ELC Legislative Committee Meeting  
January 21st, 2016, 10:00 a.m.  
ELC Executive Conference Room

I. Welcome & Introductions  
Alexander Soto

II. After-school Programs: SB156/HB 133  
Evelio Torres

III. Medical Assistance Funding for Lawfully Residing Children:  
SB 248/HB 89  
Evelio Torres

IV. After-school Child Care Programs: SB536  
Evelio Torres

V. Education/ Relating to Reading Instruction:  
SB 1068/HB 7021  
Evelio Torres

VI. Department of Highway Safety and Motor Vehicles:  
SB 1394/HB 7063  
Evelio Torres

VII. Eligibility for Employment as Child Care Personnel:  
SB 1420/HB 1125  
Evelio Torres

VIII. Voluntary Education Prekindergarten Program: SB 1612  
SB 1612/HB 1259  
Evelio Torres

IX. Child Care and Development Block Grant Program:  
HB 7053  
Evelio Torres

X. Discuss 2016 Legislative Visits  
Alexander Soto

XI. Public Comment  
Alexander Soto

XII. Adjourn  
Alexander Soto
<table>
<thead>
<tr>
<th>Bill Number</th>
<th>Description</th>
<th>Sponsor(s)</th>
<th>Update</th>
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</table>
| SB 156      | **After-school Programs:** Deletes legislative intent provision regarding certain not-for-profit organizations and background screening for such organizations; defines term “not-for-profit organization”; requires certain employees of not-for-profit organizations to meet certain background screening requirements; creates study group. | Smith       | 8/20/15 Filed  
9/9/15 Referred to Community Affairs; Criminal Justice; Appropriations Subcommittee on Health and Human Services; Rules  
10/6/15 Temporarily Postponed by Community Affairs  
12/1/15 CS Favorable by Community Affairs YEAS 5 NAYS 0  
12/03/15 Remaining references corrected to Education PreK-12; Criminal Justice; Rules |
| SB 248      | **Medical Assistance Funding for Lawfully Residing Children:** Defining the term “lawfully residing child”; revising eligibility for Florida Kidcare program to conform to changes made by the act; clarifying that undocumented immigrants are excluded from eligibility; providing eligibility for optional payments for medical assistance and related services for certain lawfully residing children; clarifying that undocumented immigrants are excluded from eligibility for optional Medicaid payments or relate services, etc. | Garcia      | 9/9/15 Filed  
9/14/15 Referred to Health Policy; Appropriations Subcommittee on Health and Human Services; Appropriations  
10/26/15 On Health Policy Committee agenda, 11/02/15, 4pm, 412K  
11/02/15 Favorable YEAS 7 NAYS 0  
11/09/15 On Appropriations Subcommittee on Health and Human Services agenda, 11/18/15, 10 am, 401 SOB  
11/18/15 Favorable by Appropriations Subcommittee on Health and Human Services, YEAS 8, NAYS 0 |
| SB 406      | **Playground Safety:** Citing this act as the “playground Safety Act”; requiring certain new and existing playgrounds to comply with specified safety standards and guidelines; authorizing counties and municipalities to require permits and charge fees for the construction or renovation of certain playgrounds, etc. | Sobel       | 10/1/15 Files  
10/9/15 Referred to Education PreK-12; Community Affairs; Fiscal Policy |
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<tr>
<th>Bill</th>
<th>Description</th>
<th>Sponsor</th>
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<tbody>
<tr>
<td>SB 500</td>
<td><strong>Children and Youth Cabinet:</strong> Revises membership of Children &amp; Youth Cabinet.</td>
<td>Montford</td>
<td>10/12/15 Filed 10/21/15 Referred to Children, Families, and Elder Affairs; Education Pre-K-12; Rules 10/26/15 On Children, Families, and Elder Affairs agenda, 11/4/15, 2 pm, 301 SOB 11/04/15 Favorable by Children, Families, and Elder Affairs YEAS 5 NAYS 0 1/15/16 On Education PreK Committee agenda, 1/20/16, 1:30 pm, 412 K</td>
</tr>
<tr>
<td>SB 536</td>
<td><strong>After-school child Care Programs:</strong> Requiring the Department of Children and Families to create a tiered after-school licensure program; requiring the department to adopt rules to implement the tiered after-school program; requiring the department to initiate rulemaking to implement the program by a certain date; requiring the department to submit a report to the Governor and Legislature by a certain date, etc.</td>
<td>Smith</td>
<td>10/14/15 Files 10/21/15 Referred to Children, Families, and Elder Affairs; Appropriations Subcommittee on Health and Human Services; Appropriations 10/26/15 On Children, Families, and Elder Affairs agenda, 11/4/15, 2 pm 301 SOB 11/04/15 Temporarily postponed by Children, Families, and Elder Affairs 1/13/16 Withdrawn from further consideration</td>
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<tr>
<td>SB 556 (Identical to 371)</td>
<td><strong>Florida Commission on Poverty:</strong> Creating the commission within the Department of Economic Opportunity; specifying the membership of the commission and the duration of members’ terms; authorizing reimbursement for per diem and travel expenses; prescribing the powers and duties of the commission; requiring the commission to annually submit a report to the Governor and the Legislature, etc.</td>
<td>Altman</td>
<td>10/19/15 Filed 10/23/15 Referred to Commerce and Tourism; Appropriations Subcommittee on Transportation, Tourism, and Economic Development; Fiscal Policy</td>
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<td>SB 750 (Similar HB 563)</td>
<td><strong>Temporary Cash Assistance Program:</strong> Adding a requirement of proof of application for employment to eligibility requirements for receiving services or temporary cash assistance; decreasing the lifetime cumulative total time limit for which an applicant or current participant may receive temporary cash assistance; adding proof of application for employment to the work</td>
<td>Hutson &amp; Bean</td>
<td>11/04/15 Filed 11/18/15 Referred to Children, Families, and Elder Affairs; Appropriations Subcommittee on Health and Human Services; Appropriations 1/11/16 On Children,</td>
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<tr>
<td>Bill Number</td>
<td>Bill Title</td>
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<td>sponsors’ vote</td>
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<td>SB 842</td>
<td>Property Prepared for a Tax-Exempt Use: Consolidating and revising provisions relating to obtaining an ad valorem exemption for property owned by an exempt organization, including the requirement that the owner of an exempt organization take affirmative steps to demonstrate an exempt use; deleting provisions relating to the exemption as it applies to public worship and affordable housing and provisions incorporated into s. 196.1955, F.S., etc.</td>
<td>Hays</td>
<td>1/14/16, Temporarily Postponed</td>
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<td>SB 942</td>
<td>Relating to Composition of Cabinet/Election of Commissioner of Education/State Board of Education: Proposing amendments to the State Constitution to provide for the election of the Commissioner of Education, the inclusion of the commissioner as a member of the Cabinet, and the establishment of the Governor and Cabinet as the State Board of Education, etc.</td>
<td>Garcia</td>
<td>11/20/15 Filed 12/11/15 Referred to Ethics and Elections; Education PreK-12; Rules</td>
</tr>
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<td>SB 1068</td>
<td>Education: Revising the duties of the Just Read, Florida! Office; revising requirements for school improvement plans and early warning systems; revising core curricula requirements for certain teacher preparation programs to include certain reading instruction and interventions; requiring candidates for an educator certificate in certain areas to demonstrate competence in specified areas, etc.</td>
<td>Legg</td>
<td>12/08/15 Filed 1/5/16 Referred to Education PreK-12; Appropriations Subcommittee on Education; Appropriations</td>
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<td>SB 1200</td>
<td>Pay-for-Success Contract Program: Requiring the Department of Management Services to oversee a Pay-for-Success Contract Program; authorizing the department, contingent upon funding, to negotiate and enter into contracts with private entities to fund high-quality programs; requiring an independent evaluator to determine whether the performance outcome measures in a contract have been met, etc.</td>
<td>Bean</td>
<td>12/21/15 Filed 1/08/16 Referred to Governmental Oversight and Accountability; Appropriations Subcommittee on General Government; Appropriations</td>
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<td>SB 1394</td>
<td>Department of Highway Safety and Motor Vehicles: Providing that provisions prohibiting a driver from following certain vehicles within a specified distance do not apply to truck tractor-semitrailer combinations under certain circumstances; requiring the driver of every other vehicle to take specified actions if a utility service</td>
<td>Brandes</td>
<td>1/06/16 Filed 1/14/16 Referred to Transportation, Appropriations Subcommittee on Transportation; Tourism and Economic Development; Fiscal</td>
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| SB 1420  
(Similar to  
HB 1125) | Eligibility for Employment as Child Care Personnel: Prohibiting certain job applicants from employment with a child care facility, etc. | Bean | 1/06/16 Filed  
1/14/16 Referred to  
Children, Families, and Elder Affairs; Criminal Justice; Rules |
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| SB 1550  
(Identical to HB 1253) | Relating to Early Childhood Music Education Incentive Pilot: Creates Early Childhood Music Education Incentive Pilot Program within DOE; provides for participation, program requirements, funding & incentive payments, & rulemaking; requires UF’s College of Education to perform evaluation; provides for expiration. | Detert | 1/08/16 Filed  
1/14/16 Referred to Education PreK; Appropriations Subcommittee on Education; Appropriations |
| SB 1612 | Voluntary Education Prekindergarten Program: Revising requirements for prekindergarten instructors employed by a private prekindergarten provider; revising requirements for the pre- and post-assessment administered to students enrolled in the Voluntary Prekindergarten Education Program, etc. | Sobel | 1/08/16 Filed  
1/14/16 Referred to Education PreK; Appropriations Subcommittee on Education; Appropriations |
| SB 7018 | Child Welfare: Extending court jurisdiction to age 22 for young adults with disabilities in foster care; providing conditions under which a child may be returned home with an in-home safety plan; requiring specified intervention services and supports; requiring every child placed in out-of-home care to be referred within a certain time for a comprehensive behavioral health assessment; requiring lead agencies to ensure the availability of a full array of family support services, etc. | Children, Families, & Elder Affairs | 10/12/15 Submitted as committee bill; YEAS 5 NAYS 0  
10/27/15 Filed  
11/04/15 Referred to Judiciary; Appropriations Subcommittee on Health and Human Services; Appropriations  
12/1/15 Favorable by Judiciary YEAS 7 NAYS 0  
1/08/16 On Appropriations Subcommittee on Health and Human Services agenda, 1/13/16, 1:30 pm, 401 SOB  
1/13/16 Favorable by Appropriations Subcommittee on Health and Human Services YEAS 7 NAYS 0, now in Appropriations |
<table>
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<tr>
<th>Bill Number</th>
<th>Description</th>
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<th>Action Notes</th>
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<tr>
<td>SB 7034</td>
<td>Relating to Prenatal Services and Early Childhood Development: Revising the requirements for the Department of Health to maintain a clearinghouse of information for parents and health care providers on developmental evaluation and early intervention programs; renaming the “Infants and Toddlers Early Intervention Program” as the “Early Steps Program”; requiring the development of an individual family support plan for each child served in the program, etc.</td>
<td></td>
<td>11/09/15 On Children, Families, &amp; Elder Affairs committee agenda, 11/19/15, 9:00 am, 301 SOB 11/19/15 Submitted as Committee Bill, YEAS 4, NAYS 0 12/11/15 Referred to Appropriations Subcommittee on Health and Human Services; Appropriations 1/08/16 On Appropriations Subcommittee on Health and Human Services, 1/13/16, 1:30 pm, 401 SOB 1/13/16 CS Favorable by Appropriations Subcommittee on Health and Human Services YEAS 6 NAYS 0, now in Appropriations</td>
</tr>
<tr>
<td>HB 89</td>
<td>Florida Kidcare Program: Provides eligibility for optional payments for medical assistance &amp; related services for certain lawfully residing children; clarifies that undocumented immigrants are excluded from eligibility for optional Medicaid payments or related services.</td>
<td>Diaz</td>
<td>8/20/15 Filed. 9/10/15 Referred to Health Innovation Subcommittee; Health Care Appropriations Subcommittee; Health &amp; Human Services Committee 1/13/16 Favorable by Health Innovation Subcommittee, YEAS 13 NAYS 0</td>
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<td>HB 121</td>
<td>Children Unattended in Motor Vehicles: Provides immunity from civil liability or criminal prosecution for forcible entry into motor vehicle to remove minor in certain circumstances</td>
<td>Moskowitz</td>
<td>9/1/15 Filed 9/3/15 Withdrawn</td>
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<tr>
<td>HB 133</td>
<td>After-School Programs: Deletes legislative intent provision regarding certain not-for-profit organizations and background screening for such organizations; defines term “not-for-profit organization”; requires certain employees of not-for-profit organizations to meet certain background screening requirements; creates study group.</td>
<td>Pilon</td>
<td>9/3/15 Filed 9/24/15 Referred to Children, Families, and Seniors Subcommittee; Education Committee; Appropriations Committee; Health &amp; Human Services Committee 11/17/15 Withdrawn</td>
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<td>Bill Number</td>
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<td>HB 241 (Identical to SB 500)</td>
<td><strong>Children and Youth Cabinet:</strong> Revises membership of Children &amp; Youth Cabinet.</td>
<td>Harrell</td>
<td>9/24/15 Filed 10/7/15 Referred to Choice &amp; Innovation Subcommittee; Health &amp; Human Services Committee; Education Committee 10/27/15 On Choice &amp; Innovation Subcommittee agenda, 11/3/15, 12 pm, 306 HOB 11/03/15 Favorable by Choice &amp; Innovation Subcommittee 1/14/16 Favorable by Health &amp; Human Services Committee, YEAS 11 NAYS 0, now in Education</td>
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<tr>
<td>HB 301 (Similar SB)</td>
<td><strong>Property Prepared for Tax-Exempt Use:</strong> Consolidates provisions relating to tax exemptions on property owned by certain tax-exempt organizations; authorizes property appraiser to serve notice of tax lien on certain otherwise exempt properties under certain circumstances; specifies entities to whom lien attaches; provides exemption; deletes provisions rendered obsolete by consolidation.</td>
<td>Burton</td>
<td>10/06/15 Filed 10/30/15 Referred to Finance and Tax; Local and Federal Affairs; and Appropriations 1/14/16 Favorable by Finance and Tax Committee, YEAS 13 NAYS 1, now in Local and Federal Affairs</td>
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<tr>
<td>HB 371 (Identical to SB 556)</td>
<td><strong>Florida Commission on Poverty:</strong> Creating the commission within the Department of Economic Opportunity; specifying the membership of the commission and the duration of members' terms; authorizing reimbursement for per diem and travel expenses; prescribing the powers and duties of the commission; requiring the commission to annually submit a report to the Governor and the Legislature, etc.</td>
<td>Williams</td>
<td>10/15/15 Filed 10/30/15 Referred to Government Operations Subcommittee, Appropriations Committee, State Affairs Committee</td>
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<tr>
<td>HB 563 (Similar SB 750)</td>
<td><strong>Temporary Cash Assistance Program:</strong> Adds proof of application for employment to eligibility requirements for receiving services or temporary cash assistance; decreases lifetime cumulative total time limit for receiving temporary cash assistance; adds proof of application for employment to work activity requirements for participant in temporary cash assistance program.</td>
<td>Gaetz</td>
<td>11/04/15 Filed 11/16/15 Referred to Children, Families, and Seniors Subcommittee; Health Care Appropriations; Health and Human Services Committee 1/15/16 On Children, Families, and Seniors Subcommittee agenda, 1/20/16, 9:00 am, 12</td>
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<tr>
<td>Bill Number</td>
<td>Title</td>
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<td>HB 599 (Identical SB 7018)</td>
<td><strong>Child Welfare:</strong> Extends court jurisdiction to age 22 for young adults with disabilities in foster care; provides conditions under which child may be returned home with an in-home safety plan; requires specified intervention services &amp; supports; requires every child placed in out-of-home care to be referred within certain time for comprehensive behavioral health assessment; requires lead agencies to ensure availability of full array of family support services.</td>
<td>Combee</td>
<td>11/06/15 Filed 11/17/15 Referred to Children, Families, and Seniors Subcommittee; Health Care Appropriations; Health and Human Services Committee</td>
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<tr>
<td>HB 767 (Identical to SB 942)</td>
<td><strong>Relating to Composition of Cabinet/Election of Commissioner of Education/State Board of Education:</strong> Proposing amendments to the State Constitution to provide for the election of the Commissioner of Education, the inclusion of the commissioner as a member of the Cabinet, and the establishment of the Governor and Cabinet as the State Board of Education, etc.</td>
<td>Mayfield</td>
<td>11/20/15 Filed 12/10/15 Referred to K-12 Subcommittee; Government Operations Subcommittee; Appropriations Committee; Education Committee</td>
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<tr>
<td>HB 943 (Similar to SB 7034)</td>
<td><strong>Prenatal Services and Early Childhood Development:</strong> Revises requirements for DOH to maintain clearinghouse of information for parents &amp; health care providers on developmental evaluation &amp; early intervention programs; renames “Infants and Toddlers Early Intervention Program” as “Early Steps Program”; requires development of individual family support plan for each child served in program.</td>
<td>Gonzalez</td>
<td>12/14/15 Filed 1/08/16 Referred to Health Quality Subcommittee; Health Care Appropriations Subcommittee; Health and Human Services Committee</td>
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<td>HB 1049 (Compare to SB 1200)</td>
<td><strong>Pay-for-success Contracts:</strong> Establishes pay-for-success contract program within DMS; authorizes DMS to negotiate &amp; enter into pay-for-success contracts pursuant to which certain not-for-profit entities are paid for contractual services to address certain public problems if successfully achieved according to independent evaluation; directs EDR to provide certain assistance to DMS; exempts pay-for-success contracts from competitive procurement requirements; authorizes DMS to develop model contracts &amp; adopt rules.</td>
<td>Sprowls</td>
<td>12/28/15 Filed 1/08/16 Referred to Government Operations Subcommittee; Appropriations; State Affairs Committee</td>
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<tr>
<td>Bill Number</td>
<td>Description</td>
<td>Sponsor</td>
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<td>HB 1125</td>
<td>Child Care Facilities: Prohibits employment of certain child care personnel by child care facility.</td>
<td>McBurney</td>
<td>1/05/16 Filed</td>
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<td>(Similar to SB 1420)</td>
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<tr>
<td>HB 1253</td>
<td>Relating to Early Childhood Music Education Incentive Pilot: Creates Early Childhood Music Education Incentive Pilot Program within DOE; provides for participation, program requirements, funding &amp; incentive payments, &amp; rulemaking; requires UF’s College of Education to perform evaluation; provides for expiration.</td>
<td>Perry</td>
<td>1/08/16 Filed</td>
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<td>(Identical to SB 1550)</td>
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<td>1/13/16 Referred to Children, Families, and Seniors Subcommittee; Criminal Justice Subcommittee; Health and Human Services Subcommittee</td>
</tr>
<tr>
<td>HB 1259</td>
<td>Voluntary Education Prekindergarten Program: Revising requirements for prekindergarten instructors employed by a private prekindergarten provider; revising requirements for the pre- and post-assessment administered to students enrolled in the Voluntary Prekindergarten Education Program, etc.</td>
<td>Dudley</td>
<td>1/08/16 Filed</td>
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<tr>
<td>(Identical to SB 1612)</td>
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<td>1/15/16 Referred to Choice and Innovation Subcommittee; Education Appropriations Subcommittee; Education</td>
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<tr>
<td>HB 7021</td>
<td>Relating to Reading Instruction: Revising the duties of Just Read, Florida! Office, requiring certain schools to include specific information in the school improvement plan and to implement an early warning system for students that meet certain criteria, revising the emergent literacy course to include specific reading instruction, requiring the OEL to approve specific VPK assessments, requiring VPK students to receive specific reading instruction, etc.</td>
<td>K-12 Subcommittee</td>
<td>11/10/15 Filed as proposed committee bill; on K-12 Subcommittee agenda, 11/18/15, 3:30 pm, 17 HOB 11/18/15 Favorable with amendments by K-12 Subcommittee 11/20/15 Filed and assigned bill number 12/1/15 Favorable with CS by Education Appropriations Subcommittee 12/2/15 CS Filed 12/3/15 Now in Education Committee</td>
</tr>
<tr>
<td>HB 7053</td>
<td>Child Care and Development Block Grant Program: Expands list of entities that have access to child abuse records for approving providers of school readiness services; requires school readiness program providers to provide DCF &amp; local licensing agencies with access for inspection purposes; requires certain child care providers to submit affidavit of compliance with licensure requirements of ch. 402, F.S., &amp; federal law; provides criteria for exemption from disqualification for employment with school</td>
<td>O’Toole and Education Committee</td>
<td>11/18/15 Proposed committee bill introduced for workshop 12/03/15 Favorable with amendment YEAS 16 NAYS 0 12/04/15 Filed as bill 12/18/15 Referred to Appropriations</td>
</tr>
<tr>
<td>HB 7063</td>
<td>readiness program provider; revises duties of OEL; revises provisions relating to child &amp; parent eligibility for school readiness programs.</td>
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A bill to be entitled
An act relating to after-school programs; amending s.
402.301, F.S.; deleting a legislative intent provision
regarding certain not-for-profit organizations and
background screening for such organizations; amending
s. 435.02, F.S.; revising the term “specified agency”
to include certain divisions within the Department of
Education; creating s. 1006.05, F.S.; providing
legislative findings; defining the term “not-for-
profit organization or municipal government”;
providing applicability; authorizing such not-for-
profit organizations or municipal governments to
continue certain licensures; requiring child care
personnel of the not-for-profit organizations or
municipal governments to meet certain background
screening requirements; creating an advisory council;
providing for membership of the advisory council;
requiring that the advisory council submit a report to
the Governor and the Legislature by a specified date;
providing a directive to the Division of Law Revision
and Information; providing an effective date.

