

Committee on Education Pre-K - 12

SB 228 — Code of Student Conduct

by Senator Siplin

This legislation requires district school boards to adopt a dress code policy in the code of student conduct that addresses appropriate dress and prohibits students from wearing clothing that is indecent, vulgar, or otherwise disruptive. Penalties are provided for students who violate the dress policy, ranging from a verbal warning and parental notice to in-school suspension and a prohibition on participation in extracurricular activities, depending upon the number of offenses. To participate in interscholastic and intrascholastic activities, students will now be required to comply with the code of student conduct, including in the area of dress and clothing.

If approved by the Governor, these provisions take effect July 1, 2011.

Vote: Senate 38-0; House 101-15

Committee on Education Pre-k - 12

CS/CS/SB 736 — Educational Personnel

by Budget Committee; Education Pre-K-12 Committee; and Senators Wise, Lynn, Gaetz, and Hays

This bill (Chapter 2011-1, L.O.F.) revises the evaluation, compensation, and employment practices for classroom teachers, other instructional personnel, and school administrators to refocus the education system on what is best for students. The bill aligns with Florida's successful Race to the Top application to which 62 of the 67 school districts and 53 local unions have supported and agreed to implement.

Performance Evaluations

The current evaluation system for classroom teachers, other instructional personnel, and school administrators relies on a completely subjective review and does not sufficiently, if at all, take the performance of students into consideration in determining the effectiveness of instructional staff and school leaders. The bill revises the evaluation system to focus on student performance.

For instructional personnel who are not classroom teachers, a school district may include specific job-performance expectations related to student support and use growth data and other measurable student outcomes specific to the individual's assignment, as long as the growth accounts for at least 30 percent of the evaluation.

Performance of Students

The bill reinforces Race to the Top, which requires 50 percent of the evaluation for classroom teachers and other instructional personnel to be based on student performance for students assigned to them over a 3-year period. The bill specifies that 50 percent of a school administrator's evaluation is based upon the performance of the students assigned to the school over a 3-year period.

If less than 3 years of student growth data is available for an evaluation, the district must include the years for which data is available and may reduce the percentage of the evaluation based on student growth to not less than 40 percent for classroom teachers and school administrators and not less than 20 percent for other instructional personnel.

Learning Growth Model

The Commissioner of Education would establish a learning growth model for the Florida Comprehensive Assessment (FCAT) and other statewide assessments to measure the effectiveness of a classroom teacher or school administrator based on what a student learns. The model would use the student's prior performance, while considering factors that may be outside a teacher's control, such as a student's attendance, disability, or English language proficiency. However, the model may not take into consideration a student's gender, race, ethnicity, or socioeconomic status.

School districts are required to measure student learning growth based on the performance of students on the state-required assessments for classroom teachers, other instructional personnel, and school administrator evaluations. School districts would be required to use the state's learning growth model for FCAT-related courses beginning in the 2011-2012 school year. School districts must use comparable measures of student growth for other grades and subjects with the department's assistance, if needed. Additionally, districts would be permitted to request alternatives to the growth measure if justified.

Evaluation Criteria

The remainder of a classroom teacher's evaluation is based on instructional practice and professional responsibilities. School districts may use peer review as part of the evaluation. The evaluation system must differentiate among four levels: highly effective; effective; needs improvement or, for instructional personnel in the first three years of employment who need improvement, developing; and unsatisfactory. The Commissioner of Education would be required to consult with instructional personnel, school administrators, education stakeholders, and experts in developing the performance levels for the evaluation system.

For instructional personnel who are not classroom teachers, the remainder of the evaluation would consist of instructional practice and professional responsibilities, and may include specific job expectations related to student support.

The remainder of a school administrator's evaluation would include the recruitment and retention of effective or highly effective teachers, improvement in the percentage of classroom teachers evaluated at the effective or highly effective level, other leadership practices that result in improved student outcomes, and professional responsibilities.

School districts, beginning with the 2014-2015 school year, must administer local assessments that are aligned to the standards and measure student mastery of the content. The school district can use statewide assessments, other standardized assessments, industry certification examinations, or district-developed or selected end-of-course assessments.

Until July 1, 2015, a district that has not implemented an assessment for a course or has not adopted a comparable measure of student growth may use two alternative growth measures to determine a classroom teacher's student performance: student growth on statewide assessments or measurable learning targets in the school improvement plan. Additionally, a district school superintendent may assign to an instructional team, the student learning growth of the team's students on statewide assessments.

