

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 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,

HB 7035

2024

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).

HB 7035

2024

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

HB 7035

2024

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

HB 7035

2024

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

HB 7035

2024

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

HB 7035

2024

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

HB 7035

2024

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 ~~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

HB 7035

2024

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

HB 7035

2024

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.

HB 7035

2024

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

HB 7035

2024

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



HB 7035

2024

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.