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

Section 1. Subsection (6) of section 402.301, Florida
Statutes, is amended to read:

402.301 Child care facilities; legislative intent and
declaration of purpose and policy.—It is the legislative intent
to protect the health, safety, and well-being of the children of
the state and to promote their emotional and intellectual
development and care. Toward that end:

(6) It is further the intent that membership organizations
affiliated with national organizations which do not provide
child care, whose primary purpose is providing activities that
contribute to the development of good character or good
sportsmanship or to the education or cultural development of
minors in this state, which charge only a nominal annual
membership fee, which are not for profit, and which are
certified by their national associations as being in compliance
with the association’s minimum standards and procedures shall
not be considered child care facilities. However, all personnel
as defined in s. 402.302 of such membership organizations shall
meet background screening requirements through the department
pursuant to ss. 402.305 and 402.3055.

Section 2. Subsection (5) of section 435.02, Florida
Statutes, is amended to read:

435.02 Definitions.—For the purposes of this chapter, the
term:

(5) “Specified agency” means the Department of Health, the
Department of Children and Families, the Division of Vocational
Rehabilitation within the Department of Education and any
division within the Department of Education which conducts
background screenings for after-school programs operated by not-
for-profit organizations or municipal governments, the Agency
for Health Care Administration, the Department of Elderly
Affairs, the Department of Juvenile Justice, the Agency for
Persons with Disabilities, and local licensing agencies approved
pursuant to s. 402.307, when these agencies are conducting state
and national criminal history background screening on persons who work with children or persons who are elderly or disabled.

Section 3. Section 1006.05, Florida Statutes, is created to read:

1006.05 After-school programs of not-for-profit organizations and municipal governments.—

(1) The Legislature finds that not-for-profit organizations and municipal governments that conduct after-school programs contribute to improved learning and the academic success of the children and youth who attend the organizations’ or municipal governments’ programs.

(2) As used in this section, the term “not-for-profit organization or municipal government” means a not-for-profit organization or municipal government after school program that meets all of the following criteria:

(a) Conducts school-based or facility-based after-school programs only for children and youth ages 6 to 18.

(b) Provides assistance through such programs with homework, delinquency prevention, life skills, and the development of good character.

(c) Operates 5 days a week or more during the school year and operates during school holidays and the summer months.

(d) Charges only a nominal fee or no fee.

(e) Meets the standards for quality set by the Not-for-Profit After School Program Standards Advisory Council if such standards are adopted by the Legislature.

(3) Sections 402.305-402.319 do not apply to not-for-profit organizations or municipal governments as defined in this section.
(4) A not-for-profit organization or municipal government providing an after-school program that is licensed pursuant to s. 402.305 before the effective date of this act may continue to be licensed under s. 402.305 by submitting a notification of its election to the Department of Children and Families.

(5) All child care personnel, as defined in s. 402.302, of a not-for-profit organization or municipal government must meet the background screening requirements of ss. 435.04 and 435.12 through the Department of Education.

Section 4. Not-for-Profit After-School Program Standards Advisory Council.—

(1) The Not-for-Profit After-School Program Standards Advisory Council is created within the Department of Education to recommend reasonable and affordable minimum health, sanitation, and safety standards for after-school programs provided by not-for-profit organizations or municipal governments as defined in s. 1006.05, Florida Statutes.

(2) The advisory council must consist of the following:

(a) A member of the Senate appointed by the President of the Senate.

(b) A member of the House of Representatives appointed by the Speaker of the House of Representatives.

(c) The Commissioner of Education or his or her designee.

(d) Three members appointed by the Governor representing the Florida AfterSchool Network, the Florida Alliance of the Boys and Girls Clubs, and a provider of a not-for-profit after-school program.

(e) One member appointed by the Governor as a consumer representative whose child is attending or has attended an
after-school program provided by a not-for-profit organization.

(3) The advisory council shall submit a report to the Governor, the President of the Senate, and the Speaker of the House of Representatives by January 1, 2017.

Section 5. The Division of Law Revision and Information is directed to replace the phrase “the effective date of this act” wherever it occurs in this act with such date.

Section 6. This act shall take effect upon becoming a law.
A bill to be entitled
An act relating to after-school programs; amending s. 402.301, F.S.; deleting a legislative intent provision regarding certain not-for-profit organizations and background screening for such organizations; creating s. 1006.05, F.S.; providing legislative findings; defining the term "not-for-profit organization"; requiring certain employees of not-for-profit organizations to meet certain background screening requirements; creating a study group; providing for membership of the study group; requiring that the study group make recommendations and submit a report to the Governor and the Legislature by a specified date; providing an effective date.

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

Section 1. Subsection (6) of section 402.301, Florida Statutes, is amended to read:

402.301 Child care facilities; legislative intent and declaration of purpose and policy.—It is the legislative intent to protect the health, safety, and well-being of the children of the state and to promote their emotional and intellectual development and care. Toward that end:

(6) It is further the intent that membership organizations affiliated with national organizations which do not provide
child care, whose primary purpose is providing activities that contribute to the development of good character or good sportsmanship or to the education or cultural development of minors in this state, which charge only a nominal annual membership fee, which are not for profit, and which are certified by their national associations as being in compliance with the association's minimum standards and procedures shall not be considered child care facilities. However, all personnel as defined in s. 402.302 of such membership organizations shall meet background screening requirements through the department pursuant to ss. 402.305 and 402.3055.

Section 2. Section 1006.05, Florida Statutes, is created to read:

1006.05 After-school programs of not-for-profit organizations.—

(1) The Legislature finds that not-for-profit organizations that conduct after-school programs contribute to improved learning and the academic success of the children and youth who attend the organization's programs.

(2) As used in this section, the term "not-for-profit organization" means a not-for-profit organization that meets all of the following criteria:

(a) Conducts school-based or facility-based after-school programs only for children and youth ages 6 to 18.

(b) Provides assistance through such programs with homework, delinquency prevention, life skills, and the
development of good character.

(c) Operates 5 days a week or more during the school year and operates during school holidays and the summer months.

(d) Charges only a nominal fee or no fee.

(e) Meets the standards for quality set by the Not-for-Profit After School Program Standards Study Group if such standards are adopted by the Legislature.

(3) Sections 402.305-402.319 do not apply to not-for-profit organizations as defined in this section.

(4) An employee of a not-for-profit organization who works directly with children and youth participating in an after-school program must meet the background screening requirements of ss. 435.04 and 435.12.

Section 3. Not-for-Profit After School Program Standards Study Group.—

(1) The Not-for-Profit After School Program Standards Study Group is created to recommend reasonable and affordable minimum health, sanitation, and safety standards for after-school programs provided by not-for-profit organizations as defined in s. 1006.05, Florida Statutes.

(2) The study group consists of seven members and must include:

(a) A member of the Senate appointed by the President of the Senate.

(b) A member of the House of Representatives appointed by the Speaker of the House of Representatives.
(c) The Commissioner of Education or his or her designee.

(d) Three members appointed by the Governor representing the Florida AfterSchool Network, the Florida Alliance of the Boys and Girls Clubs, and a provider of a not-for-profit after-school program, respectively.

(e) One member appointed by the Governor as a consumer representative whose child is attending or has attended an after-school program provided by a not-for-profit organization.

(3) The study group shall submit a report to the Governor, the President of the Senate, and the Speaker of the House of Representatives by January 1, 2017.

Section 4. This act shall take effect upon becoming a law.
A bill to be entitled
An act relating to medical assistance funding for
lawfully residing children; amending s. 409.811, F.S.;
defining the term “lawfully residing child”; deleting
the definition of the term “qualified alien”;
conforming provisions to changes made by the act;
amending s. 409.814, F.S.; revising eligibility for
the Florida Kidcare program to conform to changes made
by the act; clarifying that undocumented immigrants
are excluded from eligibility; amending s. 409.904,
F.S.; providing eligibility for optional payments for
medical assistance and related services for certain
lawfully residing children; clarifying that
undocumented immigrants are excluded from eligibility
for optional Medicaid payments or related services;
amending s. 624.91, F.S.; conforming provisions to
changes made by the act; providing an effective date.

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

Section 1. Present subsections (17) through (22) of section
409.811, Florida Statutes, are redesignated as subsections (18)
through (23), respectively, a new subsection (17) is added to
that section, and present subsections (23) and (24) of that
section are amended, to read:

409.811 Definitions relating to Florida Kidcare Act.—As
used in ss. 409.810-409.821, the term:

(17) “Lawfully residing child” means a child who is
lawfully present in the United States, meets Medicaid or the
Children’s Health Insurance Program (CHIP) residency requirements, and may be eligible for medical assistance with federal financial participation as provided under s. 214 of the Children’s Health Insurance Program Reauthorization Act of 2009, Pub. L. No. 111-3, and related federal regulations.


(24) “Resident” means a United States citizen, or lawfully residing child qualified alien, who is domiciled in this state.

Section 2. Paragraph (c) of subsection (4) of section 409.814, Florida Statutes, is amended to read:

409.814 Eligibility.—A child who has not reached 19 years of age whose family income is equal to or below 200 percent of the federal poverty level is eligible for the Florida Kidcare program as provided in this section. If an enrolled individual is determined to be ineligible for coverage, he or she must be immediately disenrolled from the respective Florida Kidcare program component.

(4) The following children are not eligible to receive Title XXI-funded premium assistance for health benefits coverage under the Florida Kidcare program, except under Medicaid if the child would have been eligible for Medicaid under s. 409.903 or s. 409.904 as of June 1, 1997:

(c) A child who is an alien, but who does not meet the definition of a lawfully residing child qualified alien, in the United States. This paragraph does not extend eligibility for the Florida Kidcare program to an undocumented immigrant.

Section 3. Present subsections (8) and (9) of section...
409.904, Florida Statutes, are redesignated as subsections (9) and (10), respectively, and a new subsection (8) is added to that section, to read:

409.904 Optional payments for eligible persons.—The agency may make payments for medical assistance and related services on behalf of the following persons who are determined to be eligible subject to the income, assets, and categorical eligibility tests set forth in federal and state law. Payment on behalf of these Medicaid eligible persons is subject to the availability of moneys and any limitations established by the General Appropriations Act or chapter 216.

(8) A child who has not attained the age of 19 who, notwithstanding s. 414.095(3), would be eligible for Medicaid under s. 409.903, except that the child is a lawfully residing child as defined in s. 409.811. This subsection does not extend eligibility for optional Medicaid payments or related services to an undocumented immigrant.

Section 4. Paragraph (b) of subsection (3) of section 624.91, Florida Statutes, is amended to read:

624.91 The Florida Healthy Kids Corporation Act.—

(3) ELIGIBILITY FOR STATE-FUNDED ASSISTANCE.—Only the following individuals are eligible for state-funded assistance in paying Florida Healthy Kids premiums:

(b) Notwithstanding s. 409.814, a legal alien aliens who is are enrolled in the Florida Healthy Kids program as of January 31, 2004, who does do not qualify for Title XXI federal funds because he or she is they are not a lawfully residing child qualified aliens as defined in s. 409.811.

Section 5. This act shall take effect July 1, 2016.
A bill to be entitled
An act relating to the Florida Kidcare program;
amending s. 409.811, F.S.; defining the term "lawfully residing child"; deleting the definition of the term "qualified alien"; conforming provisions to changes made by the act; amending s. 409.814, F.S.; revising eligibility for the program to conform to changes made by the act; clarifying that undocumented immigrants are excluded from eligibility; amending s. 409.904, F.S.; providing eligibility for optional payments for medical assistance and related services for certain lawfully residing children; clarifying that undocumented immigrants are excluded from eligibility for optional Medicaid payments or related services; amending s. 624.91, F.S.; conforming provisions to changes made by the act; providing an effective date.

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

Section 1. Present subsections (17) through (22) of section 409.811, Florida Statutes, are renumbered as subsections (18) through (23), respectively, a new subsection (17) is added to that section, and present subsections (23) and (24) of that section are amended, to read:

409.811 Definitions relating to Florida Kidcare Act.—As used in ss. 409.810-409.821, the term:

CODING: Words stricken are deletions; words underlined are additions.
(17) "Lawfully residing child" means a child who is lawfully present in the United States, meets Medicaid or Children's Health Insurance Program (CHIP) residency requirements, and may be eligible for medical assistance with federal financial participation as provided under s. 214 of the Children's Health Insurance Program Reauthorization Act of 2009, Pub. L. No. 111-3, and related federal regulations.


(24) "Resident" means a United States citizen, or lawfully residing child, qualified alien, who is domiciled in this state.

Section 2. Paragraph (c) of subsection (4) of section 409.814, Florida Statutes, is amended to read:

409.814 Eligibility.—A child who has not reached 19 years of age whose family income is equal to or below 200 percent of the federal poverty level is eligible for the Florida Kidcare program as provided in this section. If an enrolled individual is determined to be ineligible for coverage, he or she must be immediately disenrolled from the respective Florida Kidcare program component.

(4) The following children are not eligible to receive Title XXI-funded premium assistance for health benefits coverage under the Florida Kidcare program, except under Medicaid if the child would have been eligible for Medicaid under s. 409.903 or s. 409.904 as of June 1, 1997:
(c) A child who is an alien, but who does not meet the definition of a lawfully residing child qualified alien, in the United States. This paragraph does not extend eligibility for the Florida Kidcare program to an undocumented immigrant.

Section 3. Subsections (8) and (9) of section 409.904, Florida Statutes, are renumbered as subsections (9) and (10), respectively, and a new subsection (8) is added to that section to read:

409.904 Optional payments for eligible persons.—The agency may make payments for medical assistance and related services on behalf of the following persons who are determined to be eligible subject to the income, assets, and categorical eligibility tests set forth in federal and state law. Payment on behalf of these Medicaid eligible persons is subject to the availability of moneys and any limitations established by the General Appropriations Act or chapter 216.

(8) A child who has not attained the age of 19 who, notwithstanding s. 414.095(3), would be eligible for Medicaid under s. 409.903, except that the child is a lawfully residing child as defined in s. 409.811. This subsection does not extend eligibility for optional Medicaid payments or related services to an undocumented immigrant.

Section 4. Paragraph (b) of subsection (3) of section 624.91, Florida Statutes, is amended to read:

624.91 The Florida Healthy Kids Corporation Act.—

(3) ELIGIBILITY FOR STATE-FUNDED ASSISTANCE.—Only the
following individuals are eligible for state-funded assistance in paying Florida Healthy Kids premiums:

(b) Notwithstanding s. 409.814, a legal alien who is are enrolled in the Florida Healthy Kids program as of January 31, 2004, who does do not qualify for Title XXI federal funds because he or she is they are not a lawfully residing child qualified alien as defined in s. 409.811.

Section 5. This act shall take effect July 1, 2016.
A bill to be entitled
An act relating to after-school child care programs; amending s. 402.305, F.S.; requiring the Department of Children and Families to create a tiered after-school licensure program; requiring the department to adopt rules to implement the tiered after-school program; requiring the department to initiate rulemaking to implement the program by a certain date; requiring the department to submit a report to the Governor and Legislature by a certain date; reenacting s. 1002.88(1)(a), F.S., relating to school readiness program provider standards, to incorporate the amendment made to s. 402.305, F.S., in a reference thereto; providing an effective date.

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

Section 1. Paragraph (c) of subsection (1) of section 402.305, Florida Statutes, is amended to read:

402.305 Licensing standards; child care facilities.—
(1) LICENSING STANDARDS.—The department shall establish licensing standards that each licensed child care facility must meet regardless of the origin or source of the fees used to operate the facility or the type of children served by the facility.

(c) The minimum standards for child care facilities shall be adopted in the rules of the department and shall address the areas delineated in this section. The department, in adopting rules to establish minimum standards for child care facilities,
shall recognize that different age groups of children may require different standards. The department may adopt different minimum standards for facilities that serve children in different age groups, including school-age children. The department shall also adopt by rule a definition for child care which distinguishes between child care programs that require child care licensure and after-school programs that do not require licensure. Notwithstanding any other provision of law to the contrary, minimum child care licensing standards shall be developed to provide for reasonable, affordable, and safe before-school and after-school care. The department shall develop a tiered after-school child care licensure program that applies licensing criteria based on the risk levels of the activities offered in a program and the populations served by that program. The department shall adopt rules to implement the tiered after-school licensure program required by this paragraph. After-school programs that otherwise meet the criteria for exclusion from licensure may provide snacks and meals through the federal Afterschool Meal Program (AMP) administered by the Department of Health in accordance with federal regulations and standards. The Department of Health shall consider meals to be provided through the AMP only if the program is actively participating in the AMP, is in good standing with the department, and the meals meet AMP requirements. Standards, at a minimum, shall allow for a credentialed director to supervise multiple before-school and after-school sites.