The bill requires newly hired teachers to be evaluated at least twice in the first year of teaching.

Performance Pay

The current salary system is divorced from the effectiveness of the classroom teacher, other instructional personnel, or school administrators. Instead, salary decisions are made on the basis

of longevity. The bill comports with Race to the Top by tying the most significant gains in salary to effectiveness demonstrated under the evaluation.

Beginning with instructional personnel or school administrators hired on or after July 1, 2014, the evaluation will determine an individual's eligibility for a salary increase. The salaries of quality teachers, other instructional personnel, and school administrators would grow more quickly, while those of poor performing employees would not.

The new salary schedule would require a base salary schedule for classroom teachers, other instructional personnel, and school administrators with the following salary increases:

- An employee who is highly effective, as determined by his or her evaluation, would receive a salary increase that must be greater than the highest annual salary adjustment available to that individual through any other salary schedule adopted by the school district.
- An employee who is effective, as determined by his or her evaluation, would receive a salary increase between 50 and 75 percent of the annual salary increase provided to a highly effective employee.
- An employee under any other performance rating would not be eligible for a salary increase.

Current instructional personnel and school administrators could remain on their existing salary schedule, as long as they remain employed by the school district or have an authorized leave of absence. They may also opt to participate in the new performance salary schedule, but the option is irrevocable. Current instructional personnel who want to move to the new performance salary schedule would relinquish their professional service contract.

The bill is consistent with Race to the Top by requiring school districts to provide opportunities for instructional personnel and school administrators to earn additional salary supplements for assignment to a high priority location (e.g., an eligible Title I school or low-performing school), certification and teaching in critical teacher shortage areas, or assignment of additional academic responsibilities.

Beginning with instructional personnel hired on or after July 1, 2011, a district school board may not use advanced degrees in setting the salary schedule unless the advanced degree is held in the individual's areas of certification.

When budget constraints limit a school board's ability to fully fund all adopted salary schedules, the bill prohibits the school board from disproportionately reducing performance pay schedules.

Employment

The current system requires school districts to award tenure to a teacher after as little as three years of teaching. This employment is automatically renewed unless the teacher is "charged"

with unsatisfactory performance. It takes two or more years to terminate an ineffective teacher. Tenure protects ineffective instructional personnel at the expense of students. The bill furthers the goals of Race to the Top by basing employment decisions on the evaluation of instructional personnel.

The bill eliminates tenure with the exception for those instructional personnel who already possess a professional service contract or continuing contract. Instead, instructional personnel without tenure would be employed on an annual contract, subject to renewal by the district school board. This provision is designed to give school districts greater flexibility in meeting student instructional needs by retaining effective employees and quickly removing poor performing employees.

The probationary contract is extended from 97 days to one year. An employee on a probationary contract may resign or be dismissed without creating a breach of the contract.

Upon successful completion of a probationary contract, a classroom teacher may receive an annual contract. This includes instructional personnel who move from another state or district. Instructional personnel may receive an annual contract if he or she:

- Holds a temporary or professional certificate as prescribed by s. 1012.56, F.S., and State Board of Education rules; and
- Is recommended by the superintendent for the contract and approved by the district school board.

A school district may renew an annual contract; however, a district would be prohibited from renewing an annual contract if the individual receives:

- Two consecutive unsatisfactory evaluations;
- Two unsatisfactory evaluations within a 3-year period; or
- Three consecutive needs improvement or a combination of unsatisfactory and needs improvement evaluations.

Instructional personnel with an annual contract may be suspended or dismissed for just cause. If charges against an employee are not sustained, he or she would be immediately reinstated with back pay.

Instructional personnel who are currently on professional service or continuing contracts would retain their status unless the individual receives two consecutive unsatisfactory evaluations, two unsatisfactory evaluations within a 3-year period, or three consecutive needs improvement evaluations or a combination of unsatisfactory and needs improvement evaluations. In that situation, a school district is not required to automatically renew the professional service contract or continuing contract. Likewise, the above evaluation results would constitute just cause for terminating a professional service or continuing contract.

Performance evaluation results would also be used in making decisions related to the transfer and placement of employees and workforce reductions. Specifically, the bill repeals last in, first out (LIFO) policies that base retention decisions on seniority. Instead, the individual's evaluation will inform the school district's retention decisions.

