

CS/SB 850 by **ED, Legg**; (Compare to H 7031) Education

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264090	A	S L	AED, Bullard	Delete L.639 - 641:	03/18 12:38 PM
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The Florida Senate
COMMITTEE MEETING EXPANDED AGENDA
 APPROPRIATIONS SUBCOMMITTEE ON EDUCATION
 Senator Galvano, Chair
 Senator Montford, Vice Chair

MEETING DATE: Tuesday, March 18, 2014
TIME: 2:45 —4:15 p.m.
PLACE: Pat Thomas Committee Room, 412 Knott Building

MEMBERS: Senator Galvano, Chair; Senator Montford, Vice Chair; Senators Abruzzo, Bean, Benacquisto, Bullard, Detert, Hukill, Legg, Richter, Sachs, Simmons, and Thrasher

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
1	CS/SB 850 Education / Legg (Compare H 7031, H 7033, S 1226, S 1394)	Education; Requiring a school that includes certain grades to include information, data, and instructional strategies in its school improvement plan; requiring district school board, in consultation with the district school superintendent, to make digital materials, CAPE Digital Tool certificates, and CAPE industry certifications available to students, including students with disabilities, in prekindergarten through grade 12 to enable students to attain digital skills; deleting calculations for paid and unpaid high school credits, etc. ED 03/04/2014 Fav/CS AED 03/18/2014 AP	

Review and Discussion of Fiscal Year 2014-2015 Budget Issues Relating to:

Department of Education
 Board of Governors

Other Related Meeting Documents

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Appropriations Subcommittee on Education

BILL: CS/SB 850

INTRODUCER: Education Committee and Senator Legg

SUBJECT: Education

DATE: March 13, 2014

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Graf	Klebacha	ED	Fav/CS
2.	Sikes	Elwell	AED	Pre-meeting
3.			AP	

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

CS/SB 850 expands rigorous curricular, instructional, and assessment options available to public elementary, middle, and high school students.

The bill expands options to elementary students, expands options and strengthens requirements for middle school and high school students, creates a new middle grades early warning system to identify at-risk students, expands and strengthens anti-hazing provisions, and requires the Florida College System (FCS) institutions to establish a collegiate high school program for students in every school district in the colleges' designated service area.

Specifically, the bill:

- Clarifies digital skill areas and certificate options for elementary students;
- Expands acceleration options and strengthens accountability requirements for middle grade students;
- Requires any public school that includes any of the middle grades to implement an early warning system to identify students at-risk of not graduating from high school and annually report information and data on the school's early warning system in its school improvement plan;
- Expands anti-hazing provisions to the middle grades and requires each school district to adopt in rule a policy which prohibits hazing and establishes consequences for hazing;
- Specifies professional development requirements for middle grade teachers related to accountability requirements and new digital skills and content available to students;

- Establishes requirements for FCS institutions and school districts to provide a collegiate high school pathway for high school students to earn a full year of college credit while enrolled in high school;
- Provides additional, career-themed options for students in high school grades through new innovation courses and acceleration programs that, if successfully completed, are eligible to earn both high school and college credit; and
- Authorizes industry certification providers to notify students and parents about the college credits earned by the students, and the savings associated with earning the college credits, as a return on the investment of state dollars for the industry certifications earned by the student while in public school.

Additionally, the bill establishes bonus funding for elementary schools and teachers who directly assist students in attaining new digital skills, and expands funding to middle and high schools and teachers who directly assist students in attaining digital skills and industry certifications. Bonus funding is calculated as a component of the Florida Education Finance Program (FEFP).

The bill has a minimal fiscal impact for the 2014-2015 fiscal year because there is a one-year lag between a student earning bonus FTE and funds disbursement for the bonus. Additional bonuses earned in the 2014-2015 fiscal year would not be paid until the 2015-2016 fiscal year. The additional bonus FTE reported for 2015-2016 fiscal year funding would be a discretionary decision on the part of future legislatures whether or not to provide additional funding in the FEFP.

The bill takes effect on July 1, 2014.

II. Present Situation:

Since 2007, the Legislature has established, revised, and expanded options for students to meet curricular, instructional, and assessment requirements necessary to advance through K-12 public education. While many of the traditional acceleration options naturally merged into student progression plans, some acceleration options remain as separate programs available only to the students who know that such acceleration options exist. Since 2012, however, the Legislature has required school districts to expand rigorous options for students to meet middle and high school requirements which are intended to prepare students for success in college and career.

In 2007, the Legislature created the Florida Career and Professional Education (CAPE) Act to:¹

- Improve middle and high school academic performance by providing rigorous and relevant curriculum opportunities;
- Provide rigorous and relevant career-themed courses² that articulate to postsecondary-level coursework and lead to industry certification;
- Support local and regional economic development;
- Respond to Florida's critical workforce needs; and

¹ Section 1003.491(1), F.S.

² A "career-themed course" is a course, or a course in a series of courses, that leads to an industry certification identified in the Industry Certification Funding List pursuant to rules adopted by the State Board of Education. Career-themed courses have industry-specific curriculum aligned directly to priority workforce needs established by the regional workforce board or the Department of Economic Opportunity. Section 1003.493(1)(b), F.S.

- Provide state residents with access to high-wage and high-demand careers.

Through third-party assessments called industry certifications, students demonstrate competency to perform specific industry-endorsed and -recognized skills and abilities required to perform particular jobs.

The State Board of Education (SBE) adopts by rule, the list of industry certifications that are eligible for funding through the Florida Education Finance Program (FEFP).³ The list of industry certifications approved by Workforce Florida, Inc., and the Florida Department of Education (DOE), called the Industry Certification Funding List, is updated annually.⁴ Industry certifications on the “Gold Standard Career Pathways” list, which is incorporated by reference in SBE rule,⁵ articulate to Associate in Applied Science and Associate in Science degree programs and are a subset of the Industry Certification Funding List^{6,7}

In 2011, the Legislature authorized district school boards to develop and implement a digital curriculum for students in grades 6 through 12 to enable students’ attainment of competencies in web communications and web design. Pursuant to the 2011 legislation,⁸ the digital curriculum could include web-based skills, web-based core technologies, web design, use of digital technologies and markup language in the digital curriculum to show competency in computer skills, and use of web-based core technologies to design creative, informational, and content standards for web-based digital products that demonstrate proficiency in creating, publishing, testing, monitoring, and maintaining a website. The digital curriculum could be integrated into another subject area or offered as a separate course. The 2011 legislation required the DOE to develop a model digital curriculum to serve as a guide for district school boards in the development of a digital curriculum. To provide district school boards further assistance in providing digital curriculum instruction, district school boards were encouraged to seek partnerships with private businesses and consultants to offer classes and instruction to teachers and students.⁹

In 2012, the Legislature focused on increasing acceleration options for students by requiring public schools to expand curricular, assessment, and instructional options to students. The Academically Challenging Curriculum to Enhance Learning (ACCEL) program was established to require options that provide academically challenging curriculum or accelerated instruction to students in kindergarten through grade 12 through parental notification and parent-initiated student participation. Pursuant to the 2012 legislation,¹⁰ each school must, at a minimum, offer the following ACCEL options: whole-grade and midyear promotion; subject matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program.

³ Sections 1008.44 and 1003.492, F.S.

⁴ Section 1003.492(2), F.S.

⁵ Rule 6A-10.0401, F.A.C.

⁶ The Industry Certification Funding List is adopted by State Board of Education Rule. Section 1008.44, F.S.

⁷ Florida Department of Education, *Process for Establishing Gold Standard Career Pathways Industry Certification to AAS/AS Degree Statewide Articulation Agreements*, available at <http://www.fldoe.org/workforce/dwdframe/pdf/GSCPICprocess.pdf>.

⁸ Section 17, ch. 2011-175, L.O.F., *codified at s. 1003.4203, F.S.*

⁹ Section 17, ch. 2011-175, L.O.F., *codified at s. 1003.4203, F.S.*

¹⁰ Section 1, ch. 2012-191, L.O.F., *codified at s. 1002.3105, F.S.*

Additional ACCEL options may include, but not be limited to, enriched science, technology, engineering, and mathematics (STEM) coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; curriculum compacting; advanced-content instruction; and telescoping curriculum. School principals and school districts establish student eligibility requirements for participation in the ACCEL options. Information about ACCEL options is included in the school district's comprehensive student progression plan.¹¹ The 2012 legislation also clarified rigorous career-themed courses (i.e., courses that lead to industry certifications) as acceleration options that allow students to engage in, and blend, both academic and career-oriented courses as components of their programmatic experiences.

In 2013, the Legislature distinguished between industry certifications that are eligible to articulate for college credit and industry certifications that do not articulate for college credit, and provided additional weighted funding for industry certifications eligible to articulate for college credit. The legislation¹² also provided options for high school students to substitute rigorous industry certifications (those eligible to articulate for college credit) for math and science credits required for high school graduation, and provided bonus funding not only to the school districts, but also to the teachers directly associated with instruction to students who earn industry certifications.¹³ The bonus funding model for earning industry certifications is similar to the bonus funding for earning college credits through Advanced Placement, and is part of the calculated funding associated with the FEFP.

III. Effect of Proposed Changes:

This bill expands rigorous curricular, instructional, and assessment options available to public elementary, middle, and high school students.

The bill expands options to elementary students, expands options and strengthens requirements for middle school and high school students, creates a new middle grades early warning system to identify at-risk students, expands and strengthens anti-hazing provisions, and requires Florida College System (FCS) institutions to establish collegiate high school program for students in every school district in the colleges' designated service area.

Elementary Grades

The bill revises the 2011 legislation¹⁴ that created digital curriculum, and deletes unimplemented 2013 legislation¹⁵ that created "recognitions," to instead identify acceleration options and bonus funding opportunities for schools and teachers of students who attain skill sets identified on a funding list annually identified by the state.

Specifically, the bill strikes reference to Florida Cyber Security Recognition, Florida Digital Arts Recognition, and Florida Tools Certificate and re-establishes a focus on CAPE Digital Tool certificates and skill sets. The bill also provides additional bonus funding in the FEFP for every

¹¹ Section 1, ch. 2012-191, L.O.F., *codified at* s. 1002.3105, F.S.

¹² Chapter 2013-27, L.O.F.

¹³ Section 1011.62, F.S.

¹⁴ Section 17, ch. 2011-175, L.O.F., *codified at* s. 1003.4203, F.S.

¹⁵ Chapter 2013-27, L.O.F.

student who earns a certificate and bonus funding for every teacher directly associated with that student's accomplishment.

Middle School Grades

The bill builds on the 2012 ACCEL legislation¹⁶ by expanding access to acceleration options for students in middle grades, and strengthening middle grades accountability and professional development requirements.

The bill expands acceleration options and bonus funding opportunities for schools and teachers of middle grade students who attain skill sets identified on a funding list annually identified by the state. Specifically, the bill provides additional bonus funding in the FEFP for every student who earns a CAPE Digital Tool certificate or industry certification and bonus funding for every teacher directly associated with that student's accomplishment.

Additionally, the bill strengthens accountability requirements in middle grades by requiring schools that include grades 6, 7, or 8, to implement an early warning system to identify students who are at-risk of not graduating from high school, including some indicators specified in the bill. The bill also extends anti-hazing provisions into grades 6 through 8, and requires school districts to adopt anti-hazing policies and consequences for violation of such policies. Such early warning systems and anti-hazing policies are intended to mitigate student dropout and truancy issues in school so that students feel protected and have access to the educational opportunities, including acceleration options, provided by the state.

The bill also specifies professional development requirements for middle grades instructional personnel and administrators regarding accountability requirements, integrated digital instruction, and new digital skills and content available to students. Equipping teachers and administrators with the necessary knowledge, skills, and strategies will likely result in improved student performance outcomes.

High School Grades

The bill establishes requirements for FCS institutions and school districts to provide a collegiate high school pathway for high school students to earn a full year of college credit while enrolled in high school. Specifically, the bill:

- Requires FCS institutions and school districts to establish a collegiate high school program that provides bonus funding to school districts for assisting 12th grade students, enrolled in the collegiate high school program, who successfully complete 30 credit hours, and limits funding to FCS institutions that do not establish a collegiate high school program.
- Provides options for students in high school grades through new innovative courses and acceleration programs that, when accomplished, are eligible to earn both high school and college credit; and,
- Authorizes industry certification providers to notify students and parents of the college credits earned by the students and the savings associated with earning the college credits, as a return on the investment of state dollars for the industry certification earned by the student.

¹⁶ Section 1, ch. 2012-191, L.O.F., *codified at* s. 1002.3105, F.S.

The bill takes effect on July 1, 2014.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

A student who completes the one year of college and earns industry certifications before high school graduation, as afforded by the rigorous acceleration options in CS/SB 850, will benefit from a significant savings on the costs associated with college education and earning industry certifications after high school graduation.

C. Government Sector Impact:

Expanded weighted funding provided through this bill for CAPE Digital Tool certificates and industry certifications, including bonus funding for teachers, is calculated within the FEFP.

The bill will have a minimal fiscal impact for the 2014-2015 fiscal year because there is a one-year lag between a student earning bonus FTE and funds disbursement for the bonus. Additional bonuses earned in the 2014-2015 fiscal year would not be paid until the 2015-2016 fiscal year. The additional bonus FTE reported for 2015-2016 fiscal year funding would be a discretionary decision on the part of future legislatures whether or not to provide additional funding in the FEFP.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 1001.42, 1003.42, 1003.4203, 1003.4281, 1003.4285, 1003.4935, 1003.53, 1006.135, 1008.44, 1011.62, and 1012.98.

This bill creates the following sections of the Florida Statutes: 1003.4298 and 1007.273.

IX. Additional Information:

- A. **Committee Substitute – Statement of Substantial Changes:**
(Summarizing differences between the Committee Substitute and the prior version of the bill.)

CS by Education on March 4, 2014:

The committee substitute differs from SB 850 in the following ways:

- Maintains the original substance of SB 850 with modifications that:
 - Require each school district to contract with the local Florida College System institution to establish the collegiate high school program.
 - Clarify a 1.0 FTE bonus funding is generated for each student in grade 12 who enrolls in the collegiate high school program and successfully completes 30 credit hours through the dual enrollment program toward general education courses or common prerequisites.
- Adds new acceleration provisions that:
 - Expand rigorous acceleration course, instructional, and assessment options for students in kindergarten through grade 12.
 - Extend funding through the Florida Education Finance Program to schools and teachers of students who earn industry certificates and certifications.
 - Create CAPE Innovation Courses that merge academic and career content, include at least two third-party assessments, and articulate for college credit if successfully completed.
 - Create CAPE Acceleration Industry Certifications that articulate for 15 or more college credits if successfully completed.
- Adds new middle grades accountability provisions that:
 - Require public schools to implement an early warning system to identify students who are at-risk of not graduating from high school.
 - Require school districts to adopt anti-hazing policies and consequences for violation of such policies.
 - Require the Florida Department of Education to provide web-based professional development to school districts to help teachers integrate digital instruction into their classrooms.
- Clarifies that the statewide, standardized assessment is the assessment associated with earning a Scholar designation on the standard high school diploma.

B. Amendments:

None.

This Senate Bill Analysis does not reflect the intent or official position of the bill's introducer or the Florida Senate.