Section 2. The Department of Children and Families shall initiate rulemaking to implement the tiered after-school child
care licensure program required by s. 402.305(1)(c), Florida Statutes, by September 30, 2016. The department shall submit a report, including a description of the licensure program and implementation activities, any public comment received regarding the development of the program, and any recommendations for statutory changes, to the Governor, the President of the Senate, and the Speaker of the House of Representatives by November 30, 2016.

Section 3. For the purpose of incorporating the amendment made by this act to section 402.305, Florida Statutes, in a reference thereto, paragraph (a) of subsection (1) of section 1002.88, Florida Statutes, is reenacted to read:

1002.88 School readiness program provider standards; eligibility to deliver the school readiness program.—

(1) To be eligible to deliver the school readiness program, a school readiness program provider must:

(a) Be a child care facility licensed under s. 402.305, a family day care home licensed or registered under s. 402.313, a large family child care home licensed under s. 402.3131, a public school or nonpublic school exempt from licensure under s. 402.3025, a faith-based child care provider exempt from licensure under s. 402.316, a before-school or after-school program described in s. 402.305(1)(c), or an informal child care provider to the extent authorized in the state’s Child Care and Development Fund Plan as approved by the United States Department of Health and Human Services pursuant to 45 C.F.R. s. 98.18.

Section 4. This act shall take effect July 1, 2016.
By Senator Legg

17-01274B-16

A bill to be entitled

An act relating to education; amending s. 1001.215, F.S.; revising the duties of the Just Read, Florida! Office; amending s. 1001.42, F.S.; revising requirements for school improvement plans and early warning systems; authorizing a school-based team to include a psychologist; amending s. 1002.20, F.S.; revising requirements for notifying a parent of a student with a substantial reading deficiency; amending s. 1002.59, F.S.; revising the emergent literacy and performance standards training course requirements; amending s. 1002.67, F.S.; requiring the Office of Early Learning, rather than the State Board of Education, to approve specific Voluntary Prekindergarten Education Program assessments and establish requirements for individuals administering the assessments; requiring certain prekindergarten students to receive specific reading instruction; amending s. 1002.69, F.S.; conforming provisions to changes made by the act; requiring data from the statewide kindergarten screening to be used to identify certain students; amending s. 1004.04, F.S.; revising core curricula requirements for certain teacher preparation programs to include certain reading instruction and interventions; amending s. 1004.85, F.S.; requiring certain educator preparation institutes to provide evidence of specified reading instruction as a condition of program approval; amending s. 1008.25, F.S.; revising the priority of the remedial and supplemental instruction resources allocations; revising the required plans for certain students deficient in reading; revising criteria and
requiring the State Board of Education to identify
33 guidelines for determining whether certain students
34 have a substantial deficiency in reading; revising the
35 parental notification requirements for students with a
36 substantial deficiency in reading; requiring a school
37 to provide updates to parents of students who receive
38 certain services; requiring the Department of
39 Education to develop a handbook containing specific
40 information for parents of students with a substantial
41 reading deficiency; requiring schools to provide
42 certain instruction and intervention to students who
43 received a good cause exemption from retention;
44 revising grounds for such good cause exemption;
45 revising intervention requirements for certain
46 retained students; revising requirements relating to
47 the intensive interventions for retained students in
48 certain grades; revising a school district’s duties;
49 revising student progress evaluation requirements;
50 amending s. 1008.345, F.S.; revising reporting
51 requirements of the Commissioner of Education relating
52 to the state system of school improvement and
53 education accountability; amending s. 1011.67, F.S.;
54 revising the contents of a comprehensive staff
55 development plan required for each school district;
56 requiring certain information to be included in a
57 certification provided by each district school
58 superintendent to the commissioner; creating s.
59 1012.567, F.S.; requiring candidates for an educator
60 certificate in certain areas to demonstrate competence
61

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CODING: Words strike are deletions; words underlined are additions.
in specified areas; requiring the State Board of Education to adopt by rule certain requirements; providing that a teacher certification from another state does not meet competency requirements; requiring the state board to identify teacher certification areas in which candidates must demonstrate competence; requiring certain teacher preparation courses to provide specific instruction in order to receive approval; providing requirements for an endorsement in reading instruction; providing for review of specialization and coverage area requirements for certain education area certifications by a specified date; providing for rulemaking; amending s. 1012.585, F.S.; revising requirements for renewal of professional teaching certificates; amending s. 1012.586, F.S.; authorizing the department to recommend consolidation of endorsement areas and requirements for endorsements for teacher certificates; amending s. 1012.98, F.S.; revising duties and requirements for implementation of the School Community Professional Development Act; providing an effective date.

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

Section 1. Section 1001.215, Florida Statutes, is amended to read:

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

(1) Train highly effective reading coaches.

(2) Create multiple designations of effective reading instruction, with accompanying credentials, to enable which encourage all teachers to integrate reading instruction into their content areas.

(3) Provide training to Train K-12 teachers, reading coaches, and school principals on effective content-area-specific reading strategies; the integration of content-rich, nonfiction texts from other core subject areas into reading instruction; and explicit, systematic, and multisensory approaches to reading instruction that are proven to improve the reading performance of all students. For secondary teachers, emphasis shall be on technical text. These strategies must be developed for all content areas in the K-12 curriculum.

(4) Provide parents with information and strategies for assisting their children in reading, including reading in the content areas area.

(5) Provide technical assistance to school districts in the development and implementation of district plans for use of the research-based reading instruction allocation provided in s. 1011.62(9) and annually review and approve such plans.

(6) Review, evaluate, and provide technical assistance to school districts’ implementation of the K-12 comprehensive reading plan required in s. 1011.62(9).

(7) Work with the Florida Center for Reading Research to identify effective research-based and evidence-based reading instructional and intervention provide information on research-
Based reading programs and effective reading in the content area strategies. Reading intervention strategies are evidence-based strategies frequently used to remediate reading deficiencies and include individual instruction, tutoring, or mentoring that targets specific reading skills and abilities.

(8) Periodically review the Next Generation Sunshine State Standards for English Language Arts to determine their appropriateness at each grade level reading at all grade levels.

(9) Periodically review teacher certification requirements and examinations, including alternative certification requirements and examinations exams, to ascertain whether the examinations measure the skills needed for evidence-based research-based reading instruction and instructional strategies for teaching reading, including reading in the content areas.

(10) Work with teacher preparation programs approved pursuant to ss. 1004.04 and 1004.85 s. 1004.04 to integrate effective research-based and evidence-based reading instructional and intervention strategies; and reading in the content area instructional strategies; and explicit, systematic, and multisensory reading instructional strategies into teacher preparation programs.

(11) Post on its website a list of core reading materials and supplemental intervention reading materials for kindergarten through grade 5 that meet, at a minimum, all of the following criteria:

(a) Use of an explicit, systematic, sequential, and multisensory approach to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension.

(b) Incorporation of cooperative learning strategies.
(c) Incorporation of one-to-one or small group instructional strategies.

(d) Incorporation of decodable or phonetic text instructional strategies.

(e) Provision of teacher training on well-specified teaching methods and instructional processes designed to implement the materials.

(12) (11) Administer grants and perform other functions as necessary to help meet the goal that all students read at their highest potential grade level.

Section 2. Paragraphs (a) and (b) of subsection (18) of section 1001.42, Florida Statutes, are amended to read:

1001.42 Powers and duties of district school board.—The district school board, acting as a board, shall exercise all powers and perform all duties listed below:

(18) IMPLEMENT SCHOOL IMPROVEMENT AND ACCOUNTABILITY.—

Maintain a system of school improvement and education accountability as provided by statute and State Board of Education rule. This system of school improvement and education accountability shall be consistent with, and implemented through, the district’s continuing system of planning and budgeting required by this section and ss. 1008.385, 1010.01, and 1011.01. This system of school improvement and education accountability shall comply with the provisions of ss. 1008.33, 1008.34, 1008.345, and 1008.385 and include the following:

(a) School improvement plans.—

1. The district school board shall annually approve and require implementation of a new, amended, or continuation school improvement plan for each school in the district. If a school
has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34 and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate, that school’s improvement plan shall include strategies for improving these results. The state board shall adopt rules establishing thresholds and for determining compliance with this subparagraph.

2. A school that serves any students in kindergarten through grade includes any of grades 6, 7, or 8 shall include annually in its school improvement plan information and data on the school’s early warning system required under paragraph (b), including a list of the early warning indicators used in the system, the number of students identified by the system as exhibiting two or more early warning indicators, the number of students by grade level that exhibit each early warning indicator, and a description of all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system. The plan must also In addition, a school that includes any of grades 6, 7, or 8 shall describe in its school improvement plan the strategies used by the school to implement and evaluate the instructional
practices for middle grades emphasized by the district’s professional development system pursuant to s. 1012.98(4)(b)9. and 10.

(b) Early warning system.—

1. A school that serves any students in kindergarten through grade 8 shall implement an early warning system to identify students in these grades who need additional support to improve academic performance and stay engaged in school. The early warning system must include the following early warning indicators:

   a. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.

   b. One or more suspensions, whether in school or out of school.

   c. Course failure in English Language Arts or mathematics during any grading period.

   d. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics or, for students in kindergarten through grade 3, a substantial reading deficiency as provided in s. 1008.25(5)(a).

A school district may identify additional early warning indicators for use in a school’s early warning system.

2. A school-based team responsible for implementing the requirements of this paragraph shall monitor the data from the early warning system in subparagraph (a). The team may include a school psychologist. When a student exhibits two or more early warning indicators, the team shall school’s child study team under s. 1003.02 or a school-based team formed for the purpose
of implementing the requirements of this paragraph shall convene
to determine, in consultation with the student’s parent,
appropriate intervention strategies for the student unless the
student is already being served by an intervention program at
the direction of a school-based, multidisciplinary team. Data
and information relating to a student’s early warning indicators
must be used to inform any intervention strategies provided to
the student. The school shall provide at least 10 days’ written
notice of the meeting to the student’s parent, indicating the
meeting’s purpose, time, and location, and provide the parent
the opportunity to participate.

Section 3. Subsection (11) of section 1002.20, Florida
Statutes, is amended to read:

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

(11) STUDENTS WITH READING DEFICIENCIES.—The parent of any
K-3 student who exhibits a substantial reading deficiency shall
be immediately notified of the student’s deficiency pursuant to
s. 1008.25(5) and with a description and explanation, in terms
understandable to the parent, of the exact nature of the
student’s difficulty in learning and lack of achievement in
reading; shall be consulted in the development of a plan, as
described in s. 1008.25(4)(b); and shall be informed that the
student will be given intensive reading instruction until the
deficiency is corrected. This subsection operates in addition to
the remediation and notification provisions contained in s. 265 1008.25 and in no way reduces the rights of a parent or the 266 responsibilities of a school district under that section.

Section 4. Subsection (1) of section 1002.59, Florida Statutes, is amended to read:

1002.59 Emergent literacy and performance standards training courses.—

(1) The office shall adopt minimum standards for one or more training courses in emergent literacy for prekindergarten instructors. Each course must comprise 5 clock hours and provide instruction in explicit, systematic, and multisensory instruction strategies and techniques to address the age-appropriate progress of prekindergarten students in developing emergent literacy skills, including oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development. Each course must address early identification of and intervention for students experiencing difficulties with emergent literacy skills and also provide resources containing strategies that allow students with disabilities and other special needs to derive maximum benefit from the Voluntary Prekindergarten Education Program. Successful completion of an emergent literacy training course approved under this section satisfies requirements for approved training in early literacy and language development under ss. 402.305(2)(d)5., 402.313(6), and 402.3131(5).

Section 5. Paragraphs (a) and (c) of subsection (3) of section 1002.67, Florida Statutes, are amended, and paragraph (d) is added to that subsection, to read:

1002.67 Performance standards; curricula and
accountability.—

(3)(a) Contingent upon legislative appropriation, each private prekindergarten provider and public school in the Voluntary Prekindergarten Education Program must implement an evidence-based pre- and post-assessment that has been approved by the office rule of the State Board of Education.

(c) The pre- and post-assessment must be administered by individuals meeting requirements established by the office rule of the State Board of Education.

(d) Students who exhibit a deficiency in emergent literacy skills, including oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development, must be provided intensive, explicit, and systematic instruction.

Section 6. Subsections (1) and (2) of section 1002.69, Florida Statutes, are amended to read:

1002.69 Statewide kindergarten screening; kindergarten readiness rates; state-approved prekindergarten enrollment screening; good cause exemption.—

(1) The department shall adopt a statewide kindergarten screening that assesses the readiness of each student for kindergarten based upon the performance standards adopted by the office department under s. 1002.67(1) for the Voluntary Prekindergarten Education Program. The department shall require that each school district administer the statewide kindergarten screening to each kindergarten student in the school district within the first 30 school days of each school year. Nonpublic schools may administer the statewide kindergarten screening to each kindergarten student in a nonpublic school who was enrolled
in the Voluntary Prekindergarten Education Program.

(2) The statewide kindergarten screening shall provide
objective data concerning each student’s readiness for
kindergarten and progress in attaining the performance standards
adopted by the office under s. 1002.67(1). Data from the
screening, along with other available data, must be used to
identify students in need of intervention and support pursuant
to s. 1008.25(5).

Section 7. Paragraphs (b) and (c) of subsection (2) of
section 1004.04, Florida Statutes, are amended to read:

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

(2) UNIFORM CORE CURRICULA AND CANDIDATE ASSESSMENT.—

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

1. The Florida Educator Accomplished Practices.
2. The state-adopted content standards.
3. Scientifically researched reading instruction, including
   explicit, systematic, and multisensory approaches to reading
   instruction and intervention that are proven to improve reading
   performance for all students.
4. Content literacy and mathematics practices.
5. Strategies appropriate for the instruction of English
   language learners.
6. Strategies appropriate for the instruction of students
   with disabilities.
7. School safety.

(c) Each candidate must receive instruction and be assessed
on the uniform core curricula in the candidate’s area or areas of program concentration, including reading instruction under s. 1012.567, as applicable, during course work and field experiences.

Section 8. Paragraphs (a) and (b) of subsection (3) of section 1004.85, Florida Statutes, are amended to read:

1004.85 Postsecondary educator preparation institutes.—

(3) Educator preparation institutes approved pursuant to this section may offer competency-based certification programs specifically designed for noneducation major baccalaureate degree holders to enable program participants to meet the educator certification requirements of s. 1012.56. An educator preparation institute choosing to offer a competency-based certification program pursuant to the provisions of this section must implement a program previously approved by the Department of Education for this purpose or a program developed by the institute and approved by the department for this purpose. Approved programs shall be available for use by other approved educator preparation institutes.

(a) Within 90 days after receipt of a request for approval, the Department of Education shall approve a preparation program pursuant to the requirements of this subsection or issue a statement of the deficiencies in the request for approval. The department shall approve a certification program if the institute provides evidence of the institute’s capacity to implement a competency-based program that includes each of the following:

1.a. Participant instruction and assessment in the Florida Educator Accomplished Practices.
b. The state-adopted student content standards.

c. Scientifically researched reading instruction, including explicit, systematic, and multisensory approaches to reading instruction and intervention that are proven to improve reading performance for all students.

d. Content literacy and mathematical practices.

e. Strategies appropriate for instruction of English language learners.

f. Strategies appropriate for instruction of students with disabilities.

g. School safety.

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

3. Field experiences appropriate to the certification subject area specified in the educational plan with a diverse population of students in a variety of settings under the supervision of qualified educators.

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

(b) Each program participant must:

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

2. Participate in coursework and field experiences that are appropriate to his or her educational plan prepared under paragraph (a), including reading instruction under s. 1012.567, as applicable.

3. Before completion of the program, fully demonstrate his or her ability to teach the subject area for which he or she is seeking certification by documenting a positive impact on student learning growth in a prekindergarten through grade 12 setting and achieving a passing score on the professional education competency examination, the basic skills examination, and the subject area examination for the subject area certification which is required by state board rule.

Section 9. Subsection (3), paragraph (b) of subsection (4), and paragraphs (a) and (c) of subsection (5) of section 1008.25, Florida Statutes, are amended, paragraph (d) is added to subsection (5) of that section, and paragraph (b) of subsection (6), subsection (7), and paragraph (a) of subsection (8) of that section are amended, to read:

1008.25 Public school student progression; student support; reporting requirements.—

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

(a) Students in kindergarten through grade 3 who have a substantial deficiency are deficient in reading as determined in paragraph (5)(a) by the end of grade 3.

(b) Students who fail to meet performance levels required for promotion consistent with the district school board’s plan
for student progression required in subsection (2) paragraph (2)(b).

(4) ASSESSMENT AND SUPPORT.—

(b) A student who has a substantial reading deficiency as determined in paragraph (5)(a) or is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans:

1. a federally required student plan, such as an individual education plan,

2. A schoolwide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal, or

3. an individualized progress monitoring plan, or both, as necessary.

(5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

(a) Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, or assessment data; locally determined or statewide assessments; conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be provided given intensive, explicit, systematic, and multisensory reading interventions instruction immediately following the identification of the reading deficiency. A school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. The student’s reading
proficiency must be monitored and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment. The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 3 has a substantial deficiency in reading.

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

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

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

3. A description of the proposed intensive interventions, supplemental instructional services, and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.

4. That if the child’s reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.

5. Opportunities to observe effective instruction and intervention strategies in the classroom; receive literacy instruction from the school or through community adult literacy initiatives; and receive strategies, including multisensory
strategies, through a read-at-home plan that the parent can for
parents to use in helping **his or her** their child succeed in reading **proficiency**.

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

7. The district’s specific criteria and policies for a portfolio as provided in subparagraph (6)(b)4. and the evidence required for a student to demonstrate mastery of Florida’s academic standards for English Language Arts. A parent of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.

8. The district’s specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

**After initial notification, the school shall apprise the parent of the student’s progress in response to the intensive interventions and supports at least once every 2 weeks. These communications must be in writing and must explain any additional interventions or supports that will be used to accelerate the student’s progress if the interventions and supports already being implemented have not resulted in improvement.**
(d) The Department of Education shall develop a handbook that schools must provide to the parent of a student who is identified as having a substantial reading deficiency. The handbook must be made available in an electronic format that is accessible online and must include the following information:

1. An overview of the requirements for interventions and supports that districts must provide to students who do not make adequate academic progress.

2. An overview of the procedural requirements for initiating and conducting evaluations for exceptional education eligibility. The overview must include an explanation that a diagnosis of a medical condition alone is not sufficient to establish exceptional education eligibility but may be used to document how that condition relates to the student’s eligibility determination and may be disclosed in an eligible student’s individual education plan (IEP) when necessary to inform school personnel responsible for implementing the IEP.

3. Characteristics of conditions associated with learning disorders, including dyslexia, dysgraphia, dyscalculia, and developmental aphasia.

4. A list of resources that support informed parent involvement in decisionmaking processes for students who have difficulty with learning.

(6) ELIMINATION OF SOCIAL PROMOTION.—

(b) The district school board may only exempt students from mandatory retention, as provided in paragraph (5)(b), for good cause. A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and
specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of explicit, systematic, and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties. Good cause exemptions are limited to the following:

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

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

3. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education.

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

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

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

7. Students who have received intensive remediation in reading or English Language Arts for 2 or more years but still demonstrate a deficiency and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. Intensive instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers.