Finally, each school district must annually report to the parent of a student who is assigned to a classroom teacher or school administrator with two consecutive unsatisfactory evaluations, two unsatisfactory evaluations within a 3-year period, or three consecutive needs improvement or a combination of unsatisfactory or needs improvement.

Other

The bill holds charter schools to the same standard as other public schools with respect to performance evaluations for instructional personnel and school administrators, assessments, performance pay and salary schedules, and workforce reductions.

For school districts that received an exemption under Race to the Top, the bill grants an annual renewable exemption to the requirements for performance pay and the weight given to student growth in performance evaluations, provided specific criteria are met. The exemption sunsets August 1, 2017, unless reenacted by the Legislature.

In conformance with the bill's new contracting provisions, the bill repeals certain special laws or general laws of local application regarding contracting provisions for instructional personnel and school administrators in public schools.

These provisions were approved by the Governor and take effect July 1, 2011, except as otherwise provided.

Vote: Senate 26-12; House 80-39

Committee on Education Pre-k - 12

HB 797 — Interscholastic and Intrasccholastic Sports

by Rep. Perry (SB 1000 by Senator Wise)

This bill expands statewide the pilot program currently available in three counties to students enrolled at non-Florida High School Athletic Association (FHSAA) member private schools. This bill enables these students to participate in interscholastic and intrasccholastic sports at public schools. Eligibility is limited to those students attending private schools with a total student body of 125 or less. This bill requires participating public schools to maintain student records, and private schools to provide student records upon request of the FHSAA.

If approved by the Governor, these provisions take effect upon becoming law.

Vote: Senate 39-0; House 117-0

Committee on Education Pre-k - 12

CS/CS/HB 965 — Florida Tax Credit Scholarship Program

by Appropriations Committee; Finance and Tax Committee; and Rep. Horner and others (CS/SB 1388 by Education Pre-K Committee and Senator Flores)

The bill makes three changes to the Florida Tax Credit Scholarship Program, which allows private, voluntary contributions from corporate donors to a nonprofit scholarship-funding organization (SFO). Under the bill, a corporation that contributes to the scholarship program for eligible economically disadvantaged students may claim the tax credit for donations to an eligible SFO up to the full amount of its state corporate income tax and insurance premium tax, instead of up to 75 percent of its tax. Taxpayers are permitted to carry forward an unused tax credit for up to five years. Additionally, the bill removes the prohibition against taxpayers rescinding tax credits unless the taxpayer has rescinded the credit less than once in the previous three tax years.

If approved by the Governor, these provisions take effect July 1, 2011.

Vote: Senate 34-5; House 96-18

Committee on Education Pre-k - 12

CS/CS/HB 1255 — Public School Accountability

by Education Committee; K-20 Competitiveness Subcommittee, and Representative Adkins (CS/CS/SB 1696 by Budget Subcommittee on Education Pre-K - 12 Appropriations, Education Pre-K – 12, and Senator Wise)

The bill is a comprehensive public school accountability package which will implement reforms in the following areas:

- Virtual Education—The bill requires school districts to provide students access to Florida Virtual School (FLVS) courses during and after the normal school day to provide uniformity among school districts and increase student access to the FLVS.
- Gift Ban—The bill prohibits school board members and their relatives from soliciting or accepting any gift in excess of \$50 from any person, vendor, potential vendor, or other entity doing business with the school district.
- Voluntary Prekindergarten Program (VPK) and kindergarten screening—The bill requires a VPK provider that is on probation and who seeks a good cause exemption to administer the statewide VPK enrollment screening, which the Department of Education (DOE) must adopt, to newly admitted VPK students. The provider must pay for the screening. The bill also repeals a numeric limitation on providers who fail to meet the kindergarten readiness rate.
- Digital Curriculum—The bill authorizes school districts to implement a digital curriculum for students in grades 6-12. DOE would develop a model curriculum to serve as a guide.
- Career and Professional Academies—The bill specifies criteria for middle school career and professional academies relating to alignment to high school career and professional academies, an opportunity to earn an industry certification and partnerships with the business community.
- Student Assessment and School Accountability—The bill:
 - Repeals the requirement for certain middle school students to take the Algebra I end-of-course assessment (EOC) in 2010-2011;
 - Revises the middle school grading formula to add the performance of students in high school courses with statewide standardized assessments and students who earn designated industry certifications;
 - Requires passage of civics for middle school promotion;
 - Provides that a determination of school grades for the Opportunity Scholarship Program (OSP) will be based on statewide assessments alone;
 - Provides that for purposes of calculating the performance category under differentiated accountability, the statewide assessments' portion of a school grade would be used in determining the appropriate performance category;
 - Provides for the assignment of scores from hospital/homebound students to be assigned to their home school;
 - Authorizes the Commissioner of Education to revise statewide testing dates; and