649874

LEGISLATIVE ACTION

Senate

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House

Appropriations Subcommittee on Education (Legg) recommended the following:

Senate Amendment (with title amendment)

Delete everything after the enacting clause
and insert:

Section 1. Subsection (18) of section 1001.42, Florida
Statutes, is 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.—



649874

11 Maintain a state system of school improvement and education
12 accountability as provided by statute and State Board of
13 Education rule. This system of school improvement and education
14 accountability shall be consistent with, and implemented
15 through, the district's continuing system of planning and
16 budgeting required by this section and ss. 1008.385, 1010.01,
17 and 1011.01. This system of school improvement and education
18 accountability shall comply with the provisions of ss. 1008.33,
19 1008.34, 1008.345, and 1008.385 and include the following:

20 (a) *School improvement plans.*—

21 1. The district school board shall annually approve and
22 require implementation of a new, amended, or continuation school
23 improvement plan for each school in the district. If a school
24 has a significant gap in achievement on statewide assessments
25 pursuant to s. 1008.34(3)(b) by one or more student subgroups,
26 as defined in the federal Elementary and Secondary Education Act
27 (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly
28 decreased the percentage of students scoring below satisfactory
29 on statewide assessments; or has significantly lower graduation
30 rates for a subgroup when compared to the state's graduation
31 rate, that school's improvement plan shall include strategies
32 for improving these results. The state board shall adopt rules
33 establishing thresholds and for determining compliance with this
34 subparagraph ~~paragraph~~.

35 2. A school that includes any of grades 6, 7, or 8 shall
36 include annually in its school improvement plan information and
37 data on the school's early warning system required under
38 paragraph (b), including a list of the early warning indicators
39 used in the system, the number of students identified by the



649874

40 system as exhibiting two or more early warning indicators, the
41 number of students by grade level that exhibit each indicator,
42 and a description of all intervention strategies employed by the
43 school to improve the academic performance of students
44 identified by the early warning system. In addition, a school
45 that includes any of grades 6, 7, or 8 shall describe in its
46 school improvement plan the strategies used by the school to
47 implement the instructional practices for middle grades
48 emphasized by the district's professional development system
49 pursuant to s. 1012.98(4)(b)9.

50 (b) Early warning system.—

51 1. A school that includes any of grades 6, 7, or 8 shall
52 implement an early warning system to identify students in grades
53 6, 7, and 8 who need additional support to improve academic
54 performance and stay engaged in school. The early warning system
55 must include the following early warning indicators:

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

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

60 c. Course failure in English Language Arts or mathematics.

61 d. A Level 1 score on the statewide, standardized
62 assessments in English Language Arts or mathematics.

63
64 For purposes of implementing this subparagraph, a school
65 district may identify additional early warning indicators for
66 use in a school's early warning system.

67 2. When a student exhibits two or more early warning
68 indicators, the school's child study team under s. 1003.02 or a



649874

69 school-based team formed for the purpose of implementing the
70 requirements of this paragraph shall convene to determine
71 appropriate intervention strategies for the student. The school
72 shall provide at least 10 days' written notice of the meeting to
73 the student's parent, indicating the meeting's purpose, time,
74 and location, and provide the parent the opportunity to
75 participate.

76 (c) ~~(b)~~ *Public disclosure.*—The district school board shall
77 provide information regarding the performance of students and
78 educational programs as required pursuant to ss. 1008.22 and
79 1008.385 and implement a system of school reports as required by
80 statute and State Board of Education rule which shall include
81 schools operating for the purpose of providing educational
82 services to youth in Department of Juvenile Justice programs,
83 and for those schools, report on the elements specified in s.
84 1003.52(19). Annual public disclosure reports shall be in an
85 easy-to-read report card format and shall include the school's
86 grade, high school graduation rate calculated without GED tests,
87 disaggregated by student ethnicity, and performance data as
88 specified in state board rule.

89 (d) ~~(e)~~ *School improvement funds.*—The district school board
90 shall provide funds to schools for developing and implementing
91 school improvement plans. Such funds shall include those funds
92 appropriated for the purpose of school improvement pursuant to
93 s. 24.121(5)(c).

94 Section 2. Subsection (1) of section 1003.42, Florida
95 Statutes, is amended to read:

96 1003.42 Required instruction.—

97 (1) Each district school board shall provide all courses



649874

98 required for middle grades promotion, high school graduation,
99 and appropriate instruction designed to ensure that students
100 meet State Board of Education adopted standards in the following
101 subject areas: reading and other language arts, mathematics,
102 science, social studies, foreign languages, health and physical
103 education, and the arts. The state board must remove a middle
104 grades course in the Course Code Directory that does not fully
105 integrate all appropriate curricular content required by s.
106 1003.41 and may approve a new course only if it meets the
107 required curricular content.

108 Section 3. Section 1003.4203, Florida Statutes, is amended
109 to read:

110 1003.4203 Digital materials, CAPE Digital Tool
111 ~~recognitions~~, certificates, and technical assistance.-

112 (1) DIGITAL MATERIALS.-Each district school board, in
113 consultation with the district school superintendent, shall make
114 available digital materials, CAPE Digital Tool certificates, and
115 CAPE industry certifications for students in prekindergarten
116 through grade 12 in order to enable students to attain digital
117 skills. The digital materials, CAPE Digital Tool certificates,
118 and CAPE industry certifications may be integrated into subject
119 area curricula, offered as a separate course, made available
120 through open-access options, or deployed through online or
121 digital computer applications, ~~subject to available funding.~~

122 (2) CAPE ESE DIGITAL TOOLS.~~Beginning with the 2013-2014~~
123 ~~school year,~~ Each district school board, in consultation with
124 the district school superintendent, shall make available digital
125 and instructional materials, including software applications, to
126 students with disabilities who are in prekindergarten through



649874

127 grade 12. Beginning with the 2015-2016 school year:

128 (a) Digital materials must include CAPE Digital Tool
129 certificates, workplace industry certifications, and OSHA
130 industry certifications identified pursuant to s. 1008.44 for
131 students with disabilities; and

132 (b) Each student's individual educational plan for students
133 with disabilities developed pursuant to this chapter must
134 identify the CAPE Digital Tool certificates and CAPE industry
135 certifications the student seeks to attain before high school
136 graduation.

137 ~~(3) Subject to available funding, by December 1, 2013, the~~
138 ~~department shall contract with one or more technology companies,~~
139 ~~or affiliated nonprofit organizations, that have approved~~
140 ~~industry certifications identified on the Industry Certification~~
141 ~~Funding List or the Postsecondary Industry Certification Funding~~
142 ~~List, pursuant to s. 1003.492 or s. 1008.44, to develop a~~
143 ~~Florida Cyber Security Recognition and a Florida Digital Arts~~
144 ~~Recognition. The department shall notify each school district~~
145 ~~when the recognitions are developed and available. The~~
146 ~~recognitions shall be made available to all public elementary~~
147 ~~school students at no cost to the districts or charter schools.~~

148 ~~(a) Targeted knowledge and skills to be mastered for each~~
149 ~~recognition shall be identified by the department. Knowledge and~~
150 ~~skills may be demonstrated through student attainment of the~~
151 ~~below recognitions in particular content areas:~~

152 ~~1. The Florida Cyber Security Recognition must be based~~
153 ~~upon an understanding of computer processing operations and, in~~
154 ~~most part, on cyber security skills that increase a student's~~
155 ~~cyber-safe practices.~~



649874

156 ~~2. The Florida Digital Arts Recognition must reflect a~~
157 ~~balance of skills in technology and the arts.~~

158 ~~(b) The technology companies or affiliated nonprofit~~
159 ~~organizations that provide the recognition must provide open~~
160 ~~access to materials for teaching and assessing the skills a~~
161 ~~student must acquire in order to earn a Florida Cyber Security~~
162 ~~Recognition or a Florida Digital Arts Recognition. The school~~
163 ~~district shall notify each elementary school advisory council of~~
164 ~~the methods of delivery of the open-access content and~~
165 ~~assessments. If there is no elementary school advisory council,~~
166 ~~notification must be provided to the district advisory council.~~

167 ~~(3) (4) CAPE DIGITAL TOOL CERTIFICATES. Subject to available~~
168 ~~funding, by December 1, 2013, The department shall identify, by~~
169 ~~June 15 of each year, CAPE Digital Tool certificates that~~
170 ~~contract with one or more technology companies that have~~
171 ~~approved industry certifications identified on the Industry~~
172 ~~Certification Funding List or the Postsecondary Industry~~
173 ~~Certification Funding List, pursuant to s. 1003.492 or s.~~
174 ~~1008.44, to develop a Florida Digital Tools Certificate to~~
175 ~~indicate a student's digital skills. The department shall notify~~
176 ~~each school district when the certificates are ~~certificate is~~~~
177 ~~developed and available. The certificates ~~certificate~~ shall be~~
178 ~~made available to all public elementary and middle grades~~
179 ~~students at no cost to the districts or charter schools.~~

180 (a) Targeted skills to be mastered for the certificate
181 include digital skills that are necessary to the student's
182 academic work and skills the student may need in future
183 employment. The skills must include, but are not limited to,
184 word processing; spreadsheets; ~~spreadsheet display, and~~



649874

185 ~~creation of presentations, including sound, motion, and color~~
186 ~~presentations; digital arts; cybersecurity; and coding including~~
187 ~~sound, text, and graphic presentations,~~ consistent with CAPE
188 industry certifications that are listed on the CAPE Industry
189 Certification Funding List, pursuant to ss. 1003.492 and
190 1008.44. CAPE Digital Tool certificates earned by students are
191 eligible for additional full-time equivalent membership pursuant
192 to s. 1011.62(1)(o)1.a s. 1003.492.

193 (b) ~~A technology company that provides the certificate must~~
194 ~~provide open access to materials for teaching and assessing the~~
195 ~~skills necessary to earn the certificate.~~ The school district
196 shall notify each middle school advisory council of the methods
197 of delivery of the open-access content and assessments for the
198 certificates certificate. If there is no middle school advisory
199 council, notification must be provided to the district advisory
200 council.

201 (c) The Legislature intends that by July 1, 2018, on an
202 annual basis, at least 75 percent of public middle grades
203 students earn at least one CAPE Digital Tool certificate a
204 Florida Digital Tools Certificate.

205 (4) CAPE INDUSTRY CERTIFICATIONS.—

206 (a) CAPE industry certifications, issued to middle school
207 and high school students, which do not articulate for college
208 credit, are eligible for additional full-time equivalent
209 membership pursuant to s. 1011.62(1)(o)1.b.

210 (b) CAPE industry certifications, issued to high school
211 students, which articulate for college credit, are eligible for
212 additional full-time equivalent membership pursuant to s.
213 1011.62(1)(o)1.b.



649874

214 (5) CAPE INNOVATION AND CAPE ACCELERATION.—

215 (a) CAPE Innovation.—Up to five courses annually approved
216 by the commissioner that combine academic and career content,
217 and performance outcome expectations that, if achieved by a
218 student, shall articulate for college credit and be eligible for
219 additional full-time equivalent membership pursuant to s.
220 1011.62(1)(o)1.c. Such approved courses must incorporate at
221 least two third-party assessments that, if successfully
222 completed by a student, shall articulate for college credit. At
223 least one of the two third-party assessments must be identified
224 on the CAPE Industry Certification Funding List. Each course
225 that is approved by the commissioner must be specifically
226 identified in the Course Code Directory as a CAPE Innovation
227 Course.

228 (b) CAPE Acceleration.—Industry certifications, annually
229 approved by the commissioner, that articulate for 15 or more
230 college credit hours and, if successfully completed, shall be
231 eligible for additional full-time equivalent membership pursuant
232 to s. 1011.62(1)(o)1.d. Each approved industry certification
233 must be specifically identified in the CAPE Industry
234 Certification Funding List as a CAPE Acceleration Industry
235 Certification.

236 (6) GRADE POINT AVERAGE CALCULATION.—For purposes of
237 calculating grade point average, a grade in a course that leads
238 to an industry certification must be weighted the same as a
239 grade in an Honors course.

240 (7) ~~(5)~~ TECHNICAL ASSISTANCE.—

241 (a) The Department of Education ~~or a company contracted~~
242 with under subsection (4) shall collaborate with Florida



649874

243 educators and school leaders to provide technical assistance to
244 district school boards in the implementation of this section.
245 Technical assistance to districts shall include, but is not
246 limited to, identification of digital resources, primarily open-
247 access resources, including digital curriculum, instructional
248 materials, media assets, and other digital tools and
249 applications; training mechanisms for teachers and others to
250 facilitate integration of digital resources and technologies
251 into instructional strategies; and model policies and procedures
252 that support sustainable implementation practices.

253 (b) Public schools may provide students with access to
254 third-party assessment centers and career and professional
255 academy curricula in a digital format in support of CAPE Digital
256 Tool certificates and CAPE industry certifications, pursuant to
257 ss. 1003.4203 and 1008.44, to assist public schools and school
258 districts to establish Florida Digital Classrooms.

259 (8)(6) PARTNERSHIPS.—

260 (a) A district school board may seek partnerships with
261 other school districts, private businesses, postsecondary
262 institutions, or consultants to offer classes and instruction to
263 teachers and students to assist the school district in providing
264 digital materials, CAPE Digital Tool recognitions, and
265 certificates, and CAPE industry certifications established
266 pursuant to this section.

267 (b) Third-party assessment providers and career and
268 professional academy curricula providers are encouraged to
269 provide annual training to staff of the Department of Education,
270 staff of school district offices, instructional staff of public
271 schools, including charter schools, and other appropriate



649874

272 administrative staff through face-to-face training models;
273 online, video conferencing training models; and through state,
274 regional, or conference presentations.

275 (9)(7) RULES.—The State Board of Education shall adopt
276 rules to administer this section.

277 Section 4. Subsection (5) of section 1003.4281, Florida
278 Statutes, is amended to read:

279 1003.4281 Early high school graduation.—

280 ~~(5) For purposes of this section, a credit is equal to 1/6~~
281 ~~FTE. A student may earn up to six paid high school credits~~
282 ~~equivalent to 1 FTE per school year in grades 9 through 12 for~~
283 ~~courses provided by the school district. High school credits~~
284 ~~earned in excess of six per school year in courses delivered by~~
285 ~~the school district are unpaid credits.~~

286 Section 5. Subsection (1) of section 1003.4285, Florida
287 Statutes, is amended to read:

288 1003.4285 Standard high school diploma designations.—

289 (1) Each standard high school diploma shall include, as
290 applicable, the following designations if the student meets the
291 criteria set forth for the designation:

292 (a) *Scholar designation.*—In addition to the requirements of
293 ss. 1003.428 and 1003.4282, as applicable, in order to earn the
294 Scholar designation, a student must satisfy the following
295 requirements:

296 1. English Language Arts (ELA).—~~When the state transitions~~
297 ~~to common core assessments,~~ Pass the 11th grade ELA statewide,
298 standardized common core assessment.

299 2. Mathematics.—Earn one credit in Algebra II and one
300 credit in statistics or an equally rigorous course and. ~~When the~~



649874

301 ~~state transitions to common core assessments, students must pass~~
302 the Algebra II statewide, standardized ~~common core~~ assessment.

303 3. Science.—Pass the statewide, standardized Biology I end-
304 of-course assessment and earn one credit in chemistry or physics
305 and one credit in a course equally rigorous to chemistry or
306 physics.

307 4. Social studies.—Pass the statewide, standardized United
308 States History end-of-course assessment.

309 5. Foreign language.—Earn two credits in the same foreign
310 language.

311 6. Electives.—Earn at least one credit in an Advanced
312 Placement, an International Baccalaureate, an Advanced
313 International Certificate of Education, or a dual enrollment
314 course, or a CAPE industry certification from the CAPE Industry
315 Certification Funding List which articulates for college credit.

316 (b) *Merit designation*.—In addition to the requirements of
317 ss. 1003.428 and 1003.4282, as applicable, in order to earn the
318 Merit designation, a student must attain two ~~one~~ or more CAPE
319 industry certifications from the CAPE Industry Certification
320 Funding List which articulate for college credit established
321 under s. 1003.492.

322 Section 6. Section 1003.4298, Florida Statutes, is created
323 to read:

324 1003.4298 Reporting return on investment.—

325 (1) Third-party assessment center providers shall, by
326 United States Postal Service, report the return on investment to
327 the student and family of each student who is issued a CAPE
328 industry certification and CAPE Digital Tool certificate as
329 identified on the CAPE Industry Certification Funding List.