(7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE STUDENTS.—

(a) Students retained under the provisions of paragraph (5)(b) must be provided intensive interventions in reading to ameliorate the student’s specific reading deficiency and prepare the student for promotion to the next grade. These interventions, as identified by a valid and reliable diagnostic assessment. This intensive intervention must include:

1. Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district. effective instructional strategies.
2. Participation in the school district’s summer reading camp, which must incorporate the instructional and intervention strategies under subparagraph 1, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.

3. A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies under subparagraph 1. This instruction may include:

   (b) Each school district shall:

   1. Provide third grade students who are retained under the provisions of paragraph (5)(b) with intensive instructional services and supports to remediate the identified areas of reading deficiency, including participation in the school district’s summer reading camp as required under paragraph (a) and a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction which includes phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district, which may include, but are not limited to:

      a. Integration of content-rich, nonfiction texts in science and social studies content within the 90-minute block.
      b. Small group instruction.
      c. Reduced teacher-student ratios.
      d. More frequent progress monitoring.
      e. Tutoring or mentoring.
      f. Transition classes containing 3rd and 4th grade students.
      g. Extended school day, week, or year.
(b) Each school district shall:

1. Provide written notification to the parent of a student who is retained under the provisions of paragraph (5)(b) that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption as provided in paragraph (6)(b). The notification must comply with paragraph (5)(c) the provisions of s. 1002.20(15) and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

2. Implement a policy for the midyear promotion of a student retained under the provisions of paragraph (5)(b) who can demonstrate that he or she is a successful and independent reader and performing at or above grade level in reading or, upon implementation of English Language Arts assessments, performing at or above grade level in English Language Arts. Tools that school districts may use in reevaluating a student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade 4. The rules adopted by the State Board of Education must include standards that provide a reasonable expectation that the student’s progress is sufficient to master appropriate grade 4 level reading skills.

3. Provide students who are retained under the provisions of paragraph (5)(b) with a highly effective teacher as determined by the teacher’s performance evaluation under s.
1012.34, and, beginning July 1, 2018, the teacher must also be
certified or endorsed in reading.

4.5 Establish at each school, when applicable, an
intensive reading acceleration course for any student
retained in grade 3 who was previously retained in kindergarten, 
grade 1, or grade 2 students who subsequently score Level 1 on 
the required statewide, standardized assessment identified in s.
1008.22. The focus of the Intensive Acceleration Class shall be
to increase a child’s reading and English Language Arts skill 
level at least two grade levels in 1 school year. The intensive
reading acceleration course must provide the following Class
shall:

a. Uninterrupted reading instruction for the majority of
student contact time each day and opportunities to master the
grade 4 Next Generation Sunshine State Standards in other core
subject areas through content-rich, nonfiction texts.

b. Small group instruction.

c. Reduced teacher-student ratios.

d. The use of explicit, systematic, and multisensory
reading interventions, including intensive language and
vocabulary instruction and use of a speech-language therapist if
necessary, that have proven results in accelerating student
reading achievement within the same school year.

e. A read-at-home plan.

a. Be provided to a student in grade 3 who scores Level 1
on the statewide, standardized English Language Arts assessment
and who was retained in grade 3 the prior year because of
scoring Level 1.

b. Have a reduced teacher-student ratio.
c. Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 Next Generation Sunshine State Standards in other core subject areas.

d. Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year.

e. Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech-language therapist.

(8) ANNUAL REPORT.—

(a) In addition to the requirements in paragraph (5)(b), each district school board must annually report to the parent of each student the progress of the student toward achieving state and district expectations for proficiency in English Language Arts, science, social studies, and mathematics. The district school board must report to the parent the student’s results on each statewide, standardized assessment. The evaluation of each student’s progress must be based upon the student’s classroom work, observations, tests, district and state assessments, response to intensive interventions provided under paragraph (5)(a), and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board.

Section 10. Subsection (5) of section 1008.345, Florida Statutes, is amended to read:

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

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

(a) For each school district:

1. The percentage of students, by school and grade level, demonstrating learning growth in English Language Arts and mathematics.

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

3. The information contained in the school district’s annual report required under s. 1008.25(8).

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

(c) Intervention and support strategies used by school districts boards whose schools provide educational services to youth in Department of Juvenile Justice programs that demonstrate learning growth in English Language Arts and mathematics that exceeds the statewide average learning growth for students in those subjects.

(d) Based upon a review of each school district’s reading plan submitted pursuant to s. 1011.62(9), intervention and support strategies used by school districts that were effective in improving the reading performance of students, as indicated by student performance data, who are identified as having a substantial reading deficiency pursuant to s. 1008.25(5)(a).
School reports shall be distributed pursuant to this subsection and s. 1001.42(18)(c) and according to rules adopted by the State Board of Education.

Section 11. Subsection (2) of section 1011.67, Florida Statutes, is amended to read:

1011.67 Funds for instructional materials.—

(2)(a) Annually by July 1 and before prior to the release of instructional materials funds, each district school superintendent shall certify to the Commissioner of Education that the district school board has approved a comprehensive staff development plan that supports fidelity of implementation of instructional materials programs, including. The report shall include verification that training was provided; and that the materials are being implemented as designed; and, beginning April 1, 2019, for core reading materials and supplemental intervention reading materials used in kindergarten through grade 5, that the materials have been identified by the Just Read, Florida! Office as meeting the requirements of s. 1001.215(11). This paragraph does not preclude school districts from purchasing or using other materials to supplement reading instruction and provide additional skills practice.

(b) Each district school superintendent shall, as part of the certification under paragraph (a), report the number and percentage of the district’s K-5 instructional personnel who have received training to implement the core and supplemental intervention reading materials. The district school superintendent shall also report the process and timeline by which the remaining K-5 personnel will be provided the training, including those newly hired by the district.
Section 12. Section 1012.567, Florida Statutes, is created to read:

1012.567 Certification and endorsement of elementary reading instructors.—

(1) CERTIFICATION.—

(a) Beginning January 1, 2018, a candidate for an educator certificate in an area involving reading instruction or intervention for any students in kindergarten through grade 6 must, as part of the certification process, demonstrate competence in the following:

1. Identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills.

2. Using explicit, systematic, and multisensory approaches to reading instruction and intervention that are proven to improve reading performance for all students.

3. Using predictive and other data to make instructional decisions based on individual student needs.

The State Board of Education shall adopt by rule the minimum requirements for instruction provided by teacher preparation programs and school districts for this purpose.

(b) Documentation of a valid professional standard teaching certificate issued by another state is not sufficient to meet the requirements of paragraph (a). The State Board of Education shall establish a procedure by which a candidate who holds a certificate issued by another state may demonstrate competence as required in paragraph (a).

(c) The State Board of Education shall identify by rule
certification areas in which candidates must demonstrate competence as provided in paragraph (a) as part of the certification process.

(d) To receive initial or continued approval, a teacher preparation program under s. 1004.04 or s. 1004.85 must provide instruction in the skills and strategies listed in paragraph (a) to candidates for certificates in the areas identified by the state board pursuant to paragraph (c).

(2) ENDORSEMENT.—Beginning January 1, 2018, the specialization requirements for an endorsement in reading instruction must include at least 3 semester hours of instruction in explicit, systematic, and multisensory approaches to reading instruction and intervention that are proven to improve reading performance for all students. This instruction may be incorporated into semester hour requirements established in State Board of Education rule.

(3) REVIEW.—By July 1, 2017, and at least once every 5 years thereafter, the department shall conduct a review of specialization and coverage area requirements in the elementary, reading, and exceptional student educational areas. At the conclusion of each review, the department shall recommend to the State Board of Education changes to the specialization and coverage area requirements based upon any identified instructional or intervention strategy proven to improve student reading performance.

(4) STATE BOARD RULES.—The State Board of Education shall adopt rules pursuant to ss. 120.536 and 120.54 as necessary to implement this section.
1012.585, Florida Statutes, is amended, and paragraph (f) is added to that subsection, to read:

1012.585 Process for renewal of professional certificates.—

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

(a) The applicant must earn a minimum of 6 college credits or 120 inservice points or a combination thereof. For each area of specialization to be retained on a certificate, the applicant must earn at least 3 of the required credit hours or equivalent inservice points in the specialization area. Education in “clinical educator” training pursuant to s. 1004.04(5)(b) and credits or points that provide training in the area of scientifically researched, knowledge-based reading literacy including explicit, systematic, and multisensory approaches to reading instruction and intervention; and computational skills acquisition; exceptional student education; normal child development; and the disorders of development may be applied toward any specialization area. Credits or points that provide training in the areas of drug abuse, child abuse and neglect, strategies in teaching students having limited proficiency in English, or dropout prevention, or training in areas identified in the educational goals and performance standards adopted pursuant to ss. 1000.03(5) and 1008.345 may be applied toward any specialization area, except specialization areas identified by State Board of Education rule as involving reading instruction or intervention for any students in kindergarten through grade 6 under s. 1012.567(1)(c). Credits or points earned through approved summer institutes may be applied toward the fulfillment of these requirements. Inservice points may also
be earned by participation in professional growth components approved by the State Board of Education and specified pursuant to s. 1012.98 in the district’s approved master plan for inservice educational training; however, such points may not be used to satisfy the specialization requirements of this paragraph, including, but not limited to, serving as a trainer in an approved teacher training activity, serving on an instructional materials committee or a state board or commission that deals with educational issues, or serving on an advisory council created pursuant to s. 1001.452.

(f) Beginning January 1, 2018, an applicant for renewal of a professional certificate in any area of certification identified by State Board of Education rule pursuant to s. 1012.567(1)(c) must earn a minimum of two college credits or the equivalent inservice points in the use of explicit, systematic, and multisensory approaches to reading instruction and intervention. Such training must be provided by teacher preparation programs under s. 1004.04 or s. 1004.85 or approved school district professional development systems under s. 1012.98. The requirements in this paragraph may not add to the total hours required by the department for continuing education or inservice training.

Section 14. Subsection (1) of section 1012.586, Florida Statutes, is amended to read:

1012.586 Additions or changes to certificates; duplicate certificates.—A school district may process via a Department of Education website certificates for the following applications of public school employees:

(1) Addition of a subject coverage or endorsement to a
valid Florida certificate on the basis of the completion of the
appropriate subject area testing requirements of s.
1012.56(5)(a) or the completion of the requirements of an
approved school district program or the inservice components for
an endorsement. To reduce duplication, the department may
recommend the consolidation of endorsement areas and
requirements to the State Board of Education.

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

Section 15. Paragraph (e) is added to subsection (3) of
section 1012.98, Florida Statutes, and paragraph (b) of
subsection (4) of that section is amended, to read:

1012.98 School Community Professional Development Act.—
(3) The activities designed to implement this section must:
   (e) Provide all elementary grades instructional personnel
without a reading endorsement with training sufficient to earn
the endorsement before attainment or renewal of a professional
certificate pursuant to s. 1012.56 or s. 1012.585.
(4) The Department of Education, school districts, schools,
Florida College System institutions, and state universities
share the responsibilities described in this section. These
responsibilities include the following:
   (b) Each school district shall develop a professional
development system as specified in subsection (3). The system shall be developed in consultation with teachers, teacher-educators of Florida College System institutions and state universities, business and community representatives, and local education foundations, consortia, and professional organizations. The professional development system must:

1. Be approved by the department. All substantial revisions to the system shall be submitted to the department for review for continued approval.

2. Be based on analyses of student achievement data and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students. Schools and districts, in developing and refining the professional development system, shall also review and monitor school discipline data; school environment surveys; assessments of parental satisfaction; performance appraisal data of teachers, managers, and administrative personnel; and other performance indicators to identify school and student needs that can be met by improved professional performance.

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

4. Include a master plan for inservice activities, pursuant to rules of the State Board of Education, for all district employees from all fund sources. The master plan shall be updated annually by September 1, must be based on input from teachers and district and school instructional leaders, and must use the latest available student achievement data and research to enhance rigor and relevance in the classroom. Each district inservice plan must be aligned to and support the school-based inservice plans and school improvement plans pursuant to s. 1001.42(18). Each district inservice plan must provide a description of the training that middle grades instructional personnel and school administrators receive on the district’s code of student conduct adopted pursuant to s. 1006.07; integrated digital instruction and competency-based instruction and CAPE Digital Tool certificates and CAPE industry certifications; classroom management; student behavior and interaction; extended learning opportunities for students; and instructional leadership. District plans must be approved by the district school board annually in order to ensure compliance with subsection (1) and to allow for dissemination of research-based best practices to other districts. District school boards must submit verification of their approval to the Commissioner of Education no later than October 1, annually. Each school principal may establish and maintain an individual professional development plan for each instructional employee assigned to the school as a seamless component to the school improvement plans developed pursuant to s. 1001.42(18). An individual professional development plan must be related to specific performance data.
for the students to whom the teacher is assigned, define the
inservice objectives and specific measurable improvements
expected in student performance as a result of the inservice
activity, and include an evaluation component that determines
the effectiveness of the professional development plan.

5. Include inservice activities for school administrative
personnel that address updated skills necessary for
instructional leadership and effective school management
pursuant to s. 1012.986.

6. Provide for systematic consultation with regional and
state personnel designated to provide technical assistance and
evaluation of local professional development programs.

7. Provide for delivery of professional development by
distance learning and other technology-based delivery systems to
reach more educators at lower costs.

8. Provide for the continuous evaluation of the quality and
effectiveness of professional development programs in order to
eliminate ineffective programs and strategies and to expand
effective ones. Evaluations must consider the impact of such
activities on the performance of participating educators and
their students’ achievement and behavior.

9. For middle grades, emphasize:
   a. Interdisciplinary planning, collaboration, and
      instruction.
   b. Alignment of curriculum and instructional materials to
      the state academic standards adopted pursuant to s. 1003.41.
   c. Use of small learning communities; problem-solving,
      inquiry-driven research and analytical approaches for students;
      strategies and tools based on student needs; competency-based
instruction; integrated digital instruction; and project-based instruction.

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

10. Provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting that are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and multisensory approach to reading instruction and intervention.

Section 16. This act shall take effect upon becoming a law.
A bill to be entitled
An act relating to reading instruction; amending s.
1001.215, F.S.; revising the duties of the Just Read,
Florida Office; amending s. 1001.42, F.S.; requiring
certain schools to include specific information in the
school's improvement plan; requiring certain schools
to implement an early warning system for students who
meet specific criteria; requiring certain school
personnel to monitor data from the early warning
system and perform certain duties when a student
exhibits specified indicators; amending s. 1002.20,
F.S.; revising requirements for notifying a parent of
a student with a substantial reading deficiency;
amending s. 1002.59, F.S.; revising the emergent
literacy and performance standards training course
requirements to include specific reading instruction;
amending s. 1002.67, F.S.; requiring the Office of
Early Learning to approve specific Voluntary
Prekindergarten Education Program assessments and
establish requirements for individuals administering
the assessments; requiring certain prekindergarten
students to receive specific reading instruction;
amending s. 1002.69, F.S.; conforming provisions;
requiring data from the statewide kindergarten
screening to be used to identify certain students;
amending s. 1004.04, F.S.; revising core curricula
requirements for certain teacher preparation programs
to include certain reading instruction and
interventions; amending s. 1004.85, F.S.; requiring
certain educator preparation institutes to provide
evidence of specified reading instruction as a
condition of program approval; amending s. 1008.25,
F.S.; requiring district school boards to allocate
certain instruction resources to certain students
deficient in reading; revising criteria and requiring
the State Board of Education to identify guidelines
for determining whether certain students have a
substantial deficiency in reading; revising the
required plans for certain students deficient in
reading; revising the parental notification
requirements for students with a substantial
deficiency in reading; requiring a school to provide
updates to parents of students who receive certain
services; requiring the Department of Education to
develop a handbook containing specific information for
parents of students with a substantial reading
deficiency; requiring schools to provide certain
instruction to students who received a good cause
exemption from retention; revising grounds for such
good cause exemption; revising intervention
requirements for certain retained students; revising
provisions relating to the Intensive Acceleration
Class for retained students in certain grades;
revising student progress evaluation requirements;
amending s. 1008.345, F.S.; revising reporting
requirements of the Commissioner of Education relating
to the state system of school improvement and
education accountability; amending s. 1011.67, F.S.;
revising the contents of a comprehensive staff
development plan required for each school district;
requiring certain information to be included in a
certification provided to the commissioner from each
district school superintendent; creating s. 1012.567,
F.S.; requiring candidates for an educator certificate
in certain areas to demonstrate competence in
specified areas; providing that a teacher
certification from another state does not meet
competency requirements; requiring the state board to
identify teacher certification areas in which
candidates must demonstrate competence; requiring
certain teacher preparation courses to provide
specific instruction in order to receive approval;
providing requirements for an endorsement in reading
instruction; providing for review of specialization
and coverage area requirements for certain education
area certifications; providing for rulemaking;
amending s. 1012.585, F.S.; revising requirements for
renewal of professional teaching certificates;
amending s. 1012.586, F.S.; authorizing the department
to recommend consolidation of endorsement areas and
requirements for endorsements for teacher certificate;
amending s. 1012.98, F.S.; revising duties and
requirements for implementation of the School
Community Professional Development Act; providing an
appropriation and authorizing positions; providing an
effective date.

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

Section 1. Section 1001.215, Florida Statutes, is amended
to read:

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

(1) Train highly effective reading coaches.

(2) Create multiple designations of effective reading
instruction, with accompanying credentials, to enable which
encourage all teachers to integrate reading instruction into
their content areas.

(3) Provide training to Train K-12 teachers, reading
coaches, and school principals on effective content-area-
specific reading strategies; the integration of content-rich,
nonfiction texts from other core subject areas into reading
instruction; and explicit, systematic, and multisensory approaches to reading instruction that are proven to improve the reading performance of all students. For secondary teachers, emphasis shall be on technical text. These strategies must be developed for all content areas in the K-12 curriculum.

(4) Provide parents with information and strategies for assisting their children in reading, including reading in the content areas.

(5) Provide technical assistance to school districts in the development and implementation of district plans for use of the research-based reading instruction allocation provided in s. 1011.62(9) and annually review and approve such plans.

(6) Review, evaluate, and provide technical assistance to school districts' implementation of the K-12 comprehensive reading plan required in s. 1011.62(9).

(7) Work with the Florida Center for Reading Research to identify effective research-based and evidence-based reading instructional and intervention provide information on research-based reading programs and effective reading in the content area strategies. Reading intervention strategies are evidence-based strategies frequently used to remediate reading deficiencies and include individual instruction, tutoring, or mentoring that targets specific reading skills and abilities.

(8) Periodically review the Next Generation Sunshine State Standards for English Language Arts to determine their appropriateness at each grade level reading at all grade levels.
(9) Periodically review teacher certification requirements and examinations, including alternative certification requirements and examinations, to ascertain whether the examinations measure the skills needed for evidence-based research-based reading instruction and instructional strategies for teaching reading, including reading in the content areas.

(10) Work with teacher preparation programs approved pursuant to ss. 1004.04 and 1004.85 to integrate effective, research-based, and evidence-based reading instructional and intervention strategies; and reading in the content area instructional strategies; and explicit, systematic, and multisensory reading instructional strategies into teacher preparation programs.

