

Amendment No. (for drafter's use only)

CHAMBER ACTION

Senate

House

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1 Representative Pickens offered the following:

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3 **Amendment (with title amendment)**

4 Remove the entire body and insert:

5 Section 1. Section 1003.429, Florida Statutes, is amended
6 to read:

7 1003.429 Accelerated high school graduation options.--

8 (1) Students who enter grade 9 in the 2004-2005 school
9 year ~~Beginning with the 2003-2004 school year, all students~~

10 ~~scheduled to graduate in 2004~~ and thereafter may select one of
11 the following three high school graduation options:

12 (a) Completion of the general requirements for high school
13 graduation pursuant to s. 1003.43;

14 (b) Completion of a 3-year standard college preparatory
15 program requiring successful completion of a minimum of 18
16 academic credits in grades 9 through 12. At least 6 of the 18

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17 credits required for completion of this program must be received
18 in classes that are honors, dual enrollment, advanced placement,
19 International Baccalaureate, Advanced International Certificate
20 of Education, specifically listed or identified by the
21 Department of Education as rigorous pursuant to s. 1009.531(3),
22 or weighted by the district school board for class ranking
23 purposes. The 18 credits required for completion of this program
24 shall be primary requirements and shall be distributed as
25 follows:

26 1. Four credits in English, with major concentration in
27 composition and literature;

28 2. Three credits in mathematics at the Algebra I level or
29 higher from the list of courses that qualify for state
30 university admission;

31 3. Three credits in natural science, two of which must
32 have a laboratory component;

33 4. Three credits in social sciences, which must include
34 one credit in American history, one credit in world history,
35 one-half credit in American government, and one-half credit in
36 economics;

37 5. Two credits in the same second language unless the
38 student is a native speaker of or can otherwise demonstrate
39 competency in a language other than English. If the student
40 demonstrates competency in another language, the student may
41 replace the language requirement with two credits in other
42 academic courses; and

43 6. Three credits in electives; or

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44 (c) Completion of a 3-year career preparatory program
45 requiring successful completion of a minimum of 18 academic
46 credits in grades 9 through 12. The 18 credits shall be primary
47 requirements and shall be distributed as follows:

48 1. Four credits in English, with major concentration in
49 composition and literature;

50 2. Three credits in mathematics, one of which must be
51 Algebra I;

52 3. Three credits in natural science, two of which must
53 have a laboratory component;

54 4. Three credits in social sciences, which must include
55 one credit in American history, one credit in world history,
56 one-half credit in American government, and one-half credit in
57 economics;

58 5. Three ~~Two~~ credits in a single vocational or career
59 education program, three credits in career and technical
60 certificate dual enrollment courses, or five credits in
61 vocational or career education courses ~~the same second language~~
62 ~~unless the student is a native speaker of or can otherwise~~
63 ~~demonstrate competency in a language other than English. If the~~
64 ~~student demonstrates competency in another language, the student~~
65 ~~may replace the language requirement with two credits in other~~
66 ~~academic courses; and~~

67 6. Two ~~Three~~ credits in electives unless five credits are
68 earned pursuant to subparagraph 5.

69
70 Any student who selected an accelerated graduation program
71 before July 1, 2004, may continue that program, and all

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72 statutory program requirements that were applicable when the
73 student made the program choice shall remain applicable to the
74 student as long as the student continues that program.

75 (2) Prior to selecting a program described in paragraph
76 (1)(b) or paragraph (1)(c), the following requirements must be
77 met:

78 (a) Designated school personnel shall meet with the
79 student and student's parent to give an explanation of the
80 relative requirements, advantages, and disadvantages of each
81 graduation option.

82 (b) The student shall submit to the high school principal
83 and guidance counselor a signed parental consent to enter the 3-
84 year accelerated graduation program.

85 (c) The student shall have achieved at least an FCAT
86 reading achievement level of 3, an FCAT mathematics achievement
87 level of 3, and an FCAT Writing score of 3 on the most recent
88 assessments taken by the student.