649874

330 (2) The return on investment report must, at a minimum,
331 include:

332 (a) Estimated cost savings associated with the student
333 acquiring the CAPE industry certification or certifications
334 earned before high school graduation that articulate for college
335 credit relative to the private market cost of the training and
336 assessments associated with acquiring the postsecondary credit
337 without state support.

338 (b) College credits assigned to the CAPE industry
339 certifications that have a statewide articulation agreement and
340 the tuition and fee savings to the family associated with those
341 college credits.

342 (c) Additional CAPE industry certifications available to
343 students.

344 Section 7. Subsection (4) is added to section 1003.4935,
345 Florida Statutes, to read:

346 1003.4935 Middle grades career and professional academy
347 courses and career-themed courses.—

348 (4) CAPE Digital Tool certificates and CAPE industry
349 certifications offered in the middle grades that are included on
350 the CAPE Industry Certification Funding List, if earned by
351 students, are eligible for additional full-time equivalent
352 membership pursuant to s. 1011.62(1)(o)1.a. and b.

353 Section 8. Paragraph (c) of subsection (1) of section
354 1003.53, Florida Statutes, is amended to read:

355 1003.53 Dropout prevention and academic intervention.—

356 (1)

357 (c) A student shall be identified as being eligible to
358 receive services funded through the dropout prevention and



649874

359 academic intervention program based upon one of the following
360 criteria:

361 1. The student is academically unsuccessful as evidenced by
362 low test scores, retention, failing grades, low grade point
363 average, falling behind in earning credits, or not meeting the
364 state or district proficiency levels in reading, mathematics, or
365 writing.

366 2. The student has a pattern of excessive absenteeism or
367 has been identified as a habitual truant.

368 3. The student has a history of disruptive behavior in
369 school or has committed an offense that warrants out-of-school
370 suspension or expulsion from school according to the district
371 school board's code of student conduct. For the purposes of this
372 program, "disruptive behavior" is behavior that:

373 a. Interferes with the student's own learning or the
374 educational process of others and requires attention and
375 assistance beyond that which the traditional program can provide
376 or results in frequent conflicts of a disruptive nature while
377 the student is under the jurisdiction of the school either in or
378 out of the classroom; or

379 b. Severely threatens the general welfare of students or
380 others with whom the student comes into contact.

381 4. The student is identified by a school's early warning
382 system pursuant to s. 1001.42(18)(b).

383 Section 9. Section 1006.135, Florida Statutes, is amended
384 to read:

385 1006.135 Hazing prohibited at ~~high~~ schools with any of
386 grades 6-12 ~~9-12 prohibited.~~-

387 (1) DEFINITION.-As used in this section, "hazing" means any



649874

388 action or situation that ~~recklessly or intentionally~~ endangers
389 the mental or physical health or safety of a student at a ~~high~~
390 school with any of grades ~~6~~ 9 through 12 for purposes including,
391 but not limited to, initiation or admission into or affiliation
392 with any organization operating under the sanction of a ~~high~~
393 school with any of grades ~~6~~ 9 through 12. "Hazing" includes, but
394 is not limited to:7

395 (a) Pressuring, ~~or~~ coercing, or forcing a ~~the~~ student into:

396 1. Violating state or federal law;7

397 2. Consuming any food, liquor, drug, or other substance; or

398 3. Participating in physical activity that could adversely

399 affect the health or safety of the student.

400 (b) Any brutality of a physical nature, such as whipping,
401 beating, branding, or exposure to the elements, ~~forced~~
402 consumption of any food, liquor, drug, or other substance, ~~or~~
403 other forced physical activity that could adversely affect the
404 physical health or safety of the student, and also includes any
405 activity that would subject the student to extreme mental
406 stress, such as sleep deprivation, forced exclusion from social
407 contact, forced conduct that could result in extreme
408 embarrassment, or other forced activity that could adversely
409 affect the mental health or dignity of the student.

410
411 Hazing does not include customary athletic events or other
412 similar contests or competitions or any activity or conduct that
413 furthers a legal and legitimate objective.

414 (2) SCHOOL DISTRICT POLICY.—Each school district shall
415 adopt in rule a policy that prohibits hazing and establishes
416 consequences for a student who commits an act of hazing. The



649874

417 policy must include:

418 (a) A definition of hazing, which must include the
419 definition provided in subsection (1).

420 (b) A procedure for reporting an alleged act of hazing,
421 including provisions that permit a person to anonymously report
422 such an act. However, disciplinary action may not be based
423 solely on an anonymous report.

424 (c) A requirement that a school with any of grades 9
425 through 12 report an alleged act of hazing to a local law
426 enforcement agency if the alleged act meets the criteria
427 established under subsection (3).

428 (d) A provision for referral of victims and perpetrators of
429 hazing to a certified school counselor.

430 (e) A requirement that each incident of hazing be reported
431 in the school's safety and discipline report required under s.
432 1006.09(6). The report must include the number of hazing
433 incidents reported, the number of incidents referred to a local
434 law enforcement agency, the number of incidents that result in
435 disciplinary action taken by the school, and the number of
436 incidents that do not result in either referral to a local law
437 enforcement agency or disciplinary action taken by the school.

438 (3)~~(2)~~ CRIMINAL PENALTIES.—This subsection applies only to
439 students in any of grades 9 through 12.

440 (a)1. A person who commits an act of hazing, a third degree
441 felony, punishable as provided in s. 775.082 or s. 775.083, when
442 he or she intentionally or recklessly commits any act of hazing
443 as defined in subsection (1) upon another person who is a member
444 of or an applicant to any type of student organization commits a
445 third-degree felony, punishable as provided in s. 775.082 or s.



649874

446 775.083, if the person knew or should have known the act would
447 result in serious bodily injury or death of such other person
448 and the act hazing results in serious bodily injury or death of
449 such other person.

450 2.~~(3)~~ A person who commits an act of hazing, a first-degree
451 misdemeanor, punishable as provided in s. 775.082 or s. 775.083,
452 when he or she intentionally or recklessly commits any act of
453 hazing as defined in subsection (1) upon another person who is a
454 member of or an applicant to any type of student organization
455 commits a first-degree misdemeanor, punishable as provided in s.
456 775.082 or s. 775.083, if the person knew or should have known
457 the act would create a potential risk of physical injury or
458 death to such other person and the act hazing creates a
459 potential substantial risk of physical injury or death to such
460 other person.

461 (b)~~(4)~~ As a condition of any sentence imposed pursuant to
462 paragraph (a) subsection (2) or subsection (3), the court:

463 1. Shall order the defendant to attend and complete a 4-
464 hour hazing education course and may also impose a condition of
465 drug or alcohol probation.

466 2. May require the defendant to make a public apology to
467 the students and victims at the school.

468 3. May require the defendant to participate in a school-
469 sponsored antihazing campaign to raise awareness of what
470 constitutes hazing and the penalties for hazing.

471 (c)~~(5)~~ It is not a defense to a charge of hazing that:

472 1.~~(a)~~ Consent of the victim had been obtained;

473 2.~~(b)~~ The conduct or activity that resulted in the death or
474 injury of a person was not part of an official organizational



649874

475 event or was not otherwise sanctioned or approved by the
476 organization; or

477 3.(e) The conduct or activity that resulted in death or
478 injury of the person was not done as a condition of membership
479 to an organization.

480 (4)(6) CONSTRUCTION.—This section shall not be construed to
481 preclude prosecution for a more general offense resulting from
482 the same criminal transaction or episode.

483 Section 10. Section 1007.273, Florida Statutes, is created
484 to read:

485 1007.273 Collegiate high school program.—

486 (1) Each Florida College System institution shall work with
487 each district school board in its designated service area to
488 establish a collegiate high school program in a public school or
489 public charter school established under s. 1002.33(5) which
490 offers secondary education and postsecondary education.

491 (2) At a minimum, the collegiate high school program must
492 include an option for public school students in grade 11 or
493 grade 12 participating in the program, for at least 1 full
494 school year, to earn CAPE industry certifications pursuant to s.
495 1008.44 and to complete at least the first year of college
496 toward an associate degree or baccalaureate degree while
497 enrolled in the program.

498 (3) Each Florida College System institution shall execute a
499 contract with each district school board in its designated
500 service area to establish a collegiate high school program.
501 Beginning with the 2015-2016 school year, if the institution
502 does not establish the program with a district school board in
503 its designated service area, another Florida College System



649874

504 institution may execute a contract with that district school
505 board to establish the program. The contract must be executed by
506 January 1 of each school year for implementation of the program
507 during the next school year.

508 (4) A Florida College System institution, in collaboration
509 with each district school board that it enters into a contract
510 with under this section, shall establish student eligibility and
511 procedural requirements for participation in the program. At a
512 minimum, the student eligibility requirements must include a
513 performance contract, which shall be executed by the student,
514 the parent, the school district, and the Florida College System
515 institution.

516 (5) Each district school board must enter into a contract
517 with the local Florida College System institution under this
518 section, and the contract shall:

519 (a) Include the student eligibility and procedural
520 requirements in the comprehensive student progression plan
521 required under s. 1008.25; and

522 (b) Provide information to students and parents about the
523 collegiate high school program. Such information must include
524 student eligibility and procedural requirements and the return
525 on investment associated with participation in the program.

526 (6) Each student in grade 11 or grade 12 who enrolls in the
527 collegiate high school program and successfully completes 30
528 credit hours through the dual enrollment program under s.
529 1007.271 toward general education courses or common
530 prerequisites pursuant to s. 1007.25, generates a 1.0 full-time
531 equivalent (FTE) bonus. The total FTE bonus for each collegiate
532 high school program shall be reported by each district school



649874

533 board that is a contractual partner with a Florida College
534 System institution for the students from that district school
535 board. The total FTE bonus shall be added to each school
536 district's total weighted FTE for funding in the subsequent
537 fiscal year. Funds shall be distributed pursuant to the
538 collegiate high school program contract.

539 (7) Beginning with the 2015-2016 fiscal year, for the
540 purpose of funding or receiving the standard tuition rate per
541 credit hour under s. 1007.271 from funds provided in the Florida
542 Education Finance Program or the Florida College System Program
543 Fund, a Florida College System institution may not report a
544 student enrolled in a dual enrollment course at the Florida
545 College System institution unless the institution establishes a
546 collegiate high school program.

547 (8) An institution that is eligible to participate in the
548 William L. Boyd, IV, Florida Resident Access Grant Program, that
549 is a nonprofit independent college or university located and
550 chartered in this state, and that is accredited by the
551 Commission on Colleges of the Southern Association of Colleges
552 and Schools to grant baccalaureate degrees may work with one or
553 more district school boards to establish a collegiate high
554 school program.

555 (a) A participating independent college or university shall
556 execute a contract with the district school board or district
557 school boards to establish the program.

558 (b) Such independent college or university shall, in
559 collaboration with each district school board that it enters
560 into a contract with under this section, establish student
561 eligibility and procedural requirements for participation in the



649874

562 program. At a minimum, the student eligibility requirements must
563 include a performance contract, which shall be executed by the
564 student, the parent, the school district, and the independent
565 college or university.

566 (c) District school boards entering into contracts under
567 this subsection shall meet the requirements imposed under
568 subsection (5).

569 Section 11. Section 1008.44, Florida Statutes, is amended
570 to read:

571 1008.44 ~~Industry certifications;~~ CAPE Industry
572 Certification Funding List and CAPE Postsecondary Industry
573 Certification Funding List.-

574 (1) Pursuant to ss. 1003.4203 and s. 1003.492, the
575 Department of Education shall, at least annually, identify,
576 under rules adopted by the State Board of Education, and the
577 ~~Industry Certification Funding List that must be applied in the~~
578 ~~distribution of funding to school districts pursuant to s.~~
579 ~~1011.62.~~ the Commissioner of Education may at any time recommend
580 adding the following certificates and certifications:-

581 (a) CAPE industry certifications identified on the CAPE
582 Industry Certification Funding List that must be applied in the
583 distribution of funding to school districts pursuant to s.
584 1011.62(1)(o). The CAPE Industry Certification Funding List,
585 shall incorporate by reference, the industry certifications on
586 the list that meet the requirements of s. 1009.536 and
587 articulate for college credit. The Commissioner of Agriculture,
588 by August 1 of each year, may annually select two industry
589 certifications, that do not articulate for college credit, for
590 inclusion on the CAPE Industry Certification Funding List for a



649874

591 period of 3 years unless otherwise approved by the curriculum
592 review committee pursuant to s. 1003.491. In addition, by August
593 1 of each year, the not-for-profit corporation established
594 pursuant to s. 445.004 may annually select one industry
595 certification, that does not articulate for college credit, for
596 inclusion on the CAPE Industry Certification Funding List for a
597 period of 3 years unless otherwise approved by the curriculum
598 review committee pursuant to s. 1003.491. Such industry
599 certifications, if earned by a student, shall be eligible for
600 additional full-time equivalent membership, pursuant to s.
601 1011.62(1)(o)1.

602 (b) No more than 15 CAPE Digital Tool certificates limited
603 to the areas of word processing; spreadsheets; sound, motion,
604 and color presentations; digital arts; cybersecurity; and coding
605 pursuant to s. 1003.4203(3) that do not articulate for college
606 credit. Such certificates shall be annually identified on the
607 CAPE Industry Certification Funding List and updated solely by
608 the Chancellor of Career and Adult Education. The certificates
609 shall be made available to students in elementary school and
610 middle school grades and, if earned by a student, shall be
611 eligible for additional full-time equivalent membership pursuant
612 to s. 1011.62(1)(o)1.

613 (c) CAPE ESE Digital Tool certificates, workplace industry
614 certifications, and OSHA industry certifications identified by
615 the Chancellor of Career and Adult Education for students with
616 disabilities pursuant to s. 1003.4203(2). Such certificates and
617 certifications shall be identified on the CAPE Industry
618 Certification Funding List and, if earned by a student, be
619 eligible for additional full-time equivalent membership pursuant



649874

620 to s. 1011.62(1)(o)1.

621 (d) CAPE Innovation Courses that combine academic and
622 career performance outcomes with embedded industry
623 certifications shall be annually approved by the Commissioner of
624 Education and identified pursuant to s. 1003.4203(5)(a) and, if
625 completed by a student, be eligible for additional full-time
626 equivalent membership pursuant to s. 1011.62(1)(o)1.

627 (e) CAPE Acceleration Industry Certifications that
628 articulate for 15 or more college credit hours pursuant to s.
629 1003.4203(5)(b) shall be annually approved by the Commissioner
630 of Education and, if successfully completed, shall be eligible
631 for additional full-time equivalent membership pursuant to s.
632 1011.62(1)(o)1. The approved industry certifications must be
633 identified on the CAPE Industry Certification Funding List.

634 (2) The State Board of Education shall approve, at least
635 annually, the CAPE Postsecondary Industry Certification Funding
636 List pursuant to this section. The Commissioner of Education
637 shall recommend, at least annually, the CAPE Postsecondary
638 Industry Certification Funding List to the State Board of
639 Education and may at any time recommend adding certifications.
640 The Chancellor of the State University System, the Chancellor of
641 the Florida College System, and the Chancellor of Career and
642 Adult Education shall work with local workforce boards, other
643 postsecondary institutions, businesses, and industry to
644 identify, create, and recommend to the Commissioner of Education
645 industry certifications to be placed on the funding list. The
646 list shall be used to determine annual performance funding
647 distributions to school districts or Florida College System
648 institutions as specified in ss. 1011.80 and 1011.81,



649874

649 respectively. The chancellors shall review results of the
650 economic security report of employment and earning outcomes
651 produced annually pursuant to s. 445.07 ~~s. 445.007~~ when
652 determining recommended certifications for the list, as well as
653 other reports and indicators available regarding certification
654 needs.

