)~~ Is on the disqualification list maintained by the department under s. 1001.10(4)(b);

(b)~~(2)~~ Is registered as a sex offender as described in 42 U.S.C. s. 9858f(c)(1)(C);

(c)~~(3)~~ Is ineligible based on a security background investigation under s. 435.04(2). ~~Beginning January 1, 2025, or a later date as determined by the Agency for Health Care Administration,~~ The Agency for Health Care Administration shall determine the eligibility of employees in any position that requires direct contact with students in a district school system, a charter school, or a private school that participates in a state scholarship program under chapter 1002;

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876 (d)~~(4)~~ Would be ineligible for an exemption under s.
877 435.07(4)(c); or

878 (e)~~(5)~~ Has been convicted or found guilty of, has had
879 adjudication withheld for, or has pled guilty or nolo contendere
880 to:

881 1.~~(a)~~ Any criminal act committed in another state or under
882 federal law which, if committed in this state, constitutes a
883 disqualifying offense under s. 435.04(2).

884 2.~~(b)~~ Any delinquent act committed in this state or any
885 delinquent or criminal act committed in another state or under
886 federal law which, if committed in this state, qualifies an
887 individual for inclusion on the Registered Juvenile Sex Offender
888 List under s. 943.0435(1)(h)1.d.

889 (2) Persons who apply for certification or employment are
890 governed by the law and rules in effect at the time of
891 application for issuance of the initial certificate or
892 employment, provided that continuity of certificates or
893 employment is maintained.

894 **Section 17. Paragraph (b) of subsection (2) of section**
895 **1012.586, Florida Statutes, is amended to read:**

896 1012.586 Additions or changes to certificates; duplicate
897 certificates; reading endorsement pathways.—

898 (2)

899 (b) As part of adopting a pathway pursuant to paragraph
900 (a), the department shall review the competencies for the

901 reading endorsement and subject area examinations for educator
902 certificates identified pursuant to s. 1012.585(3)(f) for
903 alignment with evidence-based instructional and intervention
904 strategies rooted in the science of reading and identified
905 pursuant to s. 1001.215(7) and recommend changes to the State
906 Board of Education. Recommended changes must address
907 identification of the characteristics of conditions such as
908 dyslexia or dyscalculia, implementation of evidence-based
909 classroom instruction and interventions, including evidence-
910 based reading or mathematics instruction and interventions
911 specifically for students with characteristics of dyslexia or
912 dyscalculia, and effective progress monitoring. ~~By July 1, 2023,~~
913 ~~each school district reading endorsement add-on program must be~~
914 ~~resubmitted for approval by the department consistent with this~~
915 ~~paragraph.~~

916 **Section 18. Section 1012.77, Florida Statutes, is amended**
917 **to read:**

918 1012.77 Christa McAuliffe Ambassador for Education
919 Program.—

920 (1) ~~The Legislature recognizes that Florida continues to~~
921 ~~face teacher shortages and that fewer young people consider~~
922 ~~teaching as a career.~~ It is the intent of the Legislature to
923 promote the positive and rewarding aspects of being a teacher,
924 to encourage more individuals to become teachers, and to provide
925 annual sabbatical support for outstanding Florida teachers to

926 | serve as goodwill ambassadors for education. The Legislature
927 | further wishes to honor the memory of Christa McAuliffe, who
928 | epitomized the challenge and inspiration that teaching can be.

929 | (2) The Christa McAuliffe Ambassador for Education Program
930 | is established to provide salary, travel, and other related
931 | expenses annually for an outstanding Florida teacher to promote
932 | the positive aspects of teaching as a career. The goals of the
933 | program are to:

934 | (a) Enhance the stature of teachers and the teaching
935 | profession.

936 | (b) Promote the importance of quality education and
937 | teaching for our future.

938 | (c) Inspire and attract talented people to become
939 | teachers.

940 | (d) Provide information regarding Florida's scholarship
941 | and loan programs related to teaching.

942 | (e) Promote the teaching profession within community and
943 | business groups.

944 | (f) Provide information to retired military personnel and
945 | other individuals who might consider teaching as a second
946 | career.

947 | (g) Work with and represent the Department of Education,
948 | as needed.

949 | (h) Work with and encourage the efforts of school and
950 | district teachers of the year.

951 (i) Support the activities of the Florida Future Educator
952 of America Program.

953 (j) Represent Florida teachers at business, trade,
954 education, and other conferences and meetings.

955 (k) Promote the teaching profession in other ways related
956 to the teaching responsibilities, background experiences, and
957 aspirations of the Ambassador for Education.

958 (3) The Teacher of the Year shall serve as the Ambassador
959 for Education. If the Teacher of the Year is unable to serve as
960 the Ambassador for Education, the first runner-up shall serve in
961 his or her place. The Department of Education shall establish
962 application and selection procedures for determining an annual
963 teacher of the year. Applications and selection criteria shall
964 be developed and distributed annually by the Department of
965 Education to all eligible entities identified in subsection (4)
966 ~~school districts~~. The Commissioner of Education shall establish
967 a selection committee which assures representation from teacher
968 organizations, administrators, and parents to select the Teacher
969 of the Year and Ambassador for Education from among the district
970 teachers of the year.

971 (4) Eligible entities to submit to the Department of
972 Education a nominee for the Teacher of the Year and Ambassador
973 for Education are:

974 (a) Florida school districts, including lab schools as
975 defined in s. 1002.32.

976 (b) Charter school consortia with at least 30 member
977 schools and an approved professional learning system on file
978 with the Department.

979 (5) (a) ~~(4) (a)~~ The Commissioner of Education shall pay an
980 annual salary, fringe benefits, travel costs, and other costs
981 associated with administering the program.

982 (b) The Ambassador for Education shall serve for 1 year,
983 from July 1 to June 30, and shall be assured of returning to his
984 or her teaching position upon completion of the program. The
985 ambassador will not have a break in creditable or continuous
986 service or employment for the period of time in which he or she
987 participates in the program.

988 **Section 19.** Except as otherwise expressly provided in this
989 act, and except for this section, which shall take effect upon
990 this act becoming a law, this act shall take effect July 1,
991 2025.