(11) Post on its website a list of core reading materials and supplemental intervention reading materials for kindergarten through grade 5 that meet, at a minimum, all of the following criteria:

(a) Use of an explicit, systematic, sequential, and multisensory approach to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension.

(b) Incorporation of cooperative learning strategies.

(c) Incorporation of one-to-one or small group instructional strategies.

(d) Incorporation of decodable or phonetic text instructional strategies.

(e) Provision of teacher training on well-specified
teaching methods and instructional processes designed to implement the materials.

(12) (11) Administer grants and perform other functions as necessary to help meet the goal that all students read at their highest potential grade level.

Section 2. Paragraphs (a) and (b) of subsection (18) of section 1001.42, Florida Statutes, are amended to read:

1001.42 Powers and duties of district school board.—The district school board, acting as a board, shall exercise all powers and perform all duties listed below:

(18) IMPLEMENT SCHOOL IMPROVEMENT AND ACCOUNTABILITY.—Maintain a system of school improvement and education accountability as provided by statute and State Board of Education rule. This system of school improvement and education accountability shall be consistent with, and implemented through, the district's continuing system of planning and budgeting required by this section and ss. 1008.385, 1010.01, and 1011.01. This system of school improvement and education accountability shall comply with the provisions of ss. 1008.33, 1008.34, 1008.345, and 1008.385 and include the following:

(a) School improvement plans.—

1. The district school board shall annually approve and require implementation of a new, amended, or continuation school improvement plan for each school in the district. If a school has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more
student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34 and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan shall include strategies for improving these results. The state board shall adopt rules establishing thresholds and for determining compliance with this subparagraph.

2. A school that serves any students in kindergarten through grade includes any of grades 6, 7, or 8 shall include annually in its school improvement plan information and data on the school's early warning system required under paragraph (b), including a list of the early warning indicators used in the system, the number of students identified by the system as exhibiting two or more early warning indicators, the number of students by grade level that exhibit each early warning indicator, and a description of all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system. The plan must also In addition, a school that includes any of grades 6, 7, or 8 shall describe in its school improvement plan the strategies
used by the school to implement and evaluate the instructional practices for middle grades emphasized by the district's professional development system pursuant to s. 1012.98(4)(b)9. and 10.

(b) Early warning system.—

1. A school that serves any students in kindergarten through grade includes any of grades 6, 7, or 8 shall implement an early warning system to identify students in these grades 6, 7, and 8 who need additional support to improve academic performance and stay engaged in school. The early warning system must include the following early warning indicators:

   a. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.

   b. One or more suspensions, whether in school or out of school.

   c. Course failure in English Language Arts or mathematics during any grading period.

   d. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics or, for students in kindergarten through grade 3, a substantial reading deficiency as provided in s. 1008.25(5)(a).

A school district may identify additional early warning indicators for use in a school's early warning system.

2. A school-based team responsible for implementing the requirements of this paragraph shall monitor the data from the
early warning system in subparagraph (a)2. The team may include a school psychologist. When a student exhibits two or more early warning indicators, the team shall school's child study team under s. 1003.02 or a school-based team formed for the purpose of implementing the requirements of this paragraph shall convene to determine, in consultation with the student's parent, appropriate intervention strategies for the student unless the student is already being served by an intervention program at the direction of a school-based, multidisciplinary team. Data and information relating to a student's early warning indicators must be used to inform any intervention strategies provided to the student. The school shall provide at least 10 days' written notice of the meeting to the student's parent, indicating the meeting's purpose, time, and location, and provide the parent the opportunity to participate.

Section 3. Subsection (11) of section 1002.20, Florida Statutes, is amended to read:

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

(11) STUDENTS WITH READING DEFICIENCIES.—The parent of any K-3 student who exhibits a substantial reading deficiency shall be immediately notified of the student's deficiency pursuant to
s. 1008.25(5) and with a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading; shall be consulted in the development of a plan, as described in s. 1008.25(4)(b); and shall be informed that the student will be given intensive reading instruction until the deficiency is corrected. This subsection operates in addition to the remediation and notification provisions contained in s. 1008.25 and in no way reduces the rights of a parent or the responsibilities of a school district under that section.

Section 4. Subsection (1) of section 1002.59, Florida Statutes, is amended to read:

1002.59 Emergent literacy and performance standards training courses.—

(1) The office shall adopt minimum standards for one or more training courses in emergent literacy for prekindergarten instructors. Each course must comprise 5 clock hours and provide instruction in explicit, systematic, and multisensory instruction strategies and techniques to address the age-appropriate progress of prekindergarten students in developing emergent literacy skills, including oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development. Each course must address early identification of and intervention for students experiencing difficulties with emergent literacy skills and also provide resources containing strategies that allow
students with disabilities and other special needs to derive
maximum benefit from the Voluntary Prekindergarten Education
Program. Successful completion of an emergent literacy training
course approved under this section satisfies requirements for
approved training in early literacy and language development
under ss. 402.305(2)(d), 402.313(6), and 402.3131(5).

Section 5. Paragraphs (a) and (c) of subsection (3) of
section 1002.67, Florida Statutes, are amended, and paragraph
(d) is added to that subsection, to read:

1002.67 Performance standards; curricula and
accountability.—

(3) (a) Contingent upon legislative appropriation, each
private prekindergarten provider and public school in the
Voluntary Prekindergarten Education Program must implement an
evidence-based pre- and post-assessment that has been approved
by the office rule of the State Board of Education.

(c) The pre- and post-assessment must be administered by
individuals meeting requirements established by the office rule
of the State Board of Education.

(d) Students who exhibit a deficiency in emergent literacy
skills, including oral communication, knowledge of print and
letters, phonemic and phonological awareness, and vocabulary and
comprehension development, must be provided intensive, explicit,
and systematic instruction.

Section 6. Subsections (1) and (2) of section 1002.69,
Florida Statutes, are amended to read:

1002.69 Statewide kindergarten screening; kindergarten
readiness rates; state-approved prekindergarten enrollment
screening; good cause exemption.—

(1) The department shall adopt a statewide kindergarten
screening that assesses the readiness of each student for
kindergarten based upon the performance standards adopted by the
office department under s. 1002.67(1) for the Voluntary
Prekindergarten Education Program. The department shall require
that each school district administer the statewide kindergarten
screening to each kindergarten student in the school district
within the first 30 school days of each school year. Nonpublic
schools may administer the statewide kindergarten screening to
each kindergarten student in a nonpublic school who was enrolled
in the Voluntary Prekindergarten Education Program.

(2) The statewide kindergarten screening shall provide
objective data concerning each student's readiness for
kindergarten and progress in attaining the performance standards
adopted by the office under s. 1002.67(1). Data from the
screening, along with other available data, must be used to
identify students in need of intervention and support pursuant
to s. 1008.25(5).

Section 7. Paragraphs (b) and (c) of subsection (2) of
section 1004.04, Florida Statutes, are amended to read:

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

CODING: Words stricken are deletions; words underlined are additions.
(2) UNIFORM CORE CURRICULA AND CANDIDATE ASSESSMENT.—

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

1. The Florida Educator Accomplished Practices.
2. The state-adopted content standards.
3. Scientifically researched reading instruction, including explicit, systematic, and multisensory approaches to reading instruction and intervention that are proven to improve reading performance for all students.
4. Content literacy and mathematics practices.
5. Strategies appropriate for the instruction of English language learners.
6. Strategies appropriate for the instruction of students with disabilities.
7. School safety.

(c) Each candidate must receive instruction and be assessed on the uniform core curricula in the candidate’s area or areas of program concentration, including reading instruction under s. 1012.567, as applicable, during course work and field experiences.

Section 8. Paragraphs (a) and (b) of subsection (3) of section 1004.85, Florida Statutes, are amended to read:

1004.85 Postsecondary educator preparation institutes.—

(3) Educator preparation institutes approved pursuant to this section may offer competency-based certification programs...
specifically designed for noneducation major baccalaureate
degree holders to enable program participants to meet the
educator certification requirements of s. 1012.56. An educator
preparation institute choosing to offer a competency-based
certification program pursuant to the provisions of this section
must implement a program previously approved by the Department
of Education for this purpose or a program developed by the
institute and approved by the department for this purpose.
Approved programs shall be available for use by other approved
educator preparation institutes.

(a) Within 90 days after receipt of a request for
approval, the Department of Education shall approve a
preparation program pursuant to the requirements of this
subsection or issue a statement of the deficiencies in the
request for approval. The department shall approve a
certification program if the institute provides evidence of the
institute's capacity to implement a competency-based program
that includes each of the following:

1.a. Participant instruction and assessment in the Florida
Educator Accomplished Practices.

b. The state-adopted student content standards.

c. Scientifically researched reading instruction,
including explicit, systematic, and multisensory approaches to
reading instruction and intervention that are proven to improve
reading performance for all students.

d. Content literacy and mathematical practices.
e. Strategies appropriate for instruction of English language learners.
f. Strategies appropriate for instruction of students with disabilities.
g. School safety.

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

3. Field experiences appropriate to the certification subject area specified in the educational plan with a diverse population of students in a variety of settings under the supervision of qualified educators.

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

(b) Each program participant must:

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

2. Participate in coursework and field experiences that are appropriate to his or her educational plan prepared under
paragraph (a), including reading instruction under s. 1012.567, as applicable.

3. Before completion of the program, fully demonstrate his or her ability to teach the subject area for which he or she is seeking certification by documenting a positive impact on student learning growth in a prekindergarten through grade 12 setting and achieving a passing score on the professional education competency examination, the basic skills examination, and the subject area examination for the subject area certification which is required by state board rule.

Section 9. Subsection (3), paragraph (b) of subsection (4), paragraphs (a) and (c) of subsection (5), paragraph (b) of subsection (6), subsection (7), and paragraph (a) of subsection (8) of section 1008.25, Florida Statutes, are amended, and paragraph (d) is added to subsection (5) of that section, to read:

1008.25 Public school student progression; student support; reporting requirements.—

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

(a) Students in kindergarten through grade 3 who have a substantial deficiency are deficient in reading as determined in paragraph (5)(a) by the end of grade 3.

(b) Students who fail to meet performance levels required for promotion consistent with the district school board's plan
for student progression required in subsection (2) paragraph (2)(b).

(4) ASSESSMENT AND SUPPORT.—

(b) A student who has a substantial reading deficiency as determined in paragraph (5)(a) or is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans:

1. a federally required student plan, such as an individual education plan;

2. A schoolwide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or

3. an individualized progress monitoring plan, or both, as necessary.

(5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

(a) Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, or assessment data; locally determined or statewide assessments; conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be given intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency. A school may not wait for a student to receive a
failing grade at the end of a grading period to identify the
student as having a substantial reading deficiency and initiate
intensive reading interventions. The student's reading
proficiency must be monitored and the intensive interventions
instruction must continue until the student demonstrates grade
level proficiency in a manner determined by the district, which
may include achieving a Level 3 on the statewide, standardized
English Language Arts assessment. The State Board of Education
shall identify by rule guidelines for determining whether a
student in kindergarten through grade 3 has a substantial
deficiency in reading.

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

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

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

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

4. That if the child's reading deficiency is not
remediated by the end of grade 3, the child must be retained
unless he or she is exempt from mandatory retention for good
cause.

5. Opportunities to observe effective instruction and
intervention strategies in the classroom; receive literacy
instruction from the school or through community adult literacy
initiatives; and receive strategies, including multisensory
strategies, through a read-at-home plan the parent can for
parents to use in helping his or her their child succeed in
reading proficiency.

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

7. The district's specific criteria and policies for a
portfolio as provided in subparagraph (6)(b)4. and the evidence
required for a student to demonstrate mastery of Florida's
academic standards for English Language Arts. A parent of a
student in grade 3 who is identified anytime during the year as
being at risk of retention may request that the school
immediately begin collecting evidence for a portfolio.

8. The district's specific criteria and policies for
midyear promotion. Midyear promotion means promotion of a
retained student at any time during the year of retention once
the student has demonstrated ability to read at grade level.

After initial notification, the school shall apprise the parent of the student's progress in response to the intensive interventions and supports at least once every 2 weeks. These communications must be in writing and must explain any additional interventions or supports that will be used to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

(d) The Department of Education shall develop a handbook that schools must provide to the parent of a student who is identified as having a substantial reading deficiency. The handbook must be made available in an electronic format that is accessible online and must include the following information:

1. An overview of the requirements for interventions and supports that districts must provide to students who do not make adequate academic progress.

2. An overview of the procedural requirements for initiating and conducting evaluations for exceptional education eligibility. The overview must include an explanation that a diagnosis of a medical condition alone is not sufficient to establish exceptional education eligibility but may be used to document how that condition relates to the student's eligibility determination and may be disclosed in an eligible student's individual education plan (IEP) when necessary to inform school
personnel responsible for implementing the IEP.

3. Characteristics of conditions associated with learning disorders, including dyslexia, dysgraphia, dyscalculia, and developmental aphasia.

4. A list of resources that support informed parent involvement in decisionmaking processes for students who have difficulty with learning.

(6) ELIMINATION OF SOCIAL PROMOTION.—

(b) The district school board may only exempt students from mandatory retention, as provided in paragraph (5)(b), for good cause. A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of explicit, systematic, and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties. Good cause exemptions are limited to the following:

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

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

3. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education.

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

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

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

7. Students who have received intensive remediation in reading or English Language Arts for 2 or more years but still demonstrate a deficiency and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years.
years. Intensive instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers.

(7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE STUDENTS.—

(a) Students retained under the provisions of paragraph (5)(b) must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions, as identified by a valid and reliable diagnostic assessment. This intensive intervention must include:

1. Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district. effective instructional strategies.

2. Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies under subparagraph 1, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.

3. A minimum of 90 minutes of daily, uninterrupted reading
instruction incorporating the instructional and intervention
strategies under subparagraph 1. This instruction may include:

(b) Each school district shall:

1. Provide third grade students who are retained under the
provisions of paragraph (5)(b) with intensive instructional
services and supports to remediate the identified areas of
reading deficiency, including participation in the school
district's summer reading camp as required under paragraph (a),
and a minimum of 90 minutes of daily, uninterrupted,
scientifically research-based reading instruction which includes
phonemic awareness, phonics, fluency, vocabulary, and
comprehension and other strategies prescribed by the school
district, which may include, but are not limited to:

   a. Integration of content-rich, nonfiction texts in
science and social studies content within the 90-minute block.

   b. Small group instruction.

   c. Reduced teacher-student ratios.

   d. More frequent progress monitoring.

   e. Tutoring or mentoring.

   f. Transition classes containing 3rd and 4th grade
students.

   g. Extended school day, week, or year.

(b) Each school district shall:

1. Provide written notification to the parent of a
student who is retained under the provisions of paragraph (5)(b)
that his or her child has not met the proficiency level required
for promotion and the reasons the child is not eligible for a good cause exemption as provided in paragraph (6)(b). The notification must comply with paragraph (5)(c) the provisions of s. 1002.20(15) and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

2. Implement a policy for the midyear promotion of a student retained under the provisions of paragraph (5)(b) who can demonstrate that he or she is a successful and independent reader and performing at or above grade level in reading or, upon implementation of English Language Arts assessments, performing at or above grade level in English Language Arts. Tools that school districts may use in reevaluating a student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade 4. The rules adopted by the State Board of Education must include standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills.

3. Provide students who are retained under the provisions of paragraph (5)(b) with a highly effective teacher as determined by the teacher's performance evaluation under s. 1012.34, and, beginning July 1, 2018, the teacher must also be...
certified or endorsed in reading.

4.5. Establish at each school, when applicable, an intensive reading acceleration course for any student retained in grade 3 who was previously retained in kindergarten, grade 1, or grade 2 students who subsequently score Level 1 on the required statewide, standardized assessment identified in s. 1008.22. The focus of the Intensive Acceleration Class shall be to increase a child's reading and English Language Arts skill level at least two grade levels in 1 school year. The intensive reading acceleration course must provide the following:

Class shall:

a. Uninterrupted reading instruction for the majority of student contact time each day and opportunities to master the grade 4 Next Generation Sunshine State Standards in other core subject areas through content-rich, nonfiction texts.

b. Small group instruction.

c. Reduced teacher-student ratios.

d. The use of explicit, systematic, and multisensory reading interventions, including intensive language and vocabulary instruction and use of a speech-language therapist if necessary, that have proven results in accelerating student reading achievement within the same school year.

e. A read-at-home plan.

a. Be provided to a student in grade 3 who scores Level 1 on the statewide, standardized English Language Arts assessment and who was retained in grade 3 the prior year because of
b. Have a reduced teacher-student ratio.

e. Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 Next Generation Sunshine State Standards in other core subject areas.

d. Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year.

e. Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech-language therapist.

(8) ANNUAL REPORT.—

(a) In addition to the requirements in paragraph (5)(b), each district school board must annually report to the parent of each student the progress of the student toward achieving state and district expectations for proficiency in English Language Arts, science, social studies, and mathematics. The district school board must report to the parent the student's results on each statewide, standardized assessment. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, response to intensive interventions provided under paragraph (5)(a), and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board.
Section 10. Subsection (5) of section 1008.345, Florida Statutes, is amended to read:

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

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

(a) For each school district:

1. The percentage of students, by school and grade level, demonstrating learning growth in English Language Arts and mathematics.

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

3. The information contained in the school district's annual report required under s. 1008.25(8).

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

(c) Intervention and support strategies used by school districts boards whose schools provide educational services to youth in Department of Juvenile Justice programs that demonstrate learning growth in English Language Arts and mathematics that exceeds the statewide average learning growth.
for students in those subjects.

(d) Based upon a review of each school district's reading plan submitted pursuant to s. 1011.62(9), intervention and support strategies used by school districts that were effective in improving the reading performance of students, as indicated by student performance data, who are identified as having a substantial reading deficiency pursuant to s. 1008.25(5)(a).

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

Section 11. Subsection (2) of section 1011.67, Florida Statutes, is amended to read:

1011.67 Funds for instructional materials.—

(2)(a) Annually by July 1 and before prior to the release of instructional materials funds, each district school superintendent shall certify to the Commissioner of Education that the district school board has approved a comprehensive staff development plan that supports fidelity of implementation of instructional materials programs, including. The report shall include verification that training was provided; and that the materials are being implemented as designed; and, beginning April 1, 2019, for core reading materials and supplemental intervention reading materials used in kindergarten through grade 5, that the materials have been identified by the Just Read, Florida! Office as meeting the requirements of s.
1001.215(11). This paragraph does not preclude school districts from purchasing or using other materials to supplement reading instruction and provide additional skills practice.

(b) Each district school superintendent shall, as part of the certification under paragraph (a), report the number and percentage of the district's K-5 instructional personnel who have received training to implement the core and supplemental intervention reading materials. The district school superintendent shall also report the process and timeline by which the remaining K-5 personnel will be provided the training, including those newly hired by the district.

Section 12. Section 1012.567, Florida Statutes, is created to read:

1012.567 Certification and endorsement of elementary reading instructors.—

(1) CERTIFICATION.—

(a) Beginning January 1, 2018, a candidate for an educator certificate in an area involving reading instruction or intervention for any students in kindergarten through grade 6 must, as part of the certification process, demonstrate competence in the following:

1. Identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills.

2. Using explicit, systematic, and multisensory approaches to reading instruction and intervention that are proven to
improve reading performance for all students.