655 (3) In the case of rigorous industry certifications that
656 have embedded prerequisite minimum age, grade level, diploma or
657 degree, postgraduation period of work experience of at least 12
658 months, or other reasonable requirements that may limit the
659 extent to which a student can complete all requirements of the
660 certification recognized by industry for employment purposes,
661 the Commissioner of Education shall differentiate content,
662 instructional, and assessment requirements that, when provided
663 by a public institution and satisfactorily attained by a
664 student, indicate accomplishment of requirements necessary for
665 funding pursuant to ss. 1011.62, 1011.80, and 1011.81,
666 notwithstanding attainment of prerequisite requirements
667 necessary for recognition by industry for employment purposes.
668 The differentiated requirements established by the Commissioner
669 of Education shall be included on ~~in~~ the CAPE Industry
670 Certification Funding List at the time the certification is
671 adopted.

672 (4) (a) CAPE industry certifications and CAPE Digital Tool
673 certificates placed on the CAPE Industry Certification Funding
674 List must include the version of the certifications and
675 certificates available at the time of the adoption and, without
676 further review and approval, include the subsequent updates to
677 the certifications and certificates on the approved list, unless



649874

678 the certifications and certificates are specifically removed
679 from the CAPE Industry Certification Funding List by the
680 Commissioner of Education.

681 (b) The Commissioner of Education may limit CAPE industry
682 certifications and CAPE Digital Tool certificates to students in
683 certain grades based on formal recommendations by providers of
684 CAPE industry certifications and CAPE Digital Tool certificates.

685 (c) For educator, student, industry, and provider planning
686 purposes, the Articulation Coordinating Committee shall schedule
687 at least six regular meetings per fiscal year to review and
688 consider provider requests, address the Commissioner of
689 Education's and chancellor's decisions, and recommend
690 adjustments to CAPE industry certifications and CAPE Digital
691 Tool certificates on the CAPE Industry Certification Funding
692 List.

693 Section 12. Paragraphs (o), (p), and (s) of subsection (1)
694 of section 1011.62, Florida Statutes, are amended to read:

695 1011.62 Funds for operation of schools.—If the annual
696 allocation from the Florida Education Finance Program to each
697 district for operation of schools is not determined in the
698 annual appropriations act or the substantive bill implementing
699 the annual appropriations act, it shall be determined as
700 follows:

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

705 (o) *Calculation of additional full-time equivalent*
706 *membership based on successful completion of a career-themed*



649874

707 course pursuant to ss. 1003.491, 1003.492, and 1003.493, or
708 courses with embedded CAPE industry certifications or CAPE
709 Digital Tool certificates, and issuance of industry
710 certification identified ~~on~~ ~~in~~ the CAPE Industry Certification
711 Funding List pursuant to rules adopted by the State Board of
712 Education or CAPE Digital Tool certificates pursuant to s.
713 1003.4203.-

714 1.a. A value of 0.025 full-time equivalent student
715 membership shall be calculated for CAPE Digital Tool
716 certificates earned by students in elementary and middle school
717 grades.

718 ~~b.1-~~ A value of 0.1 or 0.2 full-time equivalent student
719 membership shall be calculated for each student who completes a
720 ~~career-themed~~ course as defined in s. 1003.493(1)(b) or courses
721 with embedded CAPE industry certifications and who is issued an
722 industry certification identified annually ~~on~~ ~~in~~ the CAPE
723 Industry Certification Funding List approved under rules adopted
724 by the State Board of Education. ~~The maximum full-time~~
725 ~~equivalent student membership value for any student in grades 9~~
726 ~~through 12 is 0.3.~~ A value of 0.2 full-time equivalent
727 membership shall be calculated for each student who is issued a
728 CAPE ~~an~~ industry certification that has a statewide articulation
729 agreement for college credit approved by the State Board of
730 Education. For CAPE industry certifications that do not
731 articulate for college credit, the Department of Education shall
732 assign a full-time equivalent value of 0.1 for each
733 certification. Middle grades students who earn additional FTE
734 membership for a CAPE Digital Tool certificate pursuant to sub-
735 subparagraph a. may not use the previously funded examination to



649874

736 satisfy the requirements for earning an industry certification
737 under this sub-subparagraph. Additional FTE membership for an
738 elementary or middle grades student shall not exceed 0.1 for
739 certificates or certifications earned within the same fiscal
740 year. The State Board of Education shall include the assigned
741 values on ~~in~~ the CAPE Industry Certification Funding List under
742 rules adopted by the state board. Such value shall be added to
743 the total full-time equivalent student membership ~~in secondary~~
744 ~~career education programs~~ for grades 6 ~~9~~ through 12 in the
745 subsequent year for courses that were not provided through dual
746 enrollment. CAPE industry certifications earned through dual
747 enrollment must be reported and funded pursuant to s. 1011.80
748 ~~ss. 1011.80 and 1011.81.~~

749 c. A value of 0.3 full-time equivalent student membership
750 shall be calculated for student completion of the courses and
751 the embedded certifications identified on the CAPE Industry
752 Certification Funding List and approved by the commissioner
753 pursuant to s. 1003.4203(5) (a) and s. 1008.44.

754 d. A value of 0.5 full-time equivalent student membership
755 shall be calculated for CAPE Acceleration Industry
756 Certifications that articulate for 15 to 29 college credit
757 hours, and 1.0 full-time equivalent student membership shall be
758 calculated for CAPE Acceleration Industry Certifications that
759 articulate for 30 or more college credit hours pursuant to CAPE
760 Acceleration Industry Certifications approved by the
761 commissioner pursuant to s. 1003.4203(5) (b) and s. 1008.44.

762 2. Each district must allocate at least 80 percent of the
763 funds provided for CAPE industry certification, in accordance
764 with this paragraph, to the program that generated the funds.



649874

765 This allocation may not be used to supplant funds provided for
766 basic operation of the program. ~~Unless a different amount is~~
767 ~~specified in the General Appropriations Act, the appropriation~~
768 ~~for this calculation is limited to \$60 million annually. If the~~
769 ~~appropriation is insufficient to fully fund the total~~
770 ~~calculation, the appropriation shall be prorated.~~

771 3. For CAPE industry certifications earned in the 2013-2014
772 school year and in subsequent years, the school district shall
773 distribute to each classroom teacher who provided direct
774 instruction toward the attainment of a CAPE ~~an~~ industry
775 certification that qualified for additional full-time equivalent
776 membership under subparagraph 1.:

777 a. A bonus in the amount of \$25 for each student taught by
778 a teacher who provided instruction in a course that led to the
779 attainment of a CAPE ~~an~~ industry certification on the CAPE
780 Industry Certification Funding List with a weight of 0.1.

781 b. A bonus in the amount of \$50 for each student taught by
782 a teacher who provided instruction in a course that led to the
783 attainment of a CAPE ~~an~~ industry certification on the CAPE
784 Industry Certification Funding List with a weight of 0.2, 0.3,
785 0.5, and 1.0.

786 ~~4. For the 2013-2014 fiscal year, the additional FTE~~
787 ~~membership calculation must include the additional FTE for any~~
788 ~~student who earned a certification in the 2009-2010, 2010-2011,~~
789 ~~and 2011-2012 fiscal years who was not previously funded and was~~
790 ~~enrolled in 2012-2013.~~

791
792 Bonuses awarded pursuant to this paragraph shall be provided to
793 teachers who are employed by the district in the year in which



649874

794 the additional FTE membership calculation is included in the
795 calculation. Bonuses shall be calculated based upon the
796 associated weight of a CAPE ~~an~~ industry certification on the
797 CAPE Industry Certification Funding List for the year in which
798 the certification is earned by the student. Any bonus awarded to
799 a teacher under this paragraph may not exceed \$2,000 in any
800 given school year and is in addition to any regular wage or
801 other bonus the teacher received or is scheduled to receive.

802 (p) *Calculation of additional full-time equivalent*
803 *membership based upon early high school graduation.-*
804 ~~Notwithstanding s. 1011.61(4), Each unpaid high school credit~~
805 ~~delivered by a school district may receive funding for each~~
806 ~~during the student's prior enrollment may be reported by the~~
807 ~~district as 1/6 FTE when the student who graduates early~~
808 pursuant to s. 1003.4281. A district may earn 0.25 additional
809 ~~report up to 1/2 FTE for unpaid credits delivered by the~~
810 ~~district~~ for a student who graduates one semester in advance of
811 the student's cohort and 0.5 additional ~~and up to 1~~ FTE for a
812 student who graduates 1 year or more in advance of the student's
813 cohort. If the student was enrolled in the district as a full-
814 time high school student for at least 2 years, the district
815 shall report the additional unpaid FTE for payment in the
816 subsequent fiscal year ~~delivered by the district during the~~
817 ~~student's prior enrollment~~. If the student was enrolled in the
818 district for less than 2 years, the district of enrollment shall
819 report the additional unpaid FTE ~~delivered by the district~~ and
820 ~~by the district in which the student was previously enrolled.~~
821 ~~The district of enrollment for which early graduation is claimed~~
822 shall transfer a proportionate share of the funds earned for



649874

823 early graduation the unpaid FTE to the district in which the
824 student was previously enrolled. Additional FTE included in the
825 2014-2015 Florida Education Finance Program for early graduation
826 shall be reported and funded pursuant to this paragraph.

827 ~~(s) Florida Cyber Security Recognition, Florida Digital~~
828 ~~Arts Recognition, and Florida Digital Tools Certificate~~
829 ~~established pursuant to s. 1003.4203.~~

830 ~~1. Each school district shall certify by June 30 of each~~
831 ~~year to the Department of Education each elementary school that~~
832 ~~achieves 50 percent of student attainment of the Florida Cyber~~
833 ~~Security Recognition or the Florida Digital Arts Recognition~~
834 ~~established pursuant to s. 1003.4203. Upon verification by the~~
835 ~~department, each school that has achieved the designated student~~
836 ~~recognitions shall be awarded a Florida Digital Learning~~
837 ~~Certificate of Achievement by the Commissioner of Education.~~

838 ~~2. Each middle school shall receive \$50 for each student~~
839 ~~who earns the Florida Digital Tools Certificate established~~
840 ~~pursuant to s. 1003.4203 with a minimum awarded per school of~~
841 ~~\$1,000 annually and a maximum award per school of \$15,000~~
842 ~~annually. This performance payment shall be calculated in the~~
843 ~~FEFP as a full-time equivalent student.~~

844 Section 13. Paragraph (d) is added to subsection (3) of
845 section 1012.98, Florida Statutes, and subsections (4) and (7)
846 of that section are amended, to read:

847 1012.98 School Community Professional Development Act.—

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

849 (d) Provide middle grades instructional personnel and
850 school administrators with the knowledge, skills, and best
851 practices necessary to support excellence in classroom



852 instruction and educational leadership.

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

857 (a)1. The department shall disseminate to the school
858 community research-based professional development methods and
859 programs that have demonstrated success in meeting identified
860 student needs. The Commissioner of Education shall use data on
861 student achievement to identify student needs. The methods of
862 dissemination must include a web-based statewide performance
863 support system, including a database of exemplary professional
864 development activities, a listing of available professional
865 development resources, training programs, and available
866 assistance.

867 2. The web-based statewide performance support system
868 established pursuant to subparagraph 1. must include for middle
869 grades, subject to appropriation, materials related to classroom
870 instruction, including integrated digital instruction,
871 competency-based instruction, and CAPE Digital Tool certificates
872 and CAPE industry certifications; classroom management; student
873 behavior and interaction; extended learning opportunities for
874 students; and instructional leadership.

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



881 organizations. The professional development system must:
882 1. Be approved by the department. All substantial revisions
883 to the system shall be submitted to the department for review
884 for continued approval.
885 2. Be based on analyses of student achievement data and
886 instructional strategies and methods that support rigorous,
887 relevant, and challenging curricula for all students. Schools
888 and districts, in developing and refining the professional
889 development system, shall also review and monitor school
890 discipline data; school environment surveys; assessments of
891 parental satisfaction; performance appraisal data of teachers,
892 managers, and administrative personnel; and other performance
893 indicators to identify school and student needs that can be met
894 by improved professional performance.
895 3. Provide inservice activities coupled with followup
896 support appropriate to accomplish district-level and school-
897 level improvement goals and standards. The inservice activities
898 for instructional personnel shall focus on analysis of student
899 achievement data, ongoing formal and informal assessments of
900 student achievement, identification and use of enhanced and
901 differentiated instructional strategies that emphasize rigor,
902 relevance, and reading in the content areas, enhancement of
903 subject content expertise, integrated use of classroom
904 technology that enhances teaching and learning, classroom
905 management, parent involvement, and school safety.
906 4. Include a master plan for inservice activities, pursuant
907 to rules of the State Board of Education, for all district
908 employees from all fund sources. The master plan shall be
909 updated annually by September 1, must be based on input from



649874

910 teachers and district and school instructional leaders, and must
911 use the latest available student achievement data and research
912 to enhance rigor and relevance in the classroom. Each district
913 inservice plan must be aligned to and support the school-based
914 inservice plans and school improvement plans pursuant to s.
915 1001.42(18). Each district inservice plan must provide a
916 description of the training that middle grades instructional
917 personnel and school administrators receive on the district's
918 code of student conduct adopted pursuant to s. 1006.07;
919 integrated CAPE Digital Tool instruction and competency-based
920 instruction, including CAPE Digital Tool certificates and CAPE
921 industry certifications; classroom management; student behavior
922 and interaction; extended learning opportunities for students;
923 and instructional leadership. District plans must be approved by
924 the district school board annually in order to ensure compliance
925 with subsection (1) and to allow for dissemination of research-
926 based best practices to other districts. District school boards
927 must submit verification of their approval to the Commissioner
928 of Education no later than October 1, annually. Each school
929 principal may establish and maintain an individual professional
930 development plan for each instructional employee assigned to the
931 school as a seamless component to the school improvement plans
932 developed pursuant to s. 1001.42(18). An individual professional
933 development plan must be related to specific performance data
934 for the students to whom the teacher is assigned, define the
935 inservice objectives and specific measurable improvements
936 expected in student performance as a result of the inservice
937 activity, and include an evaluation component that determines
938 the effectiveness of the professional development plan.



649874

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

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

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

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

955 9. For middle grades, emphasize:

956 a. Interdisciplinary planning, collaboration, and
957 instruction.

958 b. Alignment of curriculum and instructional materials to
959 the state academic standards adopted pursuant to s. 1003.41.

960 c. Use of small learning communities; problem-solving,
961 inquiry-driven research and analytical approaches for students;
962 strategies and tools based on student needs; competency-based
963 instruction; integrated digital instruction; and project-based
964 instruction.

965 d. Availability of CAPE Digital Tool certificates and CAPE
966 industry certifications available pursuant to s. 1003.4203 and
967 s. 1008.44.



649874

968
969 Each school that includes any of grades 6, 7, or 8 must include
970 in its school improvement plan, required under s. 1001.42(18), a
971 description of the specific strategies used by the school to
972 implement each item listed in this subparagraph.

973 (7) (a) The Department of Education shall disseminate, using
974 web-based technology, research-based best practice methods by
975 which the state and district school boards may evaluate and
976 improve the professional development system. The best practices
977 must include data that indicate the progress of all students.
978 The department shall report annually to the State Board of
979 Education and the Legislature any school district that, in the
980 determination of the department, has failed to provide an
981 adequate professional development system. This report must
982 include the results of the department's investigation and of any
983 intervention provided.

984 (b) The department shall also disseminate, using web-based
985 technology, professional development in the use of integrated
986 digital instruction at schools that include middle grades. The
987 professional development must provide training and materials
988 that districts can use to provide instructional personnel with
989 the necessary knowledge, skills, and strategies to effectively
990 blend digital instruction into subject-matter curricula. The
991 professional development must emphasize online learning and
992 research techniques, reading instruction, the use of digital
993 devices to supplement the delivery of curricular content to
994 students, and digital device management and security. Districts
995 are encouraged to incorporate the professional development as
996 part of their professional development system.