- Provides for postsecondary preparatory courses for high school students with designated academic deficiencies.
- Supplemental Education Services (SES)—The bill authorizes school districts to select pre and post methods for measuring student learning gains.
- Students with Disabilities—The bill:
 - Authorizes the waiver of certain EOC assessment requirements for students with disabilities;
 - Establishes training, accountability and reporting requirements for students who are restrained and secluded;
 - Provides that a McKay scholarship student who enters a Department of Juvenile Justice detention center for less than 21 days would not lose the scholarship;
 - Allows a parent of a child who is deaf or hard of hearing to enroll an eligible child in an auditory-oral education program and adds listening and spoken language specialists to eligible instructional services for exceptional students; and
 - Requires the Department of Education to revise the matrix of services for students with disabilities, which is used to determine exceptional education cost factors, beginning with the 2012-2013 school year.
- Budget Transparency—The bill requires school districts to post each proposed, tentative, and official budget on their websites and encourages school districts to provide additional information on their websites.
- Accelerated High School Graduation Options—The bill authorizes students to choose the 18 credit accelerated graduation option at any time during grades 9 through 12, rather than requiring a student to choose this option no later than grade 9.

If approved by the Governor, these provisions take effect July 1, 2011, except as otherwise provided in the bill.

Vote: Senate 33-5; House 94-23

Committee on Education Pre-k - 12

CS/HB 1329 — McKay Scholarships/Students With Disabilities

by K-20 Innovation Subcommittee, Rep. Bileca, and others (CS/SB 1656 by Education Pre-K – 12 Committee and Senator Wise)

The bill allows a student with a disability to be eligible for a John M. McKay Scholarship for Students with Disabilities if he or she has an accommodation plan under section 504 of the federal Rehabilitation Act of 1973 (504 accommodation plan). However, the student would be ineligible if his or her plan was for six months or less.

The bill requires school districts to notify the parent of a student with a 504 accommodation plan about available school choice options by April 1 of each year and within ten days after a 504 accommodation plan is issued.

The bill allows parents of a student with a 504 accommodation plan to enroll their children in a public school in an adjacent school district which has available space, if the school has a program with the services agreed to in the 504 accommodation plan. Parents would be responsible for transportation.

The scholarship amount for the student would be based on the current student program cost factor generated by the student under the Florida Education Finance Program (FEFP).

If approved by the Governor, these provisions take effect July 1, 2011.

Vote: Senate 28-9; House 98-17

Committee on Education Pre-k - 12

CS/HB 1331— School Choice

by PreK-12 Appropriations Subcommittee, Rep. Bileca and others (SB 1822 by Senator Benacquisto)

The bill revises the eligibility criteria for participation in the Opportunity Scholarship Program (OSP) public school choice option to allow parents of students in failing schools the opportunity to send their children to another public school that is performing satisfactorily. Under the bill, a failing public school is a school that has received a “D” or an “F” grade and is designated as a low performing school.

A parent would be able to enroll his or her child in a higher performing school in another district with available space. If a parent chooses another district, the receiving district must accept the student and report him or her for funding. The parent is still responsible for transportation.

A student would have the opportunity to continue to attend a higher performing public school feeder pattern within the district until he or she graduates from high school. Under the bill, a student could remain in the feeder pattern of the school chosen under the OSP.

Finally, the bill repeals the provisions related to the OSP private school option to comport with existing case law.

If approved by the Governor, these provisions take effect July 1, 2011.

Vote: Senate 32-4; House 84-30

Committee on Education Pre-K - 12

CS/CS/CS/SB 1546 — School Choice

by Committee on Education Pre-K – 12 and Senator Thrasher

This legislation creates and facilitates the development and expansion of high-performing charter schools and high-performing charter school systems. To qualify as high-performing, a school must have received:

- At least two “A” school grades and no grades below a “B” for the last three years; and
- Unqualified opinions and no financial audits indicating a state of financial emergency for the last three fiscal years.