3. Using predictive and other data to make instructional decisions based on individual student needs.

The State Board of Education shall adopt by rule the minimum requirements for instruction provided by teacher preparation programs and school districts for this purpose.

(b) Documentation of a valid professional standard teaching certificate issued by another state is not sufficient to meet the requirements of paragraph (a). The State Board of Education shall establish a procedure by which a candidate who holds a certificate issued by another state may demonstrate competence as required in paragraph (a).

(c) The State Board of Education shall identify by rule certification areas in which candidates must demonstrate competence as provided in paragraph (a) as part of the certification process.

(d) To receive initial or continued approval, a teacher preparation program under s. 1004.04 or s. 1004.85 must provide instruction in the skills and strategies listed in paragraph (a) to candidates for certificates in the areas identified by the state board pursuant to paragraph (c).

(2) ENDORSEMENT.—Beginning January 1, 2018, the specialization requirements for an endorsement in reading instruction must include at least 3 semester hours of instruction in explicit, systematic, and multisensory approaches
to reading instruction and intervention that are proven to improve reading performance for all students. This instruction may be incorporated into semester hour requirements established in State Board of Education rule.

(3) REVIEW.—By July 1, 2017, and at least once every 5 years thereafter, the department shall conduct a review of specialization and coverage area requirements in the elementary, reading, and exceptional student educational areas. At the conclusion of each review, the department shall recommend to the State Board of Education changes to the specialization and coverage area requirements based upon any identified instructional or intervention strategies proven to improve student reading performance.

(4) STATE BOARD RULES.—The State Board of Education shall adopt rules pursuant to ss. 120.536 and 120.54 as necessary to implement this section.

Section 13. Paragraph (a) of subsection (3) of section 1012.585, Florida Statutes, is amended, and paragraph (f) is added to that subsection, to read:

1012.585 Process for renewal of professional certificates.—

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

(a) The applicant must earn a minimum of 6 college credits or 120 inservice points or a combination thereof. For each area of specialization to be retained on a certificate, the applicant
must earn at least 3 of the required credit hours or equivalent inservice points in the specialization area. Education in "clinical educator" training pursuant to s. 1004.04(5)(b) and credits or points that provide training in the area of scientifically researched, knowledge-based reading literacy including explicit, systematic, and multisensory approaches to reading instruction and intervention; and computational skills acquisition, exceptional student education, normal child development, and the disorders of development may be applied toward any specialization area. Credits or points that provide training in the areas of drug abuse, child abuse and neglect, strategies in teaching students having limited proficiency in English, or dropout prevention, or training in areas identified in the educational goals and performance standards adopted pursuant to ss. 1000.03(5) and 1008.345 may be applied toward any specialization area, except specialization areas identified by State Board of Education rule as involving reading instruction or intervention for any students in kindergarten through grade 6 under s. 1012.567(1)(c). Credits or points earned through approved summer institutes may be applied toward the fulfillment of these requirements. Inservice points may also be earned by participation in professional growth components approved by the State Board of Education and specified pursuant to s. 1012.98 in the district's approved master plan for inservice educational training; however, such points may not be used to satisfy the specialization requirements of this
paragraph, including, but not limited to, serving as a trainer in an approved teacher training activity, serving on an instructional materials committee or a state board or commission that deals with educational issues, or serving on an advisory council created pursuant to s. 1001.452.

(f) Beginning January 1, 2018, an applicant for renewal of a professional certificate in any area of certification identified by State Board of Education rule pursuant to s. 1012.567(1)(c) must earn a minimum of 2 college credits or the equivalent inservice points in the use of explicit, systematic, and multisensory approaches to reading instruction and intervention. Such training must be provided by teacher preparation programs under s. 1004.04 or s. 1004.85 or approved school district professional development systems under s. 1012.98. The requirements in this paragraph may not add to the total hours required by the department for continuing education or inservice training.

Section 14. Subsection (1) of section 1012.586, Florida Statutes, is amended to read:

1012.586 Additions or changes to certificates; duplicate certificates.—A school district may process via a Department of Education website certificates for the following applications of public school employees:

(1) Addition of a subject coverage or endorsement to a valid Florida certificate on the basis of the completion of the appropriate subject area testing requirements of s.
1012.56(5)(a) or the completion of the requirements of an approved school district program or the inservice components for an endorsement. To reduce duplication, the department may recommend the consolidation of endorsement areas and requirements to the State Board of Education.

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

Section 15. Paragraph (b) of subsection (4) of section 1012.98, Florida Statutes, is amended, and paragraph (e) is added to subsection (3) of that section, to read:

1012.98 School Community Professional Development Act.—

(3) The activities designed to implement this section must:

(e) Provide all elementary grades instructional personnel without a reading endorsement with training sufficient to earn the endorsement before attainment or renewal of a professional certificate pursuant to s. 1012.56 or s. 1012.585.

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

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

1. Be approved by the department. All substantial revisions to the system shall be submitted to the department for review for continued approval.

2. Be based on analyses of student achievement data and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students. Schools and districts, in developing and refining the professional development system, shall also review and monitor school discipline data; school environment surveys; assessments of parental satisfaction; performance appraisal data of teachers, managers, and administrative personnel; and other performance indicators to identify school and student needs that can be met by improved professional performance.

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

4. Include a master plan for inservice activities, pursuant to rules of the State Board of Education, for all
district employees from all fund sources. The master plan shall
be updated annually by September 1, must be based on input from
teachers and district and school instructional leaders, and must
use the latest available student achievement data and research
to enhance rigor and relevance in the classroom. Each district
inservice plan must be aligned to and support the school-based
inservice plans and school improvement plans pursuant to s.
1001.42(18). Each district inservice plan must provide a
description of the training that middle grades instructional
personnel and school administrators receive on the district's
code of student conduct adopted pursuant to s. 1006.07;
integrated digital instruction and competency-based instruction
and CAPE Digital Tool certificates and CAPE industry
certifications; classroom management; student behavior and
interaction; extended learning opportunities for students; and
instructional leadership. District plans must be approved by the
district school board annually in order to ensure compliance
with subsection (1) and to allow for dissemination of research-
based best practices to other districts. District school boards must submit verification of their approval to the Commissioner of Education no later than October 1, annually. Each school principal may establish and maintain an individual professional development plan for each instructional employee assigned to the school as a seamless component to the school improvement plans developed pursuant to s. 1001.42(18). An individual professional development plan must be related to specific performance data for the students to whom the teacher is assigned, define the inservice objectives and specific measurable improvements expected in student performance as a result of the inservice activity, and include an evaluation component that determines the effectiveness of the professional development plan.

5. Include inservice activities for school administrative personnel that address updated skills necessary for instructional leadership and effective school management pursuant to s. 1012.986.

6. Provide for systematic consultation with regional and state personnel designated to provide technical assistance and evaluation of local professional development programs.

7. Provide for delivery of professional development by distance learning and other technology-based delivery systems to reach more educators at lower costs.

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

9. For middle grades, emphasize:
   a. Interdisciplinary planning, collaboration, and instruction.
   b. Alignment of curriculum and instructional materials to the state academic standards adopted pursuant to s. 1003.41.
   c. Use of small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction.

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

10. Provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting that are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The
training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and multisensory approach to reading instruction and intervention.

Section 16. For the 2016-2017 fiscal year, the sums of $286,850 in recurring funds and $57,998 in nonrecurring funds from the General Revenue Fund are appropriated to the Department of Education, and two full-time equivalent positions with associated salary rate of 190,000 are authorized, for the purpose of implementing this act.

Section 17. This act shall take effect upon becoming a law.
By Senator Brandes

22-01592B-16

A bill to be entitled
An act relating to the Department of Highway Safety
and Motor Vehicles; amending s. 316.003, F.S.;
defining the terms “service patrol vehicle” and
“driver-assistive truck platooning technology”;
amending s. 316.0895, F.S.; providing that provisions
prohibiting a driver from following certain vehicles
within a specified distance do not apply to truck
tractor-semitrailer combinations under certain
circumstances; amending s. 316.126, F.S.; requiring
the driver of every other vehicle to take specified
actions if a utility service vehicle displaying any
visual signals or a service patrol vehicle displaying
amber rotating or flashing lights is performing
certain tasks on the roadside; amending s. 316.303,
F.S.; providing exceptions to the prohibition against
certain television-type receiving equipment in
vehicles; amending s. 316.613, F.S.; revising the
exceptions to the requirement that a motor vehicle
operator use a child restraint device under certain
circumstances; revising the definition of the term
“motor vehicle”; amending s. 320.02, F.S.; increasing
the timeframe within which the owner of any motor
vehicle registered in the state must notify the
department of a change of address; providing
exceptions to such notification; amending s. 320.055,
F.S.; revising the renewal period for certain motor
vehicles subject to registration; amending s. 320.07,
F.S.; revising the expiration date of registrations of
motor vehicles or mobile homes for owners who are
natural persons and the date after which an owner may
not operate an unregistered vehicle on the roads of
this state; amending s. 322.051, F.S.; requiring the
department to issue or renew an identification card to
certain juvenile offenders; requiring that the
department’s mobile issuing units process certain
identification cards; amending s. 322.19, F.S.;
increasing the timeframe within which certain persons
must obtain a replacement driver license or
identification card that reflects a change in his or
her legal name; providing exceptions to such
requirement; increasing the timeframe within which
certain persons must obtain a replacement driver
license or identification card that reflects a change
in the legal residence or mailing address in his or
her application, license, or card; amending s. 322.21,
F.S.; exempting certain juvenile offenders from a
specified fee for an original, renewal, or replacement
identification card; amending s. 322.221, F.S.;
requiring the department to issue an identification
card at no cost at the time a person’s driver license
is suspended or revoked due to his or her physical or
mental condition; providing an effective date.

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

Section 1. Subsections (94) and (95) are added to section
316.003, Florida Statutes, to read:

316.003 Definitions.—The following words and phrases, when
used in this chapter, shall have the meanings respectively
ascribed to them in this section, except where the context
otherwise requires:

(94) SERVICE PATROL VEHICLE.—A motor vehicle that bears an emblem or markings with the wording “SERVICE VEHICLE” which is visible from the roadway and clearly indicates that the vehicle belongs to or is under contract with a person, an entity, a cooperative, a board, a commission, a district, or a unit of government that provides highway assistance services to motorists, clears travel lanes, or provides temporary maintenance of traffic support for incident response operations.

(95) DRIVER-ASSISTIVE TRUCK PLATOONING TECHNOLOGY.—Vehicle automation technology that integrates a sensor array, wireless communications, vehicle controls, and specialized software to synchronize the acceleration and braking between no more than two truck tractor-semitrailer combinations, while leaving each vehicle’s steering control and systems command in the control of the vehicle’s driver.

Section 2. Subsection (2) of section 316.0895, Florida Statutes, is amended to read:

316.0895 Following too closely.—

(2) It is unlawful for the driver of any motor truck, motor truck drawing another vehicle, or vehicle towing another vehicle or trailer, when traveling upon a roadway outside of a business or residence district, to follow within 300 feet of another motor truck, motor truck drawing another vehicle, or vehicle towing another vehicle or trailer. The provisions of this subsection may not be construed to prevent overtaking and passing, nor does it apply upon any lane specially designated for use by motor trucks or other slow-moving vehicles. This subsection does not apply to two truck tractor-semitrailer combinations.
tractor-semitrailer combinations equipped and connected with driver-assistive truck platooning technology, as defined in s. 316.003, and operating on a multilane limited access facility, if:

(a) The owner or operator first submits to the department an instrument of insurance, a surety bond, or proof of self-insurance acceptable to the department in the amount of $1 million;

(b) The vehicles are equipped with an external indication, visible to surrounding motorists, that the vehicles are engaged in truck platooning; and

(c) The vehicles are not required to be placarded pursuant to 49 C.F.R. parts 171-179.

Section 3. Section 316.126, Florida Statutes, is amended to read:

316.126 Operation of vehicles and actions of pedestrians on approach of an authorized emergency, sanitation, or utility service vehicle, or service patrol vehicle.—

(1)(a) Upon the immediate approach of an authorized emergency vehicle, while en route to meet an existing emergency, the driver of every other vehicle shall, when such emergency vehicle is giving audible signals by siren, exhaust whistle, or other adequate device, or visible signals by the use of displayed blue or red lights, yield the right-of-way to the emergency vehicle and shall immediately proceed to a position parallel to, and as close as reasonable to the closest edge of the curb of the roadway, clear of any intersection and shall stop and remain in position until the authorized emergency vehicle has passed, unless otherwise directed by a law
enforcement officer.

(b) If an authorized emergency vehicle displaying any visual signals is parked on the roadside, a sanitation vehicle is performing a task related to the provision of sanitation services on the roadside, a utility service vehicle displaying any visual signals is performing a task related to the provision of utility services on the roadside, or a wrecker displaying amber rotating or flashing lights is performing a recovery or loading on the roadside, or a service patrol vehicle displaying amber rotating or flashing lights is performing official duties or services on the roadside, the driver of every other vehicle, as soon as it is safe:

1. Shall vacate the lane closest to the emergency vehicle, sanitation vehicle, utility service vehicle, or wrecker, or service patrol vehicle when driving on an interstate highway or other highway with two or more lanes traveling in the direction of the emergency vehicle, sanitation vehicle, utility service vehicle, or wrecker, or service patrol vehicle except when otherwise directed by a law enforcement officer. If such movement cannot be safely accomplished, the driver shall reduce speed as provided in subparagraph 2.

2. Shall slow to a speed that is 20 miles per hour less than the posted speed limit when the posted speed limit is 25 miles per hour or greater; or travel at 5 miles per hour when driving on a two-lane road, except when otherwise directed by a law enforcement officer.

(c) The Department of Highway Safety and Motor Vehicles shall provide an educational awareness campaign informing the
motoring public about the Move Over Act. The department shall provide information about the Move Over Act in all newly printed driver license educational materials.

(2) Every pedestrian using the road right-of-way shall yield the right-of-way until the authorized emergency vehicle has passed, unless otherwise directed by a law enforcement officer.

(3) An authorized emergency vehicle, when en route to meet an existing emergency, shall warn all other vehicular traffic along the emergency route by an audible signal, siren, exhaust whistle, or other adequate device or by a visible signal by the use of displayed blue or red lights. While en route to such emergency, the emergency vehicle shall otherwise proceed in a manner consistent with the laws regulating vehicular traffic upon the highways of this state.

(4) This section does not diminish or enlarge any rules of evidence or liability in any case involving the operation of an emergency vehicle.

(5) This section does not relieve the driver of an authorized emergency vehicle from the duty to drive with due regard for the safety of all persons using the highway.

(6) A violation of this section is a noncriminal traffic infraction, punishable pursuant to chapter 318 as either a moving violation for infractions of subsection (1) or subsection (3), or as a pedestrian violation for infractions of subsection (2).

Section 4. Subsections (1) and (3) of section 316.303, Florida Statutes, are amended to read:

316.303 Television receivers.—
(1) A motor vehicle may not be operated on the highways of this state if the vehicle is equipped with television-type receiving equipment so located that the viewer or screen is visible from the driver’s seat, unless the vehicle is equipped with autonomous technology, as defined in s. 316.003, and is being operated in autonomous mode, as provided in s. 316.85(2).

(3) This section does not prohibit the use of an electronic display used in conjunction with a vehicle navigation system, or an electronic display used by an operator of a vehicle equipped and operating with driver-assistive truck platooning technology, as defined in s. 316.003.

Section 5. Paragraph (a) of subsection (1) and paragraph (b) of subsection (2) of section 316.613, Florida Statutes, are amended to read:

316.613 Child restraint requirements.—

(1)(a) Every operator of a motor vehicle as defined in this section, while transporting a child in a motor vehicle operated on the roadways, streets, or highways of this state, shall, if the child is 5 years of age or younger, provide for protection of the child by properly using a crash-tested, federally approved child restraint device.

1. For children aged through 3 years, such restraint device must be a separate carrier or a vehicle manufacturer’s integrated child seat.

2. For children aged 4 through 5 years, a separate carrier, an integrated child seat, or a child booster seat may be used. However, the requirement to use a child restraint device under this subparagraph does not apply when a safety belt is used as
required in s. 316.614(4)(a) and the child:

a. Is being transported gratuitously by an operator who is not a member of the child’s immediate family;
b. Is being transported in a medical emergency situation involving the child; or
c. Is being transported by a child care facility, family day care home, or large family child care home, as those terms are defined in s. 402.302; an after-school program not requiring licensure pursuant to chapter 402; a child care facility exempt pursuant to s. 402.316; or an entity excluded from the definition of child care facility pursuant to s. 402.302(2); or
d. Has a medical condition that necessitates an exception as evidenced by appropriate documentation from a health care professional.

(2) As used in this section, the term “motor vehicle” means a motor vehicle as defined in s. 316.003 that is operated on the roadways, streets, and highways of the state. The term does not include:

(b) A bus used for the transportation of persons for compensation, other than a bus regularly used to transport children to or from school, as defined in s. 316.615(1)(b), or in conjunction with school activities.

Section 6. Subsection (4) of section 320.02, Florida Statutes, is amended to read:

320.02 Registration required; application for registration; forms.—

(4) Except as provided in ss. 775.21, 775.261, 943.0435, 944.607, and 985.4815, the owner of any motor vehicle registered in the state shall notify the department in writing of any
change of address within 30 days of such change. The notification shall include the registration license plate number, the vehicle identification number (VIN) or title certificate number, year of vehicle make, and the owner’s full name.

Section 7. Paragraph (a) of subsection (1) of section 320.055, Florida Statutes, is amended to read:

320.055 Registration periods; renewal periods. The following registration periods and renewal periods are established:

(1)(a) For a motor vehicle subject to registration under s. 320.08(1), (2), (3), (5)(b), (c), (d), or (f), (6)(a), (7), (8), (9), or (10) and owned by a natural person, the registration period begins the first day of the birth month of the owner and ends the last day of the month immediately preceding the owner’s birth month in the succeeding year. If such vehicle is registered in the name of more than one person, the birth month of the person whose name first appears on the registration shall be used to determine the registration period. For a vehicle subject to this registration period, the renewal period is the 30-day period ending at midnight on the last day of the vehicle owner’s date of birth month.

Section 8. Subsection (1) of section 320.07, Florida Statutes, is amended to read:

320.07 Expiration of registration; renewal required; penalties.—

(1) The registration of a motor vehicle or mobile home expires at midnight on the last day of the registration or extended registration period, or for a motor vehicle or mobile
home owner who is a natural person, at midnight on the last day of the owner’s birth month birthday. A vehicle may not be operated on the roads of this state after expiration of the renewal period, or, for a natural person, at midnight on the last day of the owner’s birth month birthday, unless the registration has been renewed according to law.