997 Section 14. This act shall take effect July 1, 2014.

998

999 ===== T I T L E A M E N D M E N T =====

1000 And the title is amended as follows:

1001 Delete everything before the enacting clause

1002 and insert:

1003 A bill to be entitled

1004 An act relating to education; amending s. 1001.42,
1005 F.S.; requiring a school that includes certain grades
1006 to include information, data, and instructional
1007 strategies in its school improvement plan; requiring a
1008 school that includes certain grades to implement an
1009 early warning system based on indicators to identify
1010 students in need of additional academic support;
1011 amending s. 1003.42, F.S.; providing State Board of
1012 Education duties relating to middle grades courses;
1013 amending s. 1003.4203, F.S.; requiring a district
1014 school board, in consultation with the district school
1015 superintendent, to make CAPE Digital Tool certificates
1016 and CAPE industry certifications available to
1017 students, including students with disabilities, in
1018 prekindergarten through grade 12, to enable students
1019 to attain digital skills; providing eligibility for
1020 additional FTE funding; requiring innovative programs
1021 and courses that combine academic and career
1022 instructional tools and industry certifications into
1023 education for both college and career preparedness;
1024 providing for additional FTE funding; providing for
1025 grade point average calculation; requiring the



1026 Department of Education to collaborate with Florida
1027 educators and school leaders to provide technical
1028 assistance to district school boards regarding
1029 implementation; authorizing public schools to provide
1030 students with access to third-party assessment centers
1031 and career and professional academy curricula;
1032 encouraging third-party assessment providers and
1033 career and professional academy curricula providers to
1034 provide annual training; amending s. 1003.4281, F.S.;
1035 deleting calculations for paid and unpaid high school
1036 credits; amending s. 1003.4285, F.S.; revising
1037 requirements to earn a Scholar designation on a
1038 standard high school diploma; revising requirements to
1039 earn a Merit designation on a standard high school
1040 diploma; creating s. 1003.4298, F.S.; requiring the
1041 third-party assessment center providers to report
1042 return on investment to students and students'
1043 families regarding completing CAPE industry
1044 certifications and CAPE Digital Tool certificates;
1045 providing criteria for the return on investment
1046 report; amending s. 1003.4935, F.S.; authorizing
1047 additional FTE funding for certain Digital Tool
1048 certificates and industry certifications; amending s.
1049 1003.53, F.S.; authorizing dropout prevention and
1050 academic intervention services for a student
1051 identified by a school's early warning system;
1052 amending s. 1006.135, F.S.; including middle grades
1053 schools under provisions prohibiting hazing; revising
1054 the definition of the term "hazing"; requiring a



649874

1055 school district policy that prohibits hazing and
1056 establishes consequences for an act of hazing;
1057 revising penalty provisions and providing for
1058 applicability; creating s. 1007.273, F.S.; requiring a
1059 Florida College System institution to work with each
1060 district school board in its designated service area
1061 to establish a collegiate high school program;
1062 providing options for participation in a collegiate
1063 high school program; requiring a Florida College
1064 System institution to execute a contract with each
1065 district school board in its designated service area
1066 to establish the program; authorizing another Florida
1067 College System institution to execute a contract with
1068 the district school board in certain circumstances;
1069 requiring the contract to be executed by a specified
1070 date for the purpose of implementation; requiring
1071 Florida College System institutions to collaborate
1072 with the district school boards they enter into
1073 contracts with to establish student eligibility and
1074 procedural requirements for participation in the
1075 program; requiring that a performance contract be
1076 included in the eligibility requirements; requiring a
1077 participating district school board to include student
1078 eligibility and procedural requirements in the
1079 district's comprehensive student progression plan and
1080 to inform students and parents about the collegiate
1081 high school program; providing the calculation for
1082 funding the collegiate high school program;
1083 prohibiting a Florida College System institution from



1084 reporting certain funds for purposes of funding or
1085 receiving the standard tuition rate per credit hour
1086 for a student enrolled in a dual enrollment course at
1087 the institution unless the institution establishes a
1088 collegiate high school program; providing that certain
1089 independent colleges and universities are eligible to
1090 work with district school boards to establish a
1091 collegiate high school program; requiring such
1092 independent colleges and universities to collaborate
1093 with the district school boards they enter into
1094 contracts with to establish student eligibility and
1095 procedural requirements for participation in the
1096 program; requiring that a performance contract be
1097 included in the eligibility requirements; requiring a
1098 participating district school board to include student
1099 eligibility and procedural requirements in the
1100 district's comprehensive student progression plan and
1101 to inform students and parents about the collegiate
1102 high school program; amending s. 1008.44, F.S.;;
1103 requiring the department to annually identify CAPE
1104 Digital Tool certificates and CAPE industry
1105 certifications; authorizing the Commissioner of
1106 Education to recommend adding certain certificates and
1107 certifications; providing requirements for inclusion
1108 of CAPE Digital Tool certificates and CAPE industry
1109 certifications on the funding list; authorizing the
1110 commissioner to limit certain Digital Tool
1111 certificates and CAPE industry certifications to
1112 students in certain grades; providing requirements for



649874

1113 the Articulation Coordinating Committee; amending s.
1114 1011.62, F.S.; specifying requirements relating to
1115 additional FTE funding based on completion of certain
1116 courses or programs and issuance of CAPE industry
1117 certification; deleting obsolete provisions; deleting
1118 provisions regarding Florida Cyber Security
1119 Recognition, Florida Digital Arts Recognition, and
1120 Florida Digital Tool Certificates; amending s.
1121 1012.98, F.S.; providing requirements relating to
1122 professional development, including inservice plans
1123 and instructional strategies, for middle grades
1124 educators; requiring the Department of Education to
1125 disseminate professional development in the use of
1126 integrated digital instruction; providing an effective
1127 date.



264090

LEGISLATIVE ACTION

Senate

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House

Appropriations Subcommittee on Education (Bullard) recommended the following:

Senate Amendment

Delete lines 639 - 641

and insert:

(6) Each student in grade 12 who enrolls in the collegiate high school program and successfully completes 24 credit hours through the dual enrollment program under s. 1007.271 toward



908286

LEGISLATIVE ACTION

Senate

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House

Appropriations Subcommittee on Education (Bullard) recommended the following:

Senate Amendment

Delete line 639

and insert:

(6) Each student in grade 11 or grade 12 who enrolls in the
collegiate

By the Committee on Education; and Senator Legg

581-02144-14

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1 A bill to be entitled
 2 An act relating to education; amending s. 1001.42,
 3 F.S.; requiring a school that includes certain grades
 4 to include information, data, and instructional
 5 strategies in its school improvement plan; requiring a
 6 school that includes certain grades to implement an
 7 early warning system based on indicators to identify
 8 students in need of additional academic support;
 9 amending s. 1003.42, F.S.; providing State Board of
 10 Education duties relating to middle grades courses;
 11 amending s. 1003.4203, F.S.; requiring district school
 12 board, in consultation with the district school
 13 superintendent, to make digital materials, CAPE
 14 Digital Tool certificates, and CAPE industry
 15 certifications available to students, including
 16 students with disabilities, in prekindergarten through
 17 grade 12 to enable students to attain digital skills;
 18 providing eligibility for additional FTE funding;
 19 requiring innovative programs and courses that merge
 20 academic and career instructional tools and industry
 21 certifications into education for both college and
 22 career preparedness; requiring the Department of
 23 Education to collaborate with Florida educators and
 24 school leaders to provide technical assistance to
 25 district school boards regarding implementation;
 26 amending s. 1003.4281, F.S.; deleting calculations for
 27 paid and unpaid high school credits; amending s.
 28 1003.4285, F.S.; revising requirements to earn a
 29 Scholar designation on a standard high school diploma;

Page 1 of 39

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

581-02144-14

2014850c1

30 revising requirements to earn a Merit designation on a
 31 standard high school diploma; creating s. 1003.4298,
 32 F.S.; authorizing public schools to provide students
 33 with access to third-party assessment centers and
 34 career and professional academy curricula; authorizing
 35 the third-party assessment center providers to report
 36 return on investment to students and students'
 37 families regarding completing CAPE industry
 38 certifications and CAPE Digital Tool certificates;
 39 encouraging third-party assessment providers and
 40 career and professional academy curricula providers to
 41 provide annual training; amending s. 1003.4935, F.S.;
 42 authorizing additional FTE funding for certain
 43 industry certifications; amending s. 1003.53, F.S.;
 44 authorizing dropout prevention and academic
 45 intervention services for a student identified by a
 46 school's early warning system; amending s. 1006.135,
 47 F.S.; including middle grades schools under provisions
 48 prohibiting hazing; revising the definition of the
 49 term "hazing"; requiring a school district policy that
 50 prohibits hazing and establishes consequences for an
 51 act of hazing; revising penalty provisions and
 52 providing for applicability; creating s. 1007.273,
 53 F.S.; requiring a Florida College System institution
 54 to work with each school district in its designated
 55 service area to establish a collegiate high school
 56 program; providing options for participation in a
 57 collegiate high school program; requiring a Florida
 58 College System institution to execute a contract with

Page 2 of 39

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

581-02144-14

2014850c1

59 each school district in its designated service area to
 60 establish the program; authorizing another Florida
 61 College System institution to execute a contract with
 62 the school district in certain circumstances;
 63 requiring the contract to be executed by a specified
 64 date for the purpose of implementation; requiring
 65 Florida College System institutions to collaborate
 66 with the school districts they enter into contracts
 67 with to establish student eligibility and procedural
 68 requirements for participation in the program;
 69 requiring that a performance contract be included in
 70 the eligibility requirements; requiring a
 71 participating school district to include student
 72 eligibility and procedural requirements in the
 73 district's comprehensive student progression plan and
 74 to inform students and parents about the collegiate
 75 high school program; providing the calculation for
 76 funding the collegiate high school program;
 77 prohibiting a Florida College System institution from
 78 reporting certain funds for purposes of funding or
 79 receiving the standard tuition rate per credit hour
 80 for a student enrolled in a dual enrollment course at
 81 the institution unless the institution establishes a
 82 collegiate high school program; providing that certain
 83 independent colleges and universities are eligible to
 84 work with school districts to establish a collegiate
 85 high school program; requiring such independent
 86 colleges and universities to collaborate with the
 87 school districts they enter into contracts with to

581-02144-14

2014850c1

88 establish student eligibility and procedural
 89 requirements for participation in the program;
 90 requiring that a performance contract be included in
 91 the eligibility requirements; requiring a
 92 participating school district to include student
 93 eligibility and procedural requirements in the
 94 district's comprehensive student progression plan and
 95 to inform students and parents about the collegiate
 96 high school program; amending s. 1008.44, F.S.;
 97 requiring the department to annually identify CAPE
 98 Digital Tool certificates and CAPE industry
 99 certifications; authorizing the commissioner to
 100 recommend adding certain certificates and
 101 certifications; providing requirements for inclusion
 102 of CAPE Digital Tool certificates and CAPE industry
 103 certifications on the funding list; authorizing third-
 104 party assessment providers of approved CAPE Digital
 105 Tool certificates and CAPE industry certifications to
 106 make recommendations to the commissioner to limit
 107 certain Digital Tool certificates and CAPE industry
 108 certifications to students in certain grades;
 109 providing requirements for the Articulation
 110 Coordinating Committee; amending s. 1011.62, F.S.;
 111 specifying requirements relating to additional FTE
 112 funding based on completion of certain courses or
 113 programs and issuance of CAPE industry certification;
 114 deleting obsolete provisions; deleting provisions
 115 regarding Florida Cyber Security and Digital Arts
 116 recognitions and Florida Digital Tool Certificates;

581-02144-14

2014850c1

117 amending s. 1012.98, F.S.; providing requirements
 118 relating to professional development, including
 119 inservice plans and instructional strategies, for
 120 middle grades educators; requiring the Department of
 121 Education to disseminate professional development in
 122 the use of integrated digital instruction; providing
 123 an effective date.

124
 125 Be It Enacted by the Legislature of the State of Florida:

126
 127 Section 1. Subsection (18) of section 1001.42, Florida
 128 Statutes, is amended to read:

129 1001.42 Powers and duties of district school board.—The
 130 district school board, acting as a board, shall exercise all
 131 powers and perform all duties listed below:

132 (18) IMPLEMENT SCHOOL IMPROVEMENT AND ACCOUNTABILITY.—
 133 Maintain a state system of school improvement and education
 134 accountability as provided by statute and State Board of
 135 Education rule. This system of school improvement and education
 136 accountability shall be consistent with, and implemented
 137 through, the district's continuing system of planning and
 138 budgeting required by this section and ss. 1008.385, 1010.01,
 139 and 1011.01. This system of school improvement and education
 140 accountability shall comply with the provisions of ss. 1008.33,
 141 1008.34, 1008.345, and 1008.385 and include the following:

142 (a) *School improvement plans.*—

143 1. The district school board shall annually approve and
 144 require implementation of a new, amended, or continuation school
 145 improvement plan for each school in the district. If a school

581-02144-14

2014850c1

146 has a significant gap in achievement on statewide assessments
 147 pursuant to s. 1008.34(3)(b) by one or more student subgroups,
 148 as defined in the federal Elementary and Secondary Education Act
 149 (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly
 150 decreased the percentage of students scoring below satisfactory
 151 on statewide assessments; or has significantly lower graduation
 152 rates for a subgroup when compared to the state's graduation
 153 rate, that school's improvement plan shall include strategies
 154 for improving these results. The state board shall adopt rules
 155 establishing thresholds and for determining compliance with this
 156 ~~subparagraph~~ ~~paragraph~~.

157 2. A school that includes any of grades 6, 7, or 8 shall
 158 include annually in its school improvement plan information and
 159 data on the school's early warning system required under
 160 paragraph (b), including a list of the early warning indicators
 161 used in the system, the number of students identified by the
 162 system as exhibiting two or more early warning indicators, the
 163 number of students by grade level that exhibit each indicator,
 164 and a description of all intervention strategies employed by the
 165 school to improve the academic performance of students
 166 identified by the early warning system. In addition, a school
 167 that includes any of grades 6, 7, or 8 shall describe in its
 168 school improvement plan the strategies used by the school to
 169 implement the instructional practices for middle grades
 170 emphasized by the district's professional development system
 171 pursuant to s. 1012.98(4)(b)9.

172 (b) Early warning system.—

173 1. A school that includes any of grades 6, 7, or 8 shall
 174 implement an early warning system to identify students in grades

581-02144-14 2014850c1

175 6, 7, and 8 who need additional support to improve academic
 176 performance and stay engaged in school. The early warning system
 177 must include the following early warning indicators:

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

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

182 c. Course failure in English Language Arts or mathematics.

183 d. A Level 1 score on the statewide, standardized
 184 assessments in English Language Arts or mathematics.

185 For purposes of implementing this subparagraph, a school
 186 district may identify additional early warning indicators for
 187 use in a school's early warning system.

189 2. When a student exhibits two or more early warning
 190 indicators, the school's child study team under s. 1003.02 or a
 191 school-based team formed for the purpose of implementing the
 192 requirements of this paragraph shall convene to determine
 193 appropriate intervention strategies for the student. The school
 194 shall provide at least 10 days' written notice of the meeting to
 195 the student's parent, indicating the meeting's purpose, time,
 196 and location, and provide the parent the opportunity to
 197 participate.

198 (c)(b) Public disclosure.—The district school board shall
 199 provide information regarding the performance of students and
 200 educational programs as required pursuant to ss. 1008.22 and
 201 1008.385 and implement a system of school reports as required by
 202 statute and State Board of Education rule which shall include
 203 schools operating for the purpose of providing educational

581-02144-14 2014850c1

204 services to youth in Department of Juvenile Justice programs,
 205 and for those schools, report on the elements specified in s.
 206 1003.52(19). Annual public disclosure reports shall be in an
 207 easy-to-read report card format and shall include the school's
 208 grade, high school graduation rate calculated without GED tests,
 209 disaggregated by student ethnicity, and performance data as
 210 specified in state board rule.