Once a school or a system has met the requirements for a high-performing designation, it is authorized to replicate at the rate of one school per year. High-performing schools will also have greater flexibility to expand grade levels, enrollment capacity, and charter terms, and to consolidate with other high-performing charter schools.

To qualify as a high-performing system, the entity must:

- Operate at least three high-performing charter schools in the state;
- Operate a system of charter schools of which at least 50 percent are high-performing; and
- Not operate a charter school that has received a financial audit indicating a state of financial emergency.

High-performing systems are authorized to replicate at the rate of one charter school per year.

Charter virtual schools are ineligible for high-performing status.

This law encourages systems to work with disadvantaged students by authorizing charter schools in these situations more time to turn around a low-performing school.

This legislation limits the ability of a sponsor to deny a charter school application submitted by a high-performing charter school, by increasing the standard of proof to that of a clear and convincing standard. Sponsors who immediately terminate a charter must assume operation of the school pending completion of the appeal process or be liable for attorney’s fees and costs if the charter school prevails.

The charter school governing board is required to appoint a parental contact representative residing in the district, which replaces the residency requirement for the charter school governing board.

The Charter School Review Panel is abolished.

The Department of Education is required to conduct a study which examines various issues relating to charter schools, including the capital improvement millage fee distributed in

comparison to other public schools and the 5-percent administrative fee, and provide findings to the Governor and Legislature.

If approved by the Governor, these provisions take effect July 1, 2011.

Vote: Senate 33-6; House 87-27

Committee on Education Pre-k - 12

CS/HB 7087 — Education Law Repeals

by Education Committee; K-20 Innovation Committee; K-20 Competitive Subcommittee; and Representative Fresen (CS/SB 1996 by Budget Committee and Pre-K – 12 Education Committee)

The bill repeals the requirement for students who took Algebra I in the middle grades from 2007-2008 through 2009-2010 to take the Algebra I end-of-course assessment in the 2010-2011 school year. Approximately, 39,600 students will not be required to take the Algebra I assessment, in some instances, several years after completion of the Algebra I course.

The bill also repeals programs that are not funded or are obsolete. The programs are:

- Digital Divide Council and the associated Pilot Project for Discounted Computers and Internet Access for Low-Income Students;
- Institute on Urban Policy and Commerce;
- Community and Faith-based Organizations Initiative;
- Community and Library Technology Access Partnership;
- Community computer access grant program;
- Adult Literacy Centers;
- Florida Literacy Corps;
- Preteacher and Teacher Education Pilot programs;
- Teacher Education Pilot Programs for High-Achieving Students;
- Merit Award Program; and
- Critical Teacher Shortage Program, which includes—Florida Teacher Scholarship and Forgivable Loan Program, Critical Teacher Shortage Tuition Reimbursement Program, and the Critical Teacher Shortage Student Loan Forgiveness Program.

The bill repeals obsolete provisions of law governing the criteria for awarding continuing contracts and professional service contracts.

The bill also repeals a section of law found unconstitutional that prohibits any person in the state of Florida from falsely claiming to possess an academic degree, or the title associated with that degree, unless the person has been awarded the degree from an accredited institution.

These provisions became law upon approval by the Governor on May 5, 2011.

Vote: Senate 39-0; House 78-39

Committee on Education Pre-k - 12

CS/CS/HB 7197 — Digital Learning

by Education Committee; Appropriations Committee; K-20 Innovation Subcommittee; and Rep. Stargel and others (CS/SB 1620 by Rules Committee and Senator Flores)

Virtual Education Framework

The bill revises the current framework and funding for virtual instruction in Florida. Beginning with the 2011-2012 school year, the bill expands the virtual instruction program by requiring school districts to provide at least three part-time and full-time virtual instruction program options, with the exception of certain smaller school districts that are required to provide one option to participate in part-time and full-time virtual instruction. Under the bill, a school district may fulfill the requirements through agreements with more than one school district, multidistrict contractual arrangements, and a school district operated program, as well as through a contract with the Florida Virtual School (FLVS) or an approved provider.

Charter Schools

Under the bill, a charter school would be permitted to operate a virtual charter school to provide full-time online instruction to eligible students in kindergarten through grade 12, subject to approval under s. 1002.33, F.S. The virtual charter school would contract with the FLVS or an approved provider or enter into an agreement with a school district.