Section 9. Subsection (9) of section 322.051, Florida Statutes, is amended to read:

322.051 Identification cards.—

(9) Notwithstanding any other provision of this section or s. 322.21 to the contrary, the department shall issue or renew a card at no charge to a person who presents evidence satisfactory to the department that he or she is homeless as defined in s. 414.0252(7), to a juvenile offender who is in the custody or under the supervision of the Department of Juvenile Justice and receiving services pursuant to s. 985.461, to an inmate receiving a card issued pursuant to s. 944.605(7), or, if necessary, to an inmate receiving a replacement card if the department determines that he or she has a valid state identification card. If the replacement state identification card is scheduled to expire within 6 months, the department may also issue a temporary permit valid for at least 6 months after the release date. The department’s mobile issuing units shall process the identification cards for juvenile offenders and inmates at no charge, as provided by s. 944.605 (7)(a) and (b).

Section 10. Subsections (1) and (2) of section 322.19, Florida Statutes, are amended to read:

322.19 Change of address or name.—

(1) Except as provided in ss. 775.21, 775.261, 943.0435,
944.607, and 985.4815, whenever any person, after applying for or receiving a driver license or identification card, changes his or her legal name, that person must within 30 days thereafter obtain a replacement license or card that reflects the change.

(2) If a person, after applying for or receiving a driver license or identification card, changes the legal residence or mailing address in the application, or license, or card, the person must, within 30 calendar days after making the change, obtain a replacement license or card that reflects the change. A written request to the department must include the old and new addresses and the driver license or identification card number. Any person who has a valid, current student identification card issued by an educational institution in this state is presumed not to have changed his or her legal residence or mailing address. This subsection does not affect any person required to register a permanent or temporary address change pursuant to s. 775.13, s. 775.21, s. 775.25, or s. 943.0435.

Section 11. Paragraph (f) of subsection (1) of section 322.21, Florida Statutes, is amended to read:

322.21 License fees; procedure for handling and collecting fees.—

(1) Except as otherwise provided herein, the fee for:

(f) An original, renewal, or replacement identification card issued pursuant to s. 322.051 is $25, except that an applicant who presents evidence satisfactory to the department that he or she is homeless as defined in s. 414.0252(7); or his or her annual income is at or below 100 percent of the federal
poverty level; or he or she is a juvenile offender who is in the custody or under the supervision of the Department of Juvenile Justice, is receiving services pursuant to s. 985.461, and whose identification card is issued by the department’s mobile issuing units is exempt from such fee. Funds collected from fees for original, renewal, or replacement identification cards shall be distributed as follows:

1. For an original identification card issued pursuant to s. 322.051, the fee shall be deposited into the General Revenue Fund.

2. For a renewal identification card issued pursuant to s. 322.051, $6 shall be deposited into the Highway Safety Operating Trust Fund, and $19 shall be deposited into the General Revenue Fund.

3. For a replacement identification card issued pursuant to s. 322.051, $9 shall be deposited into the Highway Safety Operating Trust Fund, and $16 shall be deposited into the General Revenue Fund. Beginning July 1, 2015, or upon completion of the transition of the driver license issuance services, if the replacement identification card is issued by the tax collector, the tax collector shall retain the $9 that would otherwise be deposited into the Highway Safety Operating Trust Fund and the remaining revenues shall be deposited into the General Revenue Fund.

Section 12. Subsection (3) of section 322.221, Florida Statutes, is amended to read:

322.221 Department may require reexamination.—
(3)(a) Upon the conclusion of such examination or reexamination the department shall take action as may be
appropriate and may suspend or revoke the license of such person or permit him or her to retain such license, or may issue a license subject to restrictions as permitted under s. 322.16. Refusal or neglect of the licensee to submit to such examination or reexamination shall be ground for suspension or revocation of his or her license.

(b) If the department suspends or revokes the license of a person due to his or her physical or mental condition, the department shall issue an identification card to the person at the time of the license suspension or revocation. The department may not charge fees for the issuance of the identification card.

Section 13. This act shall take effect October 1, 2016.
A bill to be entitled
An act relating to the Department of Highway Safety
and Motor Vehicles; amending s. 316.613, F.S.;
revising exemptions from using a certain child
restraint device; revising the definition of the term
"motor vehicle" for purposes of child restraint
requirements; amending s. 318.1215, F.S.; revising the
amount of a fee that a clerk of court may be required
to collect with each civil traffic penalty; amending
s. 320.02, F.S.; providing exceptions to a requirement
that the owner of a motor vehicle notify the
department of a change of address within a specified
time period; revising such time period; amending ss.
322.051 and 322.21, F.S.; providing for the issuance
of identification cards at no charge to certain
persons in the custody or under the supervision of the
Department of Juvenile Justice; requiring certain
identification cards to be processed by the Department
of Highway Safety and Motor Vehicles' mobile issuing
units; amending s. 322.19, F.S.; providing exceptions
to a requirement that a person obtain a replacement
driver license reflecting a change of name within a
specified time period; revising the time period for
obtaining a replacement license reflecting certain
changes of information; requiring certain persons to
obtain a replacement identification card reflecting a
change of name within a specified time period;
amending s. 322.221, F.S.; directing the department to
issue an identification card at no cost to a person
whose driver license is suspended or revoked due to a
physical or mental condition; providing an effective
date.

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

Section 1. Paragraph (a) of subsection (1) and paragraph
(b) of subsection (2) of section 316.613, Florida Statutes, are
amended to read:

316.613 Child restraint requirements.—
(1)(a) Every operator of a motor vehicle as defined in
this section, while transporting a child in a motor vehicle
operated on the roadways, streets, or highways of this state,
shall, if the child is 5 years of age or younger, provide for
protection of the child by properly using a crash-tested,
federally approved child restraint device.

1. For children aged through 3 years, such restraint
device must be a separate carrier or a vehicle manufacturer's
integrated child seat.

2. For children aged 4 through 5 years, a separate
carrier, an integrated child seat, or a child booster seat may
be used. However, the requirement to use a child restraint
device under this subparagraph does not apply when a safety belt
is used as required in s. 316.614(4)(a) and the child:
   a. Is being transported gratuitously by an operator who is
      not a member of the child's immediate family;
   b. Is being transported in a medical emergency situation
      involving the child; or
   c. Is being transported by a child care facility, family
      day care home, or large family child care home as those terms
      are defined in s. 402.302; an after-school program not requiring
      licensure pursuant to chapter 402; a child care facility exempt
      from licensure pursuant to s. 402.316; or an entity excluded
      from the definition of child care facility pursuant to s.
      402.302(2); or
   d. Has a medical condition that necessitates an exception
      as evidenced by appropriate documentation from a health care
      professional.

(2) As used in this section, the term "motor vehicle"
means a motor vehicle as defined in s. 316.003 that is operated
on the roadways, streets, and highways of the state. The term
does not include:
   (b) A bus used for the transportation of persons for
      compensation, other than a bus regularly used to transport
      children to or from school, as defined in s. 316.615(1)(b), or
      in conjunction with school activities.

Section 2. Section 318.1215, Florida Statutes, is amended
to read:
318.1215  Dori Slosberg Driver Education Safety Act.—

Notwithstanding the provisions of s. 318.121, a board of county commissioners may require, by ordinance, that the clerk of the court collect an additional $7 with each civil traffic penalty, which shall be used to fund driver education programs in public and nonpublic schools. The ordinance shall provide for the board of county commissioners to administer the funds, which shall be used for enhancement, and not replacement, of driver education program funds. The funds shall be used for direct educational expenses and shall not be used for administration. Each driver education program receiving funds pursuant to this section shall require that a minimum of 30 percent of a student's time in the program be behind-the-wheel training. This section may be cited as the "Dori Slosberg Driver Education Safety Act."

Section 3.  Subsection (4) of section 320.02, Florida Statutes, is amended to read:

320.02  Registration required; application for registration; forms.—

(4)  Except for a person subject to s. 775.21, s. 775.261, s. 943.0435, s. 944.607, or s. 985.4815, the owner of any motor vehicle registered in the state shall notify the department in writing of any change of address within 30 days after such change. The notification shall include the registration license plate number, the vehicle identification number (VIN) or title certificate number, year of vehicle make, and the owner's full name.
name.

Section 4. Subsection (9) of section 322.051, Florida Statutes, is amended to read:

322.051 Identification cards.—

(9) Notwithstanding any other provision of this section or s. 322.21 to the contrary, the department shall issue or renew a card at no charge to a person who presents evidence satisfactory to the department that he or she is homeless as defined in s. 414.0252(7), to a juvenile offender who is in the custody or under the supervision of the Department of Juvenile Justice and receiving services pursuant to s. 985.461, to an inmate receiving a card issued pursuant to s. 944.605(7), or, if necessary, to an inmate receiving a replacement card if the department determines that he or she has a valid state identification card. If the replacement state identification card is scheduled to expire within 6 months, the department may also issue a temporary permit valid for at least 6 months after the release date. The department's mobile issuing units shall process the identification cards for juvenile offenders and inmates at no charge, as provided by s. 944.605(7)(a) and (b).

Section 5. Subsections (1) and (2) of section 322.19, Florida Statutes, are amended to read:

322.19 Change of address or name.—

(1) Except as provided in s. 775.21, s. 775.261, s. 943.0435, s. 944.607, or s. 985.4815, whenever any person, after applying for or receiving a driver license or identification
card, changes his or her legal name, that person must within 30 days thereafter obtain a replacement license or card that reflects the change.

(2) If [underlined] a person, after applying for or receiving a driver license or identification card, changes the legal residence or mailing address in the application, or license, or card, the person must, within 30 calendar days after making the change, obtain a replacement license or card that reflects the change. A written request to the department must include the old and new addresses and the driver license or identification card number. Any person who has a valid, current student identification card issued by an educational institution in this state is presumed not to have changed his or her legal residence or mailing address. This subsection does not affect any person required to register a permanent or temporary address change pursuant to s. 775.13, s. 775.21, s. 775.25, or s. 943.0435.

Section 6. Paragraph (f) of subsection (1) of section 322.21, Florida Statutes, is amended to read:

322.21 License fees; procedure for handling and collecting fees.—

(1) Except as otherwise provided herein, the fee for:

(f) An original, renewal, or replacement identification card issued pursuant to s. 322.051 is $25, except that an applicant who presents evidence satisfactory to the department that he or she is homeless as defined in s. 414.0252(7); or his
or her annual income is at or below 100 percent of the federal poverty level; or he or she is a juvenile offender who is in the custody or under the supervision of the Department of Juvenile Justice, is receiving services pursuant to s. 985.461, and whose identification card is issued by any of the department's mobile issuing units is exempt from such fee. Funds collected from fees for original, renewal, or replacement identification cards shall be distributed as follows:

1. For an original identification card issued pursuant to s. 322.051, the fee shall be deposited into the General Revenue Fund.

2. For a renewal identification card issued pursuant to s. 322.051, $6 shall be deposited into the Highway Safety Operating Trust Fund, and $19 shall be deposited into the General Revenue Fund.

3. For a replacement identification card issued pursuant to s. 322.051, $9 shall be deposited into the Highway Safety Operating Trust Fund, and $16 shall be deposited into the General Revenue Fund. Beginning July 1, 2015, or upon completion of the transition of the driver license issuance services, if the replacement identification card is issued by the tax collector, the tax collector shall retain the $9 that would otherwise be deposited into the Highway Safety Operating Trust Fund and the remaining revenues shall be deposited into the General Revenue Fund.

Section 7. Subsection (3) of section 322.221, Florida
Statutes, is amended to read:

322.221 Department may require reexamination.—
(3)(a) Upon the conclusion of such examination or reexamination the department shall take action as may be appropriate and may suspend or revoke the license of such person or permit him or her to retain such license, or may issue a license subject to restrictions as permitted under s. 322.16. Refusal or neglect of the licensee to submit to such examination or reexamination shall be ground for suspension or revocation of his or her license.

(b) If the department suspends or revokes the license of a person due to his or her physical or mental condition, the department shall issue an identification card to the person at the time of the license suspension or revocation. The department may not charge fees for the issuance of the identification card.

Section 8. This act shall take effect October 1, 2016.
By Senator Bean

A bill to be entitled

An act relating to eligibility for employment as child care personnel; amending s. 402.305, F.S.; prohibiting certain job applicants from employment with a child care facility; providing an effective date.

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

Section 1. Paragraph (b) of subsection (2) of section 402.305, Florida Statutes, is amended to read:

402.305 Licensing standards; child care facilities.—

(2) PERSONNEL.—Minimum standards for child care personnel shall include minimum requirements as to:

(b) The department may grant exemptions from disqualification from working with children or the developmentally disabled as provided in s. 435.07. However, an applicant for a child care position who has been identified as a sex offender or convicted of felonies or violent misdemeanors referenced in 42 U.S.C. s. 9858f may not be employed by any child care facility.

Section 2. This act shall take effect July 1, 2016.
HB 1125  2016

A bill to be entitled
An act relating to child care facilities; amending s.
402.305, F.S.; prohibiting the employment of certain
child care personnel by a child care facility;
providing an effective date.

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

Section 1. Paragraph (b) of subsection (2) of section
402.305, Florida Statutes, is amended to read:

402.305  Licensing standards; child care facilities.—
(2) PERSONNEL.—Minimum standards for child care personnel
shall include minimum requirements as to:
(b) The department may grant exemptions from
disqualification from working with children or the
developmentally disabled as provided in s. 435.07. However,
child care personnel who have been identified as a sex offender
as described in 42 U.S.C. s. 9858f(c)(1)(C), convicted of a
felony as described in 42 U.S.C. s. 9858f(c)(1)(D), or convicted
of a violent misdemeanor as described in 42 U.S.C. s.
9858f(c)(1)(E), may not be employed by a child care facility.

Section 2. This act shall take effect July 1, 2016.
By Senator Sobel

A bill to be entitled
An act relating to the Voluntary Prekindergarten
Education Program; amending s. 1002.55, F.S.; revising
requirements for prekindergarten instructors employed
by a private prekindergarten provider; providing that
private prekindergarten providers meeting certain
criteria are eligible for additional funding; amending
s. 1002.67, F.S.; revising requirements for the pre-
and post-assessment administered to students enrolled
in the Voluntary Prekindergarten Education Program;
providing an effective date.

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

Section 1. Paragraph (c) of subsection (3) and subsection
(4) of section 1002.55, Florida Statutes, are amended, and
subsection (6) is added to that section, to read:

1002.55 School-year prekindergarten program delivered by
private prekindergarten providers.—

(3) To be eligible to deliver the prekindergarten program,
a private prekindergarten provider must meet each of the
following requirements:

(c) The private prekindergarten provider must have, for
each prekindergarten class of 11 children or fewer, at least one
prekindergarten instructor who meets each of the following
requirements:

1. The prekindergarten instructor must hold, at a minimum,
one of the following credentials:

   a. A child development associate credential issued by the
      National Credentialing Program of the Council for Professional
      Recognition; or

   b. A credential approved by the Department of Children and
Families as being equivalent to or greater than the credential described in sub-subparagraph a.

The Department of Children and Families may adopt rules under ss. 120.536(1) and 120.54 which provide criteria and procedures for approving equivalent credentials under sub-subparagraph b.

2. The prekindergarten instructor must successfully complete an emergent literacy training course and a student performance standards training course approved by the office as meeting or exceeding the minimum standards adopted under s. 1002.59. The requirement for completion of the standards training course shall take effect July 1, 2014, and the course shall be available online.

3. The prekindergarten instructor must annually complete a minimum of 1.5 continuing education units of approved inservice training, or 15 clock hours of equivalent training, as approved by the office.

4. A prekindergarten instructor, in lieu of the minimum credentials and courses required under paragraph (3)(c), may hold one of the following educational credentials:

(a) A bachelor’s or higher degree in early childhood education, prekindergarten through 3rd grade or primary education, preschool education, or family and consumer science;

(b) A bachelor’s or higher degree in elementary education, if the prekindergarten instructor has been certified to teach children any age from birth through kindergarten 6th grade, regardless of whether the instructor’s educator certificate is current, and if the instructor is not ineligible to teach in a public school because his or her educator certificate is
suspended or revoked;

(c) An associate’s or higher degree in early childhood education or child development;

(d) An associate’s or higher degree in an unrelated field, at least 6 credit hours in early childhood education or child development, and at least 480 hours of experience in teaching or providing child care services for children any age from birth through 6 ½ years of age; or

(e) An educational credential approved by the department as being equivalent to or greater than an educational credential described in this subsection. The department may adopt criteria and procedures for approving equivalent educational credentials under this paragraph.

(6) A private prekindergarten provider serving children in an area designated as an enterprise zone pursuant to s. 290.0065 with instructors who meet the requirements of paragraph (4)(a) or paragraph (4)(c) is eligible for additional funding as provided in the General Appropriations Act.

Section 2. Paragraphs (a) and (b) of subsection (3) of section 1002.67, Florida Statutes, are amended to read:

1002.67 Performance standards; curricula and accountability.—

(3)(a) Contingent upon legislative appropriation, each private prekindergarten provider and public school in the Voluntary Prekindergarten Education Program must implement a single, evidence-based pre- and post-assessment that has been approved by rule of the State Board of Education.

(b) In order to be approved, the assessment must be observational, valid, reliable, developmentally appropriate, and
designed to measure student progress on domains which must include, but are not limited to, early literacy, numeracy, and language.

Section 3. This act shall take effect July 1, 2016.
A bill to be entitled
An act relating to the Voluntary Prekindergarten
Education Program; amending s. 1002.55, F.S.; revising
requirements for prekindergarten instructors employed
by a private prekindergarten provider; providing that
private prekindergarten providers meeting certain
criteria are eligible for additional funding; amending
s. 1002.67, F.S.; revising requirements for the pre-
and post-assessment administered to students enrolled
in the Voluntary Prekindergarten Education Program;
providing an effective date.

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

Section 1. Paragraph (c) of subsection (3) and subsection
(4) of section 1002.55, Florida Statutes, are amended, and
subsection (6) is added to that section, to read:

1002.55 School-year prekindergarten program delivered by
private prekindergarten providers.—

(3) To be eligible to deliver the prekindergarten program,
a private prekindergarten provider must meet each of the
following requirements:

(c) The private prekindergarten provider must have, for
each prekindergarten class of 11 children or fewer, at least one
prekindergarten instructor who meets each of the following
requirements:
1. The prekindergarten instructor must hold, at a minimum, one of the following credentials:
   a. A child development associate credential issued by the National Credentialing Program of the Council for Professional Recognition; or
   b. A credential approved by the Department of Children and Families as being equivalent to or greater than the credential described in sub-subparagraph a.

The Department of Children and Families may adopt rules under ss. 120.536(1) and 120.54 which provide criteria and procedures for approving equivalent credentials under sub-subparagraph b.

2. The prekindergarten instructor must successfully complete an emergent literacy training course and a student performance standards training course approved by the office as meeting or exceeding the minimum standards adopted under s. 1002.59. The requirement for completion of the standards training course shall take effect July 1, 2014, and the course shall be available online.

3. The prekindergarten instructor must annually complete a minimum of 1.5 continuing education units of approved inservice training, or 15 clock hours of equivalent training, as approved by the office.

(4) A prekindergarten instructor, in lieu of the minimum credentials and courses required under paragraph (3)(c), may hold one of the following educational credentials:
(a) A bachelor's or higher degree in early childhood education, prekindergarten through 3rd grade or primary education, preschool education, or family and consumer science;

(b) A bachelor's or higher degree in elementary education, if the prekindergarten instructor has been certified to teach children any age from birth through kindergarten 6th grade, regardless of whether the instructor's educator certificate is current, and if the instructor is not ineligible to teach in a public school because his or her educator certificate is suspended or revoked;

(c) An associate's or higher degree in early childhood education or child development;

(d) An associate's or higher degree in an unrelated field, at least 6 credit hours in early childhood education or child development, and at least 480 hours of experience in teaching or providing child care services for children any age from birth through 6 years of age; or

(e) An educational credential approved by the department as being equivalent to or greater than an educational credential described in this subsection. The department may adopt criteria and procedures for approving equivalent educational credentials under this paragraph.