211 (d)(e) School improvement funds.—The district school board
 212 shall provide funds to schools for developing and implementing
 213 school improvement plans. Such funds shall include those funds
 214 appropriated for the purpose of school improvement pursuant to
 215 s. 24.121(5)(c).

216 Section 2. Subsection (1) of section 1003.42, Florida
 217 Statutes, is amended to read:

218 1003.42 Required instruction.—

219 (1) Each district school board shall provide all courses
 220 required for middle grades promotion, high school graduation,
 221 and appropriate instruction designed to ensure that students
 222 meet State Board of Education adopted standards in the following
 223 subject areas: reading and other language arts, mathematics,
 224 science, social studies, foreign languages, health and physical
 225 education, and the arts. The state board must remove a middle
 226 grades course in the Course Code Directory that does not fully
 227 integrate all appropriate curricular content required by s.
 228 1003.41 and may approve a new course only if it meets the
 229 required curricular content.

230 Section 3. Section 1003.4203, Florida Statutes, is amended
 231 to read:

232 1003.4203 Digital materials, ~~recognitions~~, CAPE Digital

581-02144-14

2014850c1

233 ~~Tool~~ certificates, and technical assistance.-

234 (1) DIGITAL MATERIALS.-Each district school board, in
 235 consultation with the district school superintendent, shall make
 236 available digital materials, CAPE Digital Tool certificates, and
 237 CAPE industry certificates for students in prekindergarten
 238 through grade 12 in order to enable students to attain digital
 239 skills. The digital materials, CAPE Digital Tool certificates,
 240 and CAPE industry certifications may be integrated into subject
 241 area curricula, offered as a separate course, made available
 242 through open-access options, or deployed through online or
 243 digital computer applications, ~~subject to available funding.~~

244 (2) CAPE ESE DIGITAL TOOLS.-~~Beginning with the 2013-2014~~
 245 ~~school year,~~ Each district school board, in consultation with
 246 the district school superintendent, shall make available digital
 247 and instructional materials, including software applications, to
 248 students with disabilities who are in prekindergarten through
 249 grade 12. Beginning with the 2015-2016 school year:

250 (a) Digital materials must include CAPE Digital Tool
 251 certificates, workplace industry certifications, and OSHA
 252 industry certifications identified pursuant to s. 1008.44 for
 253 students with disabilities; and

254 (b) Each student's individual educational plan for students
 255 with disabilities developed pursuant to this chapter must
 256 identify the CAPE Digital Tool certificates and CAPE industry
 257 certifications the student seeks to attain before high school
 258 graduation.

259 ~~(3) Subject to available funding, by December 1, 2013, the~~
 260 ~~department shall contract with one or more technology companies,~~
 261 ~~or affiliated nonprofit organizations, that have approved~~

581-02144-14

2014850c1

262 ~~industry certifications identified on the Industry Certification~~
 263 ~~Funding List or the Postsecondary Industry Certification Funding~~
 264 ~~List, pursuant to s. 1003.492 or s. 1008.44, to develop a~~
 265 ~~Florida Cyber Security Recognition and a Florida Digital Arts~~
 266 ~~Recognition. The department shall notify each school district~~
 267 ~~when the recognitions are developed and available. The~~
 268 ~~recognitions shall be made available to all public elementary~~
 269 ~~school students at no cost to the districts or charter schools.~~

270 ~~(a) Targeted knowledge and skills to be mastered for each~~
 271 ~~recognition shall be identified by the department. Knowledge and~~
 272 ~~skills may be demonstrated through student attainment of the~~
 273 ~~below recognitions in particular content areas:~~

274 1. ~~The Florida Cyber Security Recognition must be based~~
 275 ~~upon an understanding of computer processing operations and, in~~
 276 ~~most part, on cyber security skills that increase a student's~~
 277 ~~cyber-safe practices.~~

278 2. ~~The Florida Digital Arts Recognition must reflect a~~
 279 ~~balance of skills in technology and the arts.~~

280 ~~(b) The technology companies or affiliated nonprofit~~
 281 ~~organizations that provide the recognition must provide open~~
 282 ~~access to materials for teaching and assessing the skills a~~
 283 ~~student must acquire in order to earn a Florida Cyber Security~~
 284 ~~Recognition or a Florida Digital Arts Recognition. The school~~
 285 ~~district shall notify each elementary school advisory council of~~
 286 ~~the methods of delivery of the open-access content and~~
 287 ~~assessments. If there is no elementary school advisory council,~~
 288 ~~notification must be provided to the district advisory council.~~

289 ~~(3)(4) CAPE DIGITAL TOOL CERTIFICATES.~~-~~Subject to available~~
 290 ~~funding, by December 1, 2013,~~The department shall identify, by

581-02144-14

2014850c1

291 June 15 of each year, CAPE Digital Tool certificates that
 292 ~~contract with one or more technology companies that have~~
 293 ~~approved industry certifications identified on the Industry~~
 294 ~~Certification Funding List or the Postsecondary Industry~~
 295 ~~Certification Funding List, pursuant to s. 1003.492 or s.~~
 296 ~~1008.44, to develop a Florida Digital Tools Certificate to~~
 297 indicate a student's digital skills. The department shall notify
 298 each school district when the certificates are ~~certificate is~~
 299 ~~developed and available.~~ The certificates ~~certificate~~ shall be
 300 made available to all public elementary and middle grades
 301 students ~~at no cost to the districts or charter schools.~~

302 (a) Targeted skills to be mastered for the certificate
 303 include digital skills that are necessary to the student's
 304 academic work and skills the student may need in future
 305 employment. The skills must include, but are not limited to,
 306 word processing; spreadsheets; ~~spreadsheet display,~~ and
 307 ~~creation of~~ presentations, including sound, motion, and color
 308 presentations; digital arts; cybersecurity; and coding ~~including~~
 309 ~~sound, text, and graphic presentations,~~ consistent with CAPE
 310 industry certifications that are listed on the CAPE Industry
 311 Certification Funding List, pursuant to ss. 1003.492 and
 312 1008.44. CAPE Digital Tool certificates are eligible for
 313 additional full-time equivalent membership pursuant to s.
 314 1011.62(1)(o)1.a ~~s. 1003.492.~~

315 (b) ~~A technology company that provides the certificate must~~
 316 ~~provide open access to materials for teaching and assessing the~~
 317 ~~skills necessary to earn the certificate.~~ The school district
 318 shall notify each middle school advisory council of the methods
 319 of delivery of the open-access content and assessments for the

581-02144-14

2014850c1

320 certificates ~~certificate~~. If there is no middle school advisory
 321 council, notification must be provided to the district advisory
 322 council.

323 (c) The Legislature intends that by July 1, 2018, on an
 324 annual basis, at least 75 percent of public middle grades
 325 students earn at least one CAPE Digital Tool certificate a
 326 ~~Florida Digital Tools Certificate.~~

327 (4) CAPE INDUSTRY CERTIFICATIONS.—

328 (a) CAPE industry certifications, issued to middle school
 329 and high school grade students, which do not articulate for
 330 college credit, are eligible for additional full-time equivalent
 331 membership pursuant to s. 1011.62(1)(o)1.b.

332 (b) CAPE industry certifications, issued to high school
 333 grade students, which articulate for college credit or do not
 334 articulate for college credit, are eligible for additional full-
 335 time equivalent membership pursuant to s. 1011.62(1)(o)1.b.

336 (5) CAPE INNOVATION AND CAPE ACCELERATION.—

337 (a) CAPE Innovation.—Up to five courses annually approved
 338 by the commissioner that merge academic and career content, and
 339 performance outcome expectations that, if met, shall articulate
 340 for college credit and be eligible for additional full-time
 341 equivalent membership pursuant to s. 1011.62(1)(o)1.c. Such
 342 approved courses must include at least two third-party
 343 assessments that, if successfully completed by a student, shall
 344 articulate for college credit. At least one of the two third-
 345 party assessments associated with the approved courses that
 346 articulate for college credit must be identified on the CAPE
 347 Industry Certification Funding List. Each course that is
 348 approved by the commissioner must be specifically identified in

581-02144-14

2014850c1

349 the Course Code Directory as a CAPE Innovation Course.

350 (b) CAPE Acceleration.—Industry certifications, annually
 351 approved by the commissioner, that if successfully completed
 352 shall articulate for 15 or more college credit hours and be
 353 eligible for additional full-time equivalent membership pursuant
 354 to s. 1011.62(1)(o)1.d. The approved industry certification must
 355 be specifically identified in the Industry Certification Funding
 356 List as a CAPE Acceleration Industry Certification.

357 (6)(5) TECHNICAL ASSISTANCE.—The Department of Education or
 358 a company contracted with under subsection (4) shall collaborate
 359 with Florida educators and school leaders to provide technical
 360 assistance to district school boards in the implementation of
 361 this section. Technical assistance to districts shall include,
 362 but is not limited to, identification of digital resources,
 363 primarily open-access resources, including digital curriculum,
 364 instructional materials, media assets, and other digital tools
 365 and applications; training mechanisms for teachers and others to
 366 facilitate integration of digital resources and technologies
 367 into instructional strategies; and model policies and procedures
 368 that support sustainable implementation practices.

369 (7)(6) PARTNERSHIPS.—A district school board may seek
 370 partnerships with other school districts, private businesses,
 371 postsecondary institutions, or consultants to offer classes and
 372 instruction to teachers and students to assist the school
 373 district in providing digital materials, CAPE Digital Tool
 374 ~~recognitions, and certificates, and CAPE industry certifications~~
 375 established pursuant to this section.

376 (8)(7) RULES.—The State Board of Education shall adopt
 377 rules to administer this section.

581-02144-14

2014850c1

378 Section 4. Subsection (5) of section 1003.4281, Florida
 379 Statutes, is amended to read:

380 1003.4281 Early high school graduation.—

381 ~~(5) For purposes of this section, a credit is equal to 1/6~~
 382 ~~FTE. A student may earn up to six paid high school credits~~
 383 ~~equivalent to 1 FTE per school year in grades 9 through 12 for~~
 384 ~~courses provided by the school district. High school credits~~
 385 ~~earned in excess of six per school year in courses delivered by~~
 386 ~~the school district are unpaid credits.~~

387 Section 5. Subsection (1) of section 1003.4285, Florida
 388 Statutes, is amended to read:

389 1003.4285 Standard high school diploma designations.—

390 (1) Each standard high school diploma shall include, as
 391 applicable, the following designations if the student meets the
 392 criteria set forth for the designation:

393 (a) *Scholar designation.*—In addition to the requirements of
 394 ss. 1003.428 and 1003.4282, as applicable, in order to earn the
 395 Scholar designation, a student must satisfy the following
 396 requirements:

397 1. English Language Arts (ELA).—~~When the state transitions~~
 398 ~~to common core assessments,~~ Pass the 11th grade ELA statewide,
 399 standardized common core assessment.

400 2. Mathematics.—Earn one credit in Algebra II and one
 401 credit in statistics or an equally rigorous course and.—~~When the~~
 402 ~~state transitions to common core assessments,~~ students must pass
 403 the Algebra II statewide, standardized common core assessment.

404 3. Science.—Pass the statewide, standardized Biology I end-
 405 of-course assessment and earn one credit in chemistry or physics
 406 and one credit in a course equally rigorous to chemistry or

581-02144-14 2014850c1

407 physics.

408 4. Social studies.—Pass the statewide, standardized United

409 States History end-of-course assessment.

410 5. Foreign language.—Earn two credits in the same foreign

411 language.

412 6. Electives.—Earn at least one credit in an Advanced

413 Placement, an International Baccalaureate, an Advanced

414 International Certificate of Education, ~~or~~ a dual enrollment

415 course, or a CAPE industry certification from the CAPE Industry

416 Certification Funding List which articulates for college credit.

417 (b) Merit designation.—In addition to the requirements of

418 ss. 1003.428 and 1003.4282, as applicable, in order to earn the

419 Merit designation, a student must attain two ~~one~~ or more CAPE

420 industry certifications from the CAPE Industry Certification

421 Funding List which articulate for college credit established

422 under s. 1003.492.

423 Section 6. Section 1003.4298, Florida Statutes, is created

424 to read:

425 1003.4298 Reporting return on investment.—

426 (1) Public schools may provide students with access to

427 third-party assessment centers and career and professional

428 academy curricula in a digital format in support of CAPE

429 industry certifications and CAPE Digital Tool certificates,

430 pursuant to ss. 1003.4203 and 1008.44, to assist public schools

431 and school districts to establish Florida Digital Classrooms.

432 (2) Third-party assessment center providers may, by United

433 States Postal Service, report the return on investment to the

434 student and family of each student who is issued a CAPE industry

435 certification and CAPE Digital Tool certificate as identified on

Page 15 of 39

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581-02144-14 2014850c1

436 the CAPE Industry Certification Funding List. The return on

437 investment report must, at a minimum, include:

438 (a) Estimated cost savings associated with the student

439 acquiring the CAPE industry certification or certifications

440 earned before high school graduation that articulate for college

441 credit relative to the private market cost of the training and

442 assessments associated with acquiring the postsecondary credit

443 without state support.

444 (b) College credits assigned to the CAPE industry

445 certifications that have a statewide articulation agreement and

446 the tuition and fee savings to the family associated with those

447 college credits.

448 (c) Additional CAPE industry certifications available to

449 students.

450 (3) Third-party assessment providers and career and

451 professional academy curricula providers are encouraged to

452 provide annual training to staff of the Department of Education,

453 staff of school district offices, instructional staff of public

454 schools including charter schools, and other appropriate

455 administrative staff through face-to-face training models;

456 online, video conferencing training models; and through state

457 regional or conference presentations.

458 Section 7. Subsection (4) is added to section 1003.4935,

459 Florida Statutes, to read:

460 1003.4935 Middle grades career and professional academy

461 courses and career-themed courses.—

462 (4) CAPE Digital Tool certificates and CAPE industry

463 certifications offered in the middle grades that are included on

464 the CAPE Industry Certification Funding List are eligible for

Page 16 of 39

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581-02144-14

2014850c1

465 additional full-time equivalent membership pursuant to s.
 466 1011.62(1)(c)1.a. and b.

467 Section 8. Paragraph (c) of subsection (1) of section
 468 1003.53, Florida Statutes, is amended to read:

469 1003.53 Dropout prevention and academic intervention.—

470 (1)

471 (c) A student shall be identified as being eligible to
 472 receive services funded through the dropout prevention and
 473 academic intervention program based upon one of the following
 474 criteria:

475 1. The student is academically unsuccessful as evidenced by
 476 low test scores, retention, failing grades, low grade point
 477 average, falling behind in earning credits, or not meeting the
 478 state or district proficiency levels in reading, mathematics, or
 479 writing.

480 2. The student has a pattern of excessive absenteeism or
 481 has been identified as a habitual truant.

482 3. The student has a history of disruptive behavior in
 483 school or has committed an offense that warrants out-of-school
 484 suspension or expulsion from school according to the district
 485 school board's code of student conduct. For the purposes of this
 486 program, "disruptive behavior" is behavior that:

487 a. Interferes with the student's own learning or the
 488 educational process of others and requires attention and
 489 assistance beyond that which the traditional program can provide
 490 or results in frequent conflicts of a disruptive nature while
 491 the student is under the jurisdiction of the school either in or
 492 out of the classroom; or

493 b. Severely threatens the general welfare of students or

581-02144-14

2014850c1

494 others with whom the student comes into contact.

495 4. The student is identified by a school's early warning
 496 system pursuant to s. 1001.42(18)(b).