Full-time virtual charter schools would be established by amending the existing charter or submitting a new application. They are subject to the same application process as are other charter schools. Virtual charter schools would be subject to all charter school requirements, with the exception of the provisions related to facilities, capital outlay, class size, administrative fees, and transportation.

The bill requires a charter school governing board to appoint a representative who resides in the same district where the charter school is located to resolve disputes and work with parents and the public. However, a single representative would be permitted to serve multiple charter schools if the board oversees multiple schools in the same district. The bill prohibits a sponsor from requiring board members to reside in the same district in which the charter school is located, if the school complies with the requirements for representation.

The bill also permits “blended-learning charter schools,” which combine traditional classroom instruction with online instruction; however, the schools may only offer this instruction to their full-time students in a classroom at the charter school.

Providers

The bill revises the criteria for approving providers. To be approved, all providers must have courses that meet the standards of the International Association for K-12 Online Learning or the Southern Regional Education Board, have the requisite plan for the curriculum and student performance accountability, have a method for determining if a student has satisfied grade level promotion and high school graduation requirements, and have instructional content and services that measure student proficiency in the Next Generation Sunshine State Standards. Providers

would also be required to disclose to the public information that includes certification and physical location of instructional personnel, the curriculum, student-teacher ratios, student completion and promotion rates, and performance accountability outcomes for students, instructors, and schools.

Assessments

The bill requires the online administration of all statewide end-of-course assessments, beginning in the 2014-2015 school year. Part-time FLVS public school students who take courses requiring statewide end-of-course assessments must take these assessments. Districts must provide access to the district's testing facilities for FLVS full-time public school students in kindergarten through grade 12.

Funding

The bill revises the manner in which virtual instruction is funded. All virtual instruction options (the FLVS, school district operated virtual instruction programs, and virtual charter schools) would be funded through the Florida Education Finance Program (FEFP), as provided in the General Appropriations Act, but would not include funding for class size requirements. The FLVS would serve and receive funding for students in grades kindergarten through five.

Additionally, students in full-time programs could not be reported for more than 1.0 Full Time Equivalent (FTE). Beginning in the 2014-2015 fiscal year, the reported FTE and associated funding of students enrolled in courses requiring passage of an end-of-course assessment would be adjusted after the student completes the assessment.

School districts would be required to expend the difference between the amount funded for students participating in the program and the price paid for contractual services on the district's local instructional improvement system or other technological tools that are required to access electronic and digital instructional materials. Districts would also be required to report to the DOE the amount paid for contractual services and an itemized list of the purchases.

Accountability

Under the bill, the FLVS would receive a school grade for students receiving full-time instruction. Additionally, the bill requires the DOE to develop an evaluation system for part-time providers of virtual instruction, which must include the percentage of students making learning gains, successfully passing end-of-course assessments, and taking and scoring a three or higher on Advanced Placement course exams.

Instructional Personnel

The bill specifically permits a school district to issue adjunct certificates to qualified individuals. A district may renew an adjunct certificate and award another annual contract only if the individual is rated as effective or highly effective. The bill also specifies the certification requirements for instructional personnel providing direct instruction to students through a virtual environment or through a blended virtual and physical environment.

High School Graduation

Students entering the ninth grade in 2011-2012 and thereafter would be required to take at least one online course in order to meet high school graduation requirements. The requirement is also deemed met if the student has taken an online course in grades six through eight or participates as a dually enrolled student in an online course offered by a postsecondary institution.

Student Eligibility and Access

The bill authorizes the FLVS to directly offer virtual education in kindergarten through grade five and part-time education to students in grades four through 12. However, part-time instruction for fourth and fifth grade students is limited to public school students taking grade 6-8 courses for acceleration purposes. The FTE generated by the FLVS for fourth and fifth grade students must be part of the total FTE of 1.0 reported for the student for the fiscal year. To receive full-time instruction, a student in grades two through five must meet at least one of the statutory eligibility requirements.

The bill revises the eligibility requirements for students. Under the bill, students who were enrolled full-time in an FLVS program during the prior school year would be eligible for virtual instruction. Students entering kindergarten or first grade would be eligible without having to meet the requirement for prior year enrollment in a public school.

If approved by the Governor, these provisions take effect July 1, 2011.

Vote: Senate 27-12; House 98-19