(6) A private prekindergarten provider serving children in an area designated as an enterprise zone pursuant to s. 290.0065 with instructors who meet the requirements of paragraph (4)(a) or paragraph (4)(c) is eligible for additional funding as
provided in the General Appropriations Act.

Section 2. Paragraphs (a) and (b) of subsection (3) of section 1002.67, Florida Statutes, are amended to read:

1002.67 Performance standards; curricula and accountability.—

(3)(a) Contingent upon legislative appropriation, each private prekindergarten provider and public school in the Voluntary Prekindergarten Education Program must implement an evidence-based pre- and post-assessment that has been approved by rule of the State Board of Education.

(b) In order to be approved, the assessment must be observational, valid, reliable, developmentally appropriate, and designed to measure student progress on domains which must include, but are not limited to, early literacy, numeracy, and language.

Section 3. This act shall take effect July 1, 2016.

CODING: Words stricken are deletions; words underlined are additions.
A bill to be entitled
An act relating to the Child Care and Development
Block Grant Program; amending s. 39.201, F.S.;
providing an exception from a prohibition against the
use of information in the Department of Children and
Families central abuse hotline for employment
screening of certain child care personnel; amending s.
39.202, F.S.; expanding the list of entities that have
access to child abuse records for purposes of
approving providers of school readiness services;
amending s. 402.302, F.S.; revising the definition of
the term "screening" for purposes of child care
licensing requirements; amending s. 402.306, F.S.;
requiring the Department of Children and Families and
local licensing agencies to electronically post
certain information relating to child care and school
readiness providers; amending s. 402.311, F.S.;
requiring school readiness program providers to
provide the department or local licensing agencies
with access to facilities, personnel, and records for
inspection purposes; amending s. 402.319, F.S.;
requiring certain child care providers to submit an
affidavit of compliance with certain mandatory
reporting requirements; amending s. 435.07, F.S.;
providing criteria for disqualification from
employment with a school readiness program provider;
amending s. 1002.82, F.S.; revising the duties of the
Office of Early Learning of the Department of
Education; requiring the office to coordinate with the
Department of Children and Families and local
licensing agencies for inspections of school readiness
program providers; amending s. 1002.84, F.S.; revising
provisions relating to determination of child
eligibility for school readiness programs; revising
requirements for determining parent copayments for
participation in the program; amending s. 1002.87,
F.S.; revising school readiness program eligibility
requirements for parents; amending s. 1002.88, F.S.;
revising requirements for school readiness program
providers; amending s. 1002.89, F.S.; providing for
additional uses of funds for school readiness
programs; providing an effective date.

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

Section 1. Subsection (6) of section 39.201, Florida
Statutes, is amended to read:

39.201 Mandatory reports of child abuse, abandonment, or
neglect; mandatory reports of death; central abuse hotline.—
(6) Information in the central abuse hotline may not be
used for employment screening, except as provided in s.
39.202(2)(a) and (h) or s. 402.302(15). Information in the
central abuse hotline and the department's automated abuse information system may be used by the department, its authorized agents or contract providers, the Department of Health, or county agencies as part of the licensure or registration process pursuant to ss. 402.301-402.319 and ss. 409.175-409.176.

Section 2. Paragraph (a) of subsection (2) of section 39.202, Florida Statutes, is amended to read:

39.202 Confidentiality of reports and records in cases of child abuse or neglect.—

(2) Except as provided in subsection (4), access to such records, excluding the name of the reporter which shall be released only as provided in subsection (5), shall be granted only to the following persons, officials, and agencies:

(a) Employees, authorized agents, or contract providers of the department, the Department of Health, the Agency for Persons with Disabilities, the Office of Early Learning, or county agencies responsible for carrying out:

1. Child or adult protective investigations;
2. Ongoing child or adult protective services;
3. Early intervention and prevention services;
4. Healthy Start services;
5. Licensure or approval of adoptive homes, foster homes, child care facilities, facilities licensed under chapter 393, family day care homes, or informal child care providers who receive school readiness funding under part VI of chapter 1002, or other homes used to provide for the care and welfare of
children; or

6. Services for victims of domestic violence when provided by certified domestic violence centers working at the department's request as case consultants or with shared clients.

Also, employees or agents of the Department of Juvenile Justice responsible for the provision of services to children, pursuant to chapters 984 and 985.

Section 3. Subsection (15) of section 402.302, Florida Statutes, is amended to read:

402.302 Definitions.—As used in this chapter, the term:

(15) "Screening" means the act of assessing the background of child care personnel, in accordance with state and federal law, and volunteers and includes, but is not limited to:

(a) Employment history checks, including documented attempts to contact each employer that employed the applicant within the preceding 5 years and documentation of the findings.

(b) A search of the criminal history records, sexual predator and sexual offender registry, and child abuse and neglect registry of any state in which the applicant resided during the preceding 5 years.

A fingerprint-based identification system is required for purposes of local criminal records checks through local law enforcement agencies, fingerprinting for all purposes and checks in this subsection, statewide criminal records checks through
the Department of Law Enforcement, and federal criminal records
checks through the Federal Bureau of Investigation.

Section 4. Subsection (3) of section 402.306, Florida
Statutes, is amended to read:

402.306 Designation of licensing agency; dissemination by
the department and local licensing agency of information on
child care.—

(3) The department and local licensing agencies, or the
designees thereof, shall be responsible for coordination and
dissemination of information on child care to the community and
shall make available through electronic means upon request all
licensing standards and procedures, health and safety standards
for school readiness providers, monitoring and inspection
reports, and in addition to the names and addresses of licensed
child care facilities, school readiness program providers, and,
where applicable pursuant to s. 402.313, licensed or registered
family day care homes. This information shall also include the
number of deaths, serious injuries, and instances of
substantiated child abuse that have occurred in child care
settings each year; research and best practices in child
development; and resources regarding social-emotional
development, parent and family engagement, healthy eating, and
physical activity.

Section 5. Section 402.311, Florida Statutes, is amended
to read:

402.311 Inspection.—
(1) A licensed child care facility shall accord to the department or the local licensing agency, whichever is applicable, the privilege of inspection, including access to facilities and personnel and to those records required in s. 402.305, at reasonable times during regular business hours, to ensure compliance with the provisions of ss. 402.301-402.319. The right of entry and inspection shall also extend to any premises which the department or local licensing agency has reason to believe are being operated or maintained as a child care facility without a license, but no such entry or inspection of any premises shall be made without the permission of the person in charge thereof unless a warrant is first obtained from the circuit court authorizing such entry or inspection. Any application for a license or renewal made pursuant to this act or the advertisement to the public for the provision of child care as defined in s. 402.302 shall constitute permission for any entry or inspection of the premises for which the license is sought in order to facilitate verification of the information submitted on or in connection with the application. In the event a licensed facility refuses permission for entry or inspection to the department or local licensing agency, a warrant shall be obtained from the circuit court authorizing entry or inspection before such entry or inspection. The department or local licensing agency may institute disciplinary proceedings pursuant to s. 402.310, for such refusal.

(2) A school readiness program provider shall accord to
the department or the local licensing agency, whichever is applicable, the privilege of inspection, including access to facilities, personnel, and records, to verify compliance with the requirements of s. 1002.88. Entry, inspection, and issuance of an inspection report by the department or the local licensing agency to verify compliance with the requirements of s. 1002.88 is an exercise of a discretionary power to enforce compliance with the laws duly enacted by a governmental body.

(3) The department's issuance, transmittal, or publication of an inspection report resulting from an inspection under this section does not constitute agency action subject to chapter 120.

Section 6. Subsection (3) is added to section 402.319, Florida Statutes, to read:

402.319 Penalties.—

(3) Each child care facility, family day care home, and large family day care home shall annually submit an affidavit of compliance with s. 39.201.

Section 7. Paragraph (c) is added to subsection (4) of section 435.07, Florida Statutes, to read:

435.07 Exemptions from disqualification.—Unless otherwise provided by law, the provisions of this section apply to exemptions from disqualification for disqualifying offenses revealed pursuant to background screenings required under this chapter, regardless of whether those disqualifying offenses are listed in this chapter or other laws.
(4) A person is ineligible for employment with a provider that receives school readiness funding under part VI of chapter 1002 if the person has been convicted of:

1. A felony offense prohibited under any of the following statutes:
   a. Chapter 741, relating to domestic violence.
   b. Section 782.04, relating to murder.
   c. Section 782.07, relating to manslaughter, aggravated manslaughter of an elderly person or disabled adult, aggravated manslaughter of a child, or aggravated manslaughter of an officer, a firefighter, an emergency medical technician, or a paramedic.
   d. Section 784.021, relating to aggravated assault.
   e. Section 784.045, relating to aggravated battery.
   f. Section 787.01, relating to kidnapping.
   g. Section 787.025, relating to luring or enticing a child.
   h. Section 787.04(2), relating to leading, taking, enticing, or removing a minor beyond the state limits, or concealing the location of a minor, with criminal intent pending custody proceedings.
   i. Section 787.04(3), relating to leading, taking, enticing, or removing a minor beyond the state limits, or concealing the location of a minor, with criminal intent pending dependency proceedings or proceedings concerning alleged abuse.
or neglect of a minor.

j. Section 794.011, relating to sexual battery.

k. Former s. 794.041, relating to sexual activity with or

solicitation of a child by a person in familial or custodial

authority.

l. Section 794.05, relating to unlawful sexual activity

with certain minors.

m. Section 794.08, relating to female genital mutilation.

n. Section 806.01, relating to arson.

o. Section 826.04, relating to incest.

p. Section 827.03, relating to child abuse, aggravated

child abuse, or neglect of a child.

q. Section 827.04, relating to contributing to the

delinquency or dependency of a child.

r. Section 827.071, relating to sexual performance by a

child.

s. Section 985.701, relating to sexual misconduct in

juvenile justice programs.

2. A misdemeanor offense prohibited under any of the

following statutes:

a. Section 784.03, relating to battery, if the victim of

the offense was a minor.

b. Section 787.025, relating to luring or enticing a

child.

3. A criminal act committed in another state or under

federal law which, if committed in this state, constitutes an
offense prohibited under any statute listed in subparagraph 1.
or subparagraph 2.

Section 8. Paragraph (i) of subsection (2) of section
1002.82, Florida Statutes, is amended, and paragraphs (s)
through (x) are added to that subsection, to read:

1002.82 Office of Early Learning; powers and duties.—
(2) The office shall:
(i) Enter into a memorandum of understanding with local
licensing agencies and Develop, in coordination with the Child
Care Services Program Office of the Department of Children and
Families for inspections of school readiness program providers
that are registered family day care homes or are not subject to
licensure or registration by the Department of Children and
Families to monitor and verify compliance with the health and
safety checklist adopted by the office. The provider contract of
a school readiness program provider that refuses permission for
entry or inspection shall be terminated. They, and adopt a health
and safety checklist may to be completed by license-exempt
providers that does not exceed the requirements of s. 402.305
and the Child Care and Development Fund pursuant to 45 C.F.R.
part 98.
(s) Develop and implement strategies to increase the
supply and improve the quality of child care services for
infants and toddlers, children with disabilities, children who
receive care during nontraditional hours, children in
underserved areas, and children in areas that have significant

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concentrations of poverty and unemployment.

(t) Establish preservice and inservice training requirements that address, at a minimum, school readiness child development standards, health and safety requirements, and social-emotional behavior intervention models, which may include positive behavior intervention and support models.

(u) Establish standards for emergency preparedness plans for school readiness program providers.

(v) Establish group sizes.

(w) Establish staff-to-children ratios that do not exceed the requirements of s. 402.302(8) or (11) or s. 402.305(4), as applicable, for school readiness program providers.

(x) Establish eligibility criteria, including limitations based on income and family assets, in accordance with s. 1002.87 and federal law.

Section 9. Subsections (7) and (8) of section 1002.84, Florida Statutes, are amended to read:

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

(7) Determine child eligibility pursuant to s. 1002.87 and provider eligibility pursuant to s. 1002.88. At a minimum, Child eligibility must be redetermined annually. Redetermination must also be conducted twice per year for an additional 50 percent of a coalition’s enrollment through a statistically valid random sampling. A coalition must document the reason why a child is no longer eligible for the school readiness program according to
the standard codes prescribed by the office.

(8) Establish a parent sliding fee scale that provides for a parent copayment that is not a barrier to families receiving to participate in the school readiness program services. Providers are required to collect the parent's copayment. A coalition may, on a case-by-case basis, waive the copayment for an at-risk child or temporarily waive the copayment for a child whose family's income is at or below the federal poverty level and whose family experiences a natural disaster or an event that limits the parent's ability to pay, such as incarceration, placement in residential treatment, or becoming homeless, or an emergency situation such as a household fire or burglary, or while the parent is participating in parenting classes. A parent may not transfer school readiness program services to another school readiness program provider until the parent has submitted documentation from the current school readiness program provider to the early learning coalition stating that the parent has satisfactorily fulfilled the copayment obligation.

Section 10. Subsections (4), (5), and (6) of section 1002.87, Florida Statutes, are amended to read:

1002.87 School readiness program; eligibility and enrollment.—

(4) The parent of a child enrolled in the school readiness program must notify the coalition or its designee within 10 days after any change in employment status, income, or family size or
failure to maintain attendance at a job training or educational program in accordance with program requirements. Upon notification by the parent, the child’s eligibility must be reevaluated.

(5) A child whose eligibility priority category requires the child to be from a working family ceases to be eligible for the school readiness program if a parent with whom the child resides does not reestablish employment or resume attendance at a job training or educational program within 90 days after becoming unemployed or ceasing to attend a job training or educational program.

(6) Eligibility for each child must be reevaluated annually. Upon reevaluation, a child may not continue to receive school readiness program services if he or she has ceased to be eligible under this section. A child who is ineligible due to a parent’s job loss or cessation of education or job training shall continue to receive school readiness program services for at least 3 months to enable the parent to obtain employment.

Section 11. Paragraphs (c), (d), and (e) of subsection (1) of section 1002.88, Florida Statutes, are amended to read:

1002.88 School readiness program provider standards; eligibility to deliver the school readiness program.—

(1) To be eligible to deliver the school readiness program, a school readiness program provider must:

(c) Provide basic health and safety of its premises and facilities and compliance with requirements for age-appropriate
immunizations of children enrolled in the school readiness
program.

1. For a provider that is licensed child care facility, a
large family child care home, or a licensed family day care
home, compliance with s. 402.305, s. 402.3131, or s. 402.313 and
this subsection, as verified pursuant to s. 402.311, satisfies
this requirement.

2. For a provider that is a registered family day care
home or is not subject to licensure or registration by the
Department of Children and Families, compliance with this
subsection, as verified pursuant to s. 402.311, satisfies this
requirement. Upon verification pursuant to s. 402.311, the
provider For a public or nonpublic school, compliance with s.
402.3025 or s. 1003.22 satisfies this requirement. A faith-based
child care provider, an informal child care provider, or a
nonpublic school, exempt from licensure under s. 402.316 or s.
402.3025, shall annually post complete the health and safety
checklist adopted by the office, post the checklist prominently
on its premises in plain sight for visitors and parents, and
shall annually submit the checklist it annually to its local
early learning coalition.

(d) Provide an appropriate group size and staff-to-
children ratio, pursuant to s. 402.305(4) or s. 402.302(8) or
(11), as applicable, and as verified pursuant to s. 402.311.

(e) Employ child care personnel, as defined in s.
402.302(3), who have satisfied the screening requirements of
chapter 402 and fulfilled the training requirements of the

office Provide a healthy and safe environment pursuant to s. 402.305(5), (6), and (7), as applicable, and as verified pursuant to s. 402.311.

Section 12. Subsections (6) and (7) of section 1002.89, Florida Statutes, are amended to read:

1002.89 School readiness program; funding.—

(6) Costs shall be kept to the minimum necessary for the efficient and effective administration of the school readiness program with the highest priority of expenditure being direct services for eligible children. However, no more than 5 percent of the funds described in subsection (5) may be used for administrative costs and no more than 22 percent of the funds described in subsection (5) may be used in any fiscal year for any combination of administrative costs, quality activities, and nondirect services as follows:

(a) Administrative costs as described in 45 C.F.R. s. 98.52, which shall include monitoring providers using the standard methodology adopted under s. 1002.82 to improve compliance with state and federal regulations and law pursuant to the requirements of the statewide provider contract adopted under s. 1002.82(2)(m).

(b) Activities to improve the quality of child care as described in 45 C.F.R. s. 98.51, which shall be limited to the following:

1. Developing, establishing, expanding, operating, and
coordinating resource and referral programs specifically related
to the provision of comprehensive consumer education to parents
and the public to promote informed child care choices specified
in 45 C.F.R. s. 98.33 regarding participation in the school
readiness program and parental choice.

2. Awarding grants and providing financial support to
school readiness program providers and their staff to assist
them in meeting applicable state requirements for child care
performance standards, implementing developmentally appropriate
curricula and related classroom resources that support
curricula, providing literacy supports, and providing continued
professional development and training. Any grants awarded
pursuant to this subparagraph shall comply with the requirements
of ss. 215.971 and 287.058.

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

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

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

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

(c) Nondirect services as described in applicable Office
of Management and Budget instructions are those services not
defined as administrative, direct, or quality services that are
required to administer the school readiness program. Such
services include, but are not limited to:

1. Assisting families to complete the required application
and eligibility documentation.

2. Determining child and family eligibility.

3. Recruiting eligible child care providers.

4. Processing and tracking attendance records.

5. Developing and maintaining a statewide child care
information system.

As used in this paragraph, the term "nondirect services" does
not include payments to school readiness program providers for
direct services provided to children who are eligible under s.
1002.87, administrative costs as described in paragraph (a), or quality activities as described in paragraph (b).

(7) Funds appropriated for the school readiness program may not be expended for the purchase or improvement of land; for the purchase, construction, or permanent improvement of any building or facility; or for the purchase of buses. However, funds may be expended for minor remodeling and upgrading of child care facilities which is necessary for the administration of the program and to ensure that providers meet state and local child care standards, including applicable health and safety requirements.

Section 13. This act shall take effect July 1, 2016.
### FLORIDA SENATE

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<th>Name and District</th>
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<td>Rep. Jose Oliva</td>
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<td>Rep. Jeanette Nunez</td>
<td>119th District</td>
<td><a href="mailto:Jeanette.Nunez@myfloridahouse.gov">Jeanette.Nunez@myfloridahouse.gov</a></td>
<td>Alex Alamo, Maria Evora</td>
</tr>
<tr>
<td>Rep. Holly Merrill Raschein</td>
<td>120th District</td>
<td><a href="mailto:Holly.Raschein@myfloridahouse.gov">Holly.Raschein@myfloridahouse.gov</a></td>
<td>Erin Muir, Kate DeLoach, Jesika Davis</td>
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