497 Section 9. Section 1006.135, Florida Statutes, is amended
 498 to read:

499 1006.135 Hazing prohibited at ~~high~~ schools with any of
 500 grades 6-12 ~~9-12 prohibited~~.—

501 (1) DEFINITION.—As used in this section, "hazing" means any
 502 action or situation that ~~recklessly or intentionally~~ endangers
 503 the mental or physical health or safety of a student at a ~~high~~
 504 school with any of grades ~~6-9~~ through 12 for purposes including,
 505 but not limited to, initiation or admission into or affiliation
 506 with any organization operating under the sanction of a ~~high~~
 507 school with any of grades ~~6-9~~ through 12. "Hazing" includes, but
 508 is not limited to:—

509 (a) Pressuring, or coercing, or forcing a the student into:
 510 1. Violating state or federal law;—
 511 2. Consuming any food, liquor, drug, or other substance; or
 512 3. Participating in physical activity that could adversely
 513 affect the health or safety of the student.

514 (b) Any brutality of a physical nature, such as whipping,
 515 beating, branding, or exposure to the elements, forced
 516 consumption of any food, liquor, drug, or other substance, or
 517 other forced physical activity that could adversely affect the
 518 physical health or safety of the student, and also includes any
 519 activity that would subject the student to extreme mental
 520 stress, such as sleep deprivation, forced exclusion from social
 521 contact, forced conduct that could result in extreme
 522 embarrassment, or other forced activity that could adversely

581-02144-14

2014850c1

523 ~~affect the mental health or dignity of the student.~~

524

525 Hazing does not include customary athletic events or other
526 similar contests or competitions or any activity or conduct that
527 furthers a legal and legitimate objective.

528 (2) SCHOOL DISTRICT POLICY.—Each school district shall
529 adopt in rule a policy that prohibits hazing and establishes
530 consequences for a student who commits an act of hazing. The
531 policy must include:

532 (a) A definition of hazing, which must include the
533 definition provided in subsection (1).

534 (b) A procedure for reporting an alleged act of hazing,
535 including provisions that permit a person to anonymously report
536 such an act. However, disciplinary action may not be based
537 solely on an anonymous report.

538 (c) A requirement that a school with any of grades 9
539 through 12 report an alleged act of hazing to a local law
540 enforcement agency if the alleged act meets the criteria
541 established under subsection (3).

542 (d) A provision for referral of victims and perpetrators of
543 hazing to a certified school counselor.

544 (e) A requirement that each incident of hazing be reported
545 in the school's safety and discipline report required under s.
546 1006.09(6). The report must include the number of hazing
547 incidents reported, the number of incidents referred to a local
548 law enforcement agency, the number of incidents that result in
549 disciplinary action taken by the school, and the number of
550 incidents that do not result in either referral to a local law
551 enforcement agency or disciplinary action taken by the school.

581-02144-14

2014850c1

552 (3)(2) CRIMINAL PENALTIES.—This subsection applies only to
553 students in any of grades 9 through 12.

554 (a)1. A person who commits an act of hazing, a third degree
555 felony, punishable as provided in s. 775.082 or s. 775.083, when
556 he or she intentionally or recklessly commits any act of hazing
557 as defined in subsection (1) upon another person who is a member
558 of or an applicant to any type of student organization commits a
559 third degree felony, punishable as provided in s. 775.082 or s.
560 775.083, if the person knew or should have known the act would
561 result in serious bodily injury or death of such other person
562 and the act hazing results in serious bodily injury or death of
563 such other person.

564 2.(3)—A person who commits an act of hazing, a first degree
565 misdemeanor, punishable as provided in s. 775.082 or s. 775.083,
566 when he or she intentionally or recklessly commits any act of
567 hazing as defined in subsection (1) upon another person who is a
568 member of or an applicant to any type of student organization
569 commits a first degree misdemeanor, punishable as provided in s.
570 775.082 or s. 775.083, if the person knew or should have known
571 the act would create a potential risk of physical injury or
572 death to such other person and the act hazing creates a
573 potential substantial risk of physical injury or death to such
574 other person.

575 (b)(4) As a condition of any sentence imposed pursuant to
576 paragraph (a) subsection (2) or subsection (3), the court:

577 1. Shall order the defendant to attend and complete a 4-
578 hour hazing education course and may also impose a condition of
579 drug or alcohol probation.

580 2. May require the defendant to make a public apology to

581-02144-14

2014850c1

581 the students and victims at the school.

582 3. May require the defendant to participate in a school-
 583 sponsored anti-hazing campaign to raise awareness of what
 584 constitutes hazing and the penalties for hazing.

585 ~~(c)(5)~~ It is not a defense to a charge of hazing that:

586 1.(a) Consent of the victim had been obtained;

587 2.(b) The conduct or activity that resulted in the death or
 588 injury of a person was not part of an official organizational
 589 event or was not otherwise sanctioned or approved by the
 590 organization; or

591 3.(e) The conduct or activity that resulted in death or
 592 injury of the person was not done as a condition of membership
 593 to an organization.

594 (4)(6) CONSTRUCTION.—This section shall not be construed to
 595 preclude prosecution for a more general offense resulting from
 596 the same criminal transaction or episode.

597 Section 10. Section 1007.273, Florida Statutes, is created
 598 to read:

599 1007.273 Collegiate high school program.—

600 (1) Each Florida College System institution shall work with
 601 each school district in its designated service area to establish
 602 a collegiate high school program in a public school or public
 603 charter school established under s. 1002.33(5) which offers
 604 secondary education and postsecondary education.

605 (2) The collegiate high school program must include an
 606 option for public school students in grade 12 participating in
 607 the program, for 1 full school year, to earn CAPE industry
 608 certifications pursuant to s. 1008.44, and to complete the first
 609 year of college towards an associate degree or baccalaureate

581-02144-14

2014850c1

610 degree while enrolled in the program.

611 (3) Each Florida College System institution shall execute a
 612 contract with each school district in its designated service
 613 area to establish a collegiate high school program. Beginning
 614 with the 2015-2016 school year, if the institution does not
 615 establish the program with a school district in its designated
 616 service area, another Florida College System institution may
 617 execute a contract with that school district to establish the
 618 program. The contract must be executed by January 1 of each
 619 school year for implementation of the program during the next
 620 school year.

621 (4) A Florida College System institution, in collaboration
 622 with each school district that it enters into a contract with
 623 under this section, shall establish student eligibility and
 624 procedural requirements for participation in the program. At a
 625 minimum, the student eligibility requirements must include a
 626 performance contract, which shall be executed by the student,
 627 the parent, the school district, and the Florida College System
 628 institution.

629 (5) Each school district must enter into a contract with
 630 the local Florida College System institution under this section
 631 and the contract shall:

632 (a) Include the student eligibility and procedural
 633 requirements in the comprehensive student progression plan
 634 required under s. 1008.25; and

635 (b) Provide information to students and parents about the
 636 collegiate high school program. Such information must include
 637 student eligibility and procedural requirements and the return
 638 on investment associated with participation in the program.

581-02144-14

2014850c1

639 (6) Each student in grade 12 who enrolls in the collegiate
 640 high school program and successfully completes 30 credit hours
 641 through the dual enrollment program under s. 1007.271 toward
 642 general education courses or common prerequisites pursuant to s.
 643 1007.25, generates a 1.0 full-time equivalent (FTE) bonus. The
 644 total FTE bonus for each collegiate high school program shall be
 645 reported by each school district that is a contractual partner
 646 with a Florida College System institution for the students from
 647 that school district. The total FTE bonus shall be added to each
 648 school district's total weighted FTE for funding in the
 649 subsequent fiscal year. Each school district shall allocate at
 650 least 80 percent of the funds provided to the district, in
 651 accordance with this subsection, to the collegiate high school
 652 program that generates the bonus funds.

653 (7) Beginning with the 2015-2016 fiscal year, for the
 654 purpose of funding or receiving the standard tuition rate per
 655 credit hour under s. 1007.271 from funds provided in the Florida
 656 Education Finance Program or the Florida College System Program
 657 Fund, a Florida College System institution may not report a
 658 student enrolled in a dual enrollment course at the Florida
 659 College System institution unless the institution establishes a
 660 collegiate high school program.

661 (8) An institution that is eligible to participate in the
 662 William L. Boyd, IV, Florida Resident Access Grant Program, that
 663 is a nonprofit independent college or university located and
 664 chartered in this state, and that is accredited by the
 665 Commission on Colleges of the Southern Association of Colleges
 666 and Schools to grant baccalaureate degrees may work with one or
 667 more school districts to establish a collegiate high school

581-02144-14

2014850c1

668 program.

669 (a) A participating independent college or university shall
 670 execute a contract with the school district or school districts
 671 to establish the program.

672 (b) Such independent college or university shall, in
 673 collaboration with each school district that it enters into a
 674 contract with under this section, establish student eligibility
 675 and procedural requirements for participation in the program. At
 676 a minimum, the student eligibility requirements must include a
 677 performance contract, which shall be executed by the student,
 678 the parent, the school district, and the independent college or
 679 university.

680 (c) School districts entering into contracts under this
 681 subsection shall meet the requirements imposed under subsection
 682 (5).

683 Section 11. Section 1008.44, Florida Statutes, is amended
 684 to read:

685 1008.44 ~~Industry certifications;~~ CAPE Industry
 686 Certification Funding List and CAPE Postsecondary Industry
 687 Certification Funding List.-

688 (1) Pursuant to ~~ss. 1003.4203 and 1003.492 s. 1003.492~~, the
 689 Department of Education shall, at least annually, identify,
 690 under rules adopted by the State Board of Education, ~~and the~~
 691 ~~Industry Certification Funding List that must be applied in the~~
 692 ~~distribution of funding to school districts pursuant to s.~~
 693 ~~1011.62-~~ the commissioner may at any time recommend adding the
 694 following certificates and certifications:-

695 (a) CAPE industry certifications identified on the CAPE
 696 Industry Certification Funding List that must be applied in the

581-02144-14 2014850c1

697 distribution of funding to school districts pursuant to s.
 698 1011.62(1)(o). The CAPE Industry Certification Funding List,
 699 shall incorporate by reference, the industry certifications on
 700 the list that meet the requirements of s. 1009.536 and
 701 articulate for college credit. The Commissioner of Agriculture,
 702 by August 1 of each year, may annually select two industry
 703 certifications, that do not articulate for college credit, for
 704 inclusion on the CAPE Industry Certification Funding List for a
 705 period of 3 years unless otherwise approved by the curriculum
 706 review committee pursuant to s. 1003.491. In addition, by August
 707 1 of each year, the not-for-profit corporation established
 708 pursuant to s. 445.004 may annually select one industry
 709 certification, that does not articulate for college credit, for
 710 inclusion on the CAPE Industry Certification Funding List for a
 711 period of 3 years unless otherwise approved by the curriculum
 712 review committee pursuant to s. 1003.491. Such industry
 713 certifications shall be eligible for additional full-time
 714 equivalent membership, pursuant to s. 1011.62(1)(o)1.

715 (b) No more than 15 CAPE Digital Tool certificates limited
 716 to the areas of word processing; spreadsheets; sound, motion,
 717 and color presentations; digital arts; cybersecurity; and coding
 718 pursuant to s. 1003.4203(3) that do not articulate for college
 719 credit. Such certificates shall be available to students in
 720 elementary school and middle school grades, and annually
 721 identified on the CAPE Industry Certification Funding List and
 722 updated solely by the Chancellor of Career and Adult Education,
 723 and be eligible for additional full-time equivalent membership
 724 pursuant to s. 1011.62(1)(o)1.

725 (c) CAPE ESE Digital Tool certificates, workplace industry

581-02144-14 2014850c1

726 certifications, and OSHA industry certifications identified by
 727 the Chancellor of Career and Adult Education for students with
 728 disabilities pursuant to s. 1003.4203(2). Such certificates and
 729 certifications shall be identified on the CAPE Industry
 730 Certification Funding List and be eligible for additional full-
 731 time equivalent membership pursuant to s. 1011.62(1)(o)1.

732 (d) CAPE Innovation Courses that merge academic and career
 733 performance outcomes shall be annually approved by the
 734 commissioner and identified pursuant to s. 1003.4203(5)(a), and
 735 be eligible for additional full-time equivalent membership,
 736 pursuant to s. 1011.62(1)(o)1.

737 (e) CAPE Acceleration Industry Certifications Industry
 738 certifications, annually approved by the commissioner, that if
 739 successfully completed shall articulate for 15 or more college
 740 credit hours pursuant to s. 1003.4203(5)(b), and be eligible for
 741 additional full-time equivalent membership, pursuant to s.
 742 1011.62(1)(o)1. The approved industry certifications must be
 743 identified on the CAPE Industry Certification Funding List.

744 (2) The State Board of Education shall approve, at least
 745 annually, the CAPE Postsecondary Industry Certification Funding
 746 List pursuant to this section. The commissioner shall recommend,
 747 at least annually, the CAPE Postsecondary Industry Certification
 748 Funding List to the State Board of Education and may at any time
 749 recommend adding certifications. The Chancellor of the State
 750 University System, the Chancellor of the Florida College System,
 751 and the Chancellor of Career and Adult Education shall work with
 752 local workforce boards, other postsecondary institutions,
 753 businesses, and industry to identify, create, and recommend to
 754 the commissioner industry certifications to be placed on the

581-02144-14 2014850c1

755 funding list. The list shall be used to determine annual
 756 performance funding distributions to school districts or Florida
 757 College System institutions as specified in ss. 1011.80 and
 758 1011.81, respectively. The chancellors shall review results of
 759 the economic security report of employment and earning outcomes
 760 produced annually pursuant to s. 445.07 ~~s. 445.007~~ when
 761 determining recommended certifications for the list, as well as
 762 other reports and indicators available regarding certification
 763 needs.

764 (3) In the case of rigorous industry certifications that
 765 have embedded prerequisite minimum age, grade level, diploma or
 766 degree, postgraduation period of work experience of at least 12
 767 months, or other reasonable requirements that may limit the
 768 extent to which a student can complete all requirements of the
 769 certification recognized by industry for employment purposes,
 770 the commissioner shall differentiate content, instructional, and
 771 assessment requirements that, when provided by a public
 772 institution and satisfactorily attained by a student, indicate
 773 accomplishment of requirements necessary for funding pursuant to
 774 ss. 1011.62, 1011.80, and 1011.81, notwithstanding attainment of
 775 prerequisite requirements necessary for recognition by industry
 776 for employment purposes. The differentiated requirements
 777 established by the commissioner shall be included on ~~in~~ the CAPE
 778 Industry Certification Funding List at the time the
 779 certification is adopted.

780 (4) (a) CAPE industry certifications and CAPE Digital Tool
 781 certificates placed on the CAPE Industry Certification Funding
 782 List must include the version of the certifications and
 783 certificates available at the time of the adoption and, without

Page 27 of 39

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581-02144-14 2014850c1

784 further review and approval include the subsequent updates to
 785 the certifications and certificates on the approved list, unless
 786 the certifications and certificates are specifically removed
 787 from the CAPE Industry Certification Funding List by the
 788 commissioner.

789 (b) The commissioner may limit CAPE Industry Certifications
 790 and CAPE Digital Tool certificates to students in certain grades
 791 based on formal recommendations by providers of CAPE industry
 792 certifications and CAPE Digital Tool certificates.

793 (c) For educator, student, industry, and provider planning
 794 purposes, the Articulation Coordinating Committee shall schedule
 795 at least six regular meetings per fiscal year to review and
 796 consider provider requests, address the commissioner's and
 797 Chancellor's decisions, and recommend adjustments to CAPE
 798 industry certifications and CAPE Digital Tool certificates on
 799 the CAPE Industry Certification Funding List.

800 Section 12. Paragraphs (o), (p), and (s) of subsection (1)
 801 of section 1011.62, Florida Statutes, are amended to read:

802 1011.62 Funds for operation of schools.—If the annual
 803 allocation from the Florida Education Finance Program to each
 804 district for operation of schools is not determined in the
 805 annual appropriations act or the substantive bill implementing
 806 the annual appropriations act, it shall be determined as
 807 follows:

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

812 (o) Calculation of additional full-time equivalent

Page 28 of 39

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581-02144-14 2014850c1

813 membership based on successful completion of a career-themed
 814 course pursuant to ss. 1003.491, 1003.492, and 1003.493, or
 815 courses with embedded CAPE industry certifications or CAPE
 816 Digital Tool certificates, and issuance of industry
 817 certification identified ~~on~~ in the CAPE Industry Certification
 818 Funding List pursuant to rules adopted by the State Board of
 819 Education or CAPE Digital Tool certificates pursuant to s.
 820 1003.4203.-

821 1.a. A value of 0.025 full-time equivalent student
 822 membership shall be calculated for CAPE Digital Tool
 823 certificates earned in elementary and middle school grades.
 824 However, if a CAPE Digital Tool certificate is a component of a
 825 CAPE industry certification and a middle school student is
 826 issued the CAPE Digital Tool certificate and the related CAPE
 827 industry certification, the full-time equivalent student
 828 membership for the CAPE Digital Tool certificate may not be
 829 added to the full-time equivalent student membership for the
 830 CAPE industry certification under sub-subparagraph b.

831 ~~b.1-~~ A value of 0.1 or 0.2 full-time equivalent student
 832 membership shall be calculated for each student who completes a
 833 career-themed course as defined in s. 1003.493(1)(b) or courses
 834 with embedded CAPE industry certifications and who is issued an
 835 industry certification identified annually ~~on~~ in the CAPE
 836 Industry Certification Funding List approved under rules adopted
 837 by the State Board of Education. ~~The maximum full-time~~
 838 ~~equivalent student membership value for any student in grades 9~~
 839 ~~through 12 is 0.3.~~ A value of 0.2 full-time equivalent
 840 membership shall be calculated for each student who is issued a
 841 CAPE ~~an~~ industry certification that has a statewide articulation

Page 29 of 39

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581-02144-14 2014850c1

842 agreement for college credit approved by the State Board of
 843 Education. Additional FTE membership for a middle grades student
 844 shall not exceed 1.0 additional FTE membership within a fiscal
 845 year. For CAPE industry certifications that do not articulate
 846 for college credit, the Department of Education shall assign a
 847 full-time equivalent value of 0.1 for each certification. The
 848 State Board of Education shall include the assigned values ~~on~~ in
 849 the CAPE Industry Certification Funding List under rules adopted
 850 by the state board. Such value shall be added to the total full-
 851 time equivalent student membership in courses secondary-career
 852 education programs for grades ~~6~~ 9 through 12 in the subsequent
 853 year for courses that were not provided through dual enrollment.
 854 CAPE industry certifications earned through dual enrollment must
 855 be reported and funded pursuant to s. 1011.80 ~~ss. 1011.80 and~~
 856 ~~1011.81.~~

857 c. A value of 0.3 full-time equivalent student membership
 858 shall be calculated for the courses identified on the CAPE
 859 Industry Certification Funding List and approved by the
 860 commissioner pursuant to s. 1003.4203(5)(a) and s. 1008.44.

861 d. A value of 0.5 full-time equivalent student membership
 862 shall be calculated for CAPE Acceleration Industry
 863 Certifications that articulate for 15 to 29 college credit hours
 864 and 1.0 full-time equivalent student membership shall be
 865 calculated for CAPE Acceleration Industry Certifications that
 866 articulate for 30 or more college credit hours pursuant to CAPE
 867 Acceleration Industry Certifications approved by the
 868 commissioner pursuant to s. 1003.4203(5)(b) and s. 1008.44.

869 2. Each district must allocate at least 80 percent of the
 870 funds provided for CAPE industry certification, in accordance

Page 30 of 39

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581-02144-14 2014850c1

871 with this paragraph, to the program that generated the funds.
 872 This allocation may not be used to supplant funds provided for
 873 basic operation of the program. Unless a different amount is
 874 specified in the General Appropriations Act, the appropriation
 875 for this calculation is limited to \$60 million annually. If the
 876 appropriation is insufficient to fully fund the total
 877 calculation, the appropriation shall be prorated.

878 3. For CAPE industry certifications earned in the 2013-2014
 879 school year and in subsequent years, the school district shall
 880 distribute to each classroom teacher who provided direct
 881 instruction toward the attainment of a CAPE ~~an~~ industry
 882 certification that qualified for additional full-time equivalent
 883 membership under subparagraph 1.:

884 a. A bonus in the amount of \$25 for each student taught by
 885 a teacher who provided instruction in a course that led to the
 886 attainment of a CAPE ~~an~~ industry certification on the CAPE
 887 Industry Certification Funding List with a weight of 0.1.

888 b. A bonus in the amount of \$50 for each student taught by
 889 a teacher who provided instruction in a course that led to the
 890 attainment of a CAPE ~~an~~ industry certification on the CAPE
 891 Industry Certification Funding List with a weight of 0.2 or 0.3.

892 ~~4. For the 2013-2014 fiscal year, the additional FTE~~
 893 ~~membership calculation must include the additional FTE for any~~
 894 ~~student who earned a certification in the 2009-2010, 2010-2011,~~
 895 ~~and 2011-2012 fiscal years who was not previously funded and was~~
 896 ~~enrolled in 2012-2013.~~

897
 898 Bonuses awarded pursuant to this paragraph shall be provided to
 899 teachers who are employed by the district in the year in which

581-02144-14 2014850c1

900 the additional FTE membership calculation is included in the
 901 calculation. Bonuses shall be calculated based upon the
 902 associated weight of a CAPE ~~an~~ industry certification on the
 903 CAPE Industry Certification Funding List for the year in which
 904 the certification is earned by the student. Any bonus awarded to
 905 a teacher under this paragraph may not exceed \$2,000 in any
 906 given school year and is in addition to any regular wage or
 907 other bonus the teacher received or is scheduled to receive.

908 (p) *Calculation of additional full-time equivalent*
 909 *membership based upon early high school graduation.*-
 910 ~~Notwithstanding s. 1011.61(4), Each unpaid high school credit~~
 911 ~~delivered by a school district may receive funding for each~~
 912 ~~during the student's prior enrollment may be reported by the~~
 913 ~~district as 1/6 FTE when the student who graduates early~~
 914 ~~pursuant to s. 1003.4281. A district may earn 0.25 additional~~
 915 ~~report up to 1/2 FTE for unpaid credits delivered by the~~
 916 ~~district for a student who graduates one semester in advance of~~
 917 ~~the student's cohort and 0.5 additional and up to 1 FTE for a~~
 918 ~~student who graduates 1 year or more in advance of the student's~~
 919 ~~cohort. If the student was enrolled in the district as a full-~~
 920 ~~time high school student for at least 2 years, the district~~
 921 ~~shall report the additional unpaid FTE for payment in the~~
 922 ~~subsequent fiscal year delivered by the district during the~~
 923 ~~student's prior enrollment. If the student was enrolled in the~~
 924 ~~district for less than 2 years, the district of enrollment shall~~
 925 ~~report the additional unpaid FTE delivered by the district and~~
 926 ~~by the district in which the student was previously enrolled.~~
 927 ~~The district of enrollment for which early graduation is claimed~~
 928 shall transfer a proportionate share of the funds earned for

581-02144-14 2014850c1

929 early graduation ~~the unpaid FTE~~ to the district in which the
 930 student was previously enrolled. Additional FTE included in the
 931 2014-2015 Florida Education Finance Program for early graduation
 932 shall be reported and funded pursuant to this paragraph.

933 ~~(e) Florida Cyber Security Recognition, Florida Digital~~
 934 ~~Arts Recognition, and Florida Digital Tools Certificate~~
 935 ~~established pursuant to s. 1003.4203.~~

936 ~~1. Each school district shall certify by June 30 of each~~
 937 ~~year to the Department of Education each elementary school that~~
 938 ~~achieves 50 percent of student attainment of the Florida Cyber~~
 939 ~~Security Recognition or the Florida Digital Arts Recognition~~
 940 ~~established pursuant to s. 1003.4203. Upon verification by the~~
 941 ~~department, each school that has achieved the designated student~~
 942 ~~recognitions shall be awarded a Florida Digital Learning~~
 943 ~~Certificate of Achievement by the Commissioner of Education.~~

944 ~~2. Each middle school shall receive \$50 for each student~~
 945 ~~who earns the Florida Digital Tools Certificate established~~
 946 ~~pursuant to s. 1003.4203 with a minimum awarded per school of~~
 947 ~~\$1,000 annually and a maximum award per school of \$15,000~~
 948 ~~annually. This performance payment shall be calculated in the~~
 949 ~~FEFP as a full-time equivalent student.~~

950 Section 13. Paragraph (d) is added to subsection (3) of
 951 section 1012.98, Florida Statutes, and subsections (4) and (7)
 952 of that section are amended, to read:

953 1012.98 School Community Professional Development Act.—

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

955 (d) Provide middle grades instructional personnel and
 956 school administrators with the knowledge, skills, and best
 957 practices necessary to support excellence in classroom

581-02144-14 2014850c1

958 instruction and educational leadership.

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

963 (a) 1. The department shall disseminate to the school
 964 community research-based professional development methods and
 965 programs that have demonstrated success in meeting identified
 966 student needs. The Commissioner of Education shall use data on
 967 student achievement to identify student needs. The methods of
 968 dissemination must include a web-based statewide performance
 969 support system, including a database of exemplary professional
 970 development activities, a listing of available professional
 971 development resources, training programs, and available
 972 assistance.

973 2. The web-based statewide performance support system
 974 established pursuant to subparagraph 1. must include for middle
 975 grades, subject to appropriation, materials related to classroom
 976 instruction, including integrated digital instruction,
 977 competency-based instruction, and CAPE Digital Tool certificates
 978 and CAPE industry certifications; classroom management; student
 979 behavior and interaction; extended learning opportunities for
 980 students; and instructional leadership.

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

581-02144-14 2014850c1

987 organizations. The professional development system must:
 988 1. Be approved by the department. All substantial revisions
 989 to the system shall be submitted to the department for review
 990 for continued approval.
 991 2. Be based on analyses of student achievement data and
 992 instructional strategies and methods that support rigorous,
 993 relevant, and challenging curricula for all students. Schools
 994 and districts, in developing and refining the professional
 995 development system, shall also review and monitor school
 996 discipline data; school environment surveys; assessments of
 997 parental satisfaction; performance appraisal data of teachers,
 998 managers, and administrative personnel; and other performance
 999 indicators to identify school and student needs that can be met
 1000 by improved professional performance.
 1001 3. Provide inservice activities coupled with followup
 1002 support appropriate to accomplish district-level and school-
 1003 level improvement goals and standards. The inservice activities
 1004 for instructional personnel shall focus on analysis of student
 1005 achievement data, ongoing formal and informal assessments of
 1006 student achievement, identification and use of enhanced and
 1007 differentiated instructional strategies that emphasize rigor,
 1008 relevance, and reading in the content areas, enhancement of
 1009 subject content expertise, integrated use of classroom
 1010 technology that enhances teaching and learning, classroom
 1011 management, parent involvement, and school safety.
 1012 4. Include a master plan for inservice activities, pursuant
 1013 to rules of the State Board of Education, for all district
 1014 employees from all fund sources. The master plan shall be
 1015 updated annually by September 1, must be based on input from

581-02144-14 2014850c1

1016 teachers and district and school instructional leaders, and must
 1017 use the latest available student achievement data and research
 1018 to enhance rigor and relevance in the classroom. Each district
 1019 inservice plan must be aligned to and support the school-based
 1020 inservice plans and school improvement plans pursuant to s.
 1021 1001.42(18). Each district inservice plan must provide a
 1022 description of the training that middle grades instructional
 1023 personnel and school administrators receive on the district's
 1024 code of student conduct adopted pursuant to s. 1006.07;
 1025 integrated CAPE Digital Tool instruction and competency-based
 1026 instruction, including CAPE Digital Tool certificates and CAPE
 1027 industry certifications; classroom management; student behavior
 1028 and interaction; extended learning opportunities for students;
 1029 and instructional leadership. District plans must be approved by
 1030 the district school board annually in order to ensure compliance
 1031 with subsection (1) and to allow for dissemination of research-
 1032 based best practices to other districts. District school boards
 1033 must submit verification of their approval to the Commissioner
 1034 of Education no later than October 1, annually. Each school
 1035 principal may establish and maintain an individual professional
 1036 development plan for each instructional employee assigned to the
 1037 school as a seamless component to the school improvement plans
 1038 developed pursuant to s. 1001.42(18). An individual professional
 1039 development plan must be related to specific performance data
 1040 for the students to whom the teacher is assigned, define the
 1041 inservice objectives and specific measurable improvements
 1042 expected in student performance as a result of the inservice
 1043 activity, and include an evaluation component that determines
 1044 the effectiveness of the professional development plan.

581-02144-14 2014850c1

1045 5. Include inservice activities for school administrative
1046 personnel that address updated skills necessary for
1047 instructional leadership and effective school management
1048 pursuant to s. 1012.986.

1049 6. Provide for systematic consultation with regional and
1050 state personnel designated to provide technical assistance and
1051 evaluation of local professional development programs.

1052 7. Provide for delivery of professional development by
1053 distance learning and other technology-based delivery systems to
1054 reach more educators at lower costs.

1055 8. Provide for the continuous evaluation of the quality and
1056 effectiveness of professional development programs in order to
1057 eliminate ineffective programs and strategies and to expand
1058 effective ones. Evaluations must consider the impact of such
1059 activities on the performance of participating educators and
1060 their students' achievement and behavior.

1061 9. For middle grades, emphasize:

1062 a. Interdisciplinary planning, collaboration, and
1063 instruction.

1064 b. Alignment of curriculum and instructional materials to
1065 the state academic standards adopted pursuant to s. 1003.41.

1066 c. Use of small learning communities; problem-solving,
1067 inquiry-driven research and analytical approaches for students;
1068 strategies and tools based on student needs; competency-based
1069 instruction; integrated digital instruction; and project-based
1070 instruction.

1071 d. Availability of CAPE Digital Tool certificates and CAPE
1072 industry certifications available pursuant to s. 1003.4203 and
1073 s. 1008.44.

581-02144-14 2014850c1

1074
1075 Each school that includes any of grades 6, 7, or 8 must include
1076 in its school improvement plan, required under s. 1001.42(18), a
1077 description of the specific strategies used by the school to
1078 implement each item listed in this subparagraph.

1079 (7) (a) The Department of Education shall disseminate, using
1080 web-based technology, research-based best practice methods by
1081 which the state and district school boards may evaluate and
1082 improve the professional development system. The best practices
1083 must include data that indicate the progress of all students.
1084 The department shall report annually to the State Board of
1085 Education and the Legislature any school district that, in the
1086 determination of the department, has failed to provide an
1087 adequate professional development system. This report must
1088 include the results of the department's investigation and of any
1089 intervention provided.

1090 (b) The department shall also disseminate, using web-based
1091 technology, professional development in the use of integrated
1092 digital instruction at schools that include middle grades. The
1093 professional development must provide training and materials
1094 that districts can use to provide instructional personnel with
1095 the necessary knowledge, skills, and strategies to effectively
1096 blend digital instruction into subject-matter curricula. The
1097 professional development must emphasize online learning and
1098 research techniques, reading instruction, the use of digital
1099 devices to supplement the delivery of curricular content to
1100 students, and digital device management and security. Districts
1101 are encouraged to incorporate the professional development as
1102 part of their professional development system.

581-02144-14

2014850c1

1103

Section 14. This act shall take effect July 1, 2014.

Meeting
documents
not available.