89 (3)(2) Beginning with the 2004-2005 ~~2003-2004~~ school year,
90 each district school board shall provide each student in grades
91 6 through 9 ~~12~~ and their parents with information concerning the
92 3-year and 4-year high school graduation options listed in
93 subsection (1), including the respective curriculum requirements
94 for those options, so that ~~with curriculum for~~ the students and
95 their parents may ~~to~~ select the postsecondary education or
96 career plan that best fits their needs. The information ~~options~~
97 shall include a timeframe for achieving each graduation option.

98 (4)(3) Selection of one of the graduation options listed
99 in subsection (1) must be completed by the student prior to the

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100 end of grade 9 and is exclusively up to the student and parent,
101 subject to the requirements in subsection (2). Each district
102 school board shall establish policies for extending this
103 deadline to the end of a student's first semester of grade 10
104 for a student who entered a Florida public school after grade 9
105 upon transfer from a private school or another state or who was
106 prevented from choosing a graduation option due to illness
107 during grade 9. If the student and parent fail to select a
108 graduation option, the student shall be considered to have
109 selected the general requirements for high school graduation
110 pursuant to paragraph (1)(a).

111 ~~(5)~~(4) District school boards shall not establish
112 requirements for accelerated 3-year high school graduation
113 options in excess of the requirements in paragraphs (1)(b) and
114 (c).

115 ~~(6)~~(5) Students pursuing accelerated 3-year high school
116 graduation options pursuant to paragraph (1)(b) or paragraph
117 (1)(c) are required to:

118 (a) Earn passing scores on the FCAT as defined in s.
119 1008.22(3)(c) or scores on a standardized test that are
120 concordant with passing scores on the FCAT as defined in s.
121 1008.22(9).

122 (b)1. Achieve a cumulative weighted grade point average of
123 3.0 ~~2.0~~ on a 4.0 scale, or its equivalent, in the courses
124 required for the college preparatory ~~by the chosen~~ accelerated
125 3-year high school graduation option pursuant to paragraph
126 (1)(b); or

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127 2. Achieve a cumulative weighted grade point average of
128 3.0 on a 4.0 scale, or its equivalent, in the courses required
129 for the career preparatory accelerated 3-year high school
130 graduation option pursuant to paragraph (1)(c).

131 (c) Receive a weighted or unweighted grade that earns at
132 least 3.0 points, or its equivalent, to earn course credit
133 toward the 18 credits required for the college preparatory
134 accelerated 3-year high school graduation option pursuant to
135 paragraph (1)(b).

136 (d) Receive a weighted or unweighted grade that earns at
137 least 2.0 points, or its equivalent, to earn course credit
138 toward the 18 credits required for the career preparatory
139 accelerated 3-year high school graduation option pursuant to
140 paragraph (1)(c).

141
142 Weighted grades referred to in paragraphs (b), (c), and (d)
143 shall be applied to those courses specifically listed or
144 identified by the department as rigorous pursuant to s.
145 1009.531(3) or weighted by the district school board for class
146 ranking purposes.

147 (7) If, at the end of grade 10, a student is not on track
148 to meet the credit, assessment, or grade-point-average
149 requirements of the accelerated graduation option selected, the
150 school shall notify the student and parent of the following:

151 (a) The requirements that the student is not currently
152 meeting.

153 (b) The specific performance necessary in grade 11 for the
154 student to meet the accelerated graduation requirements.

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155 (c) The right of the student to change to the 4-year
156 program set forth in s. 1003.43.

157 (8) A student who selected one of the accelerated 3-year
158 graduation options shall automatically move to the 4-year
159 program set forth in s. 1003.43 if the student:

160 (a) Exercises his or her right to change to the 4-year
161 program;

162 (b) Fails to earn 5 credits by the end of grade 9 or fails
163 to earn 11 credits by the end of grade 10;

164 (c) Does not achieve a score of 3 or higher on the grade
165 10 FCAT Writing assessment; or

166 (d) By the end of grade 11 does not meet the requirements
167 of subsections (1) and (6).

168 (9)+6+ A student who meets all requirements prescribed in
169 subsections (1) and (6)+5+ shall be awarded a standard diploma
170 in a form prescribed by the State Board of Education.

171 Section 2. Paragraph (a) of subsection (5) of section
172 1003.43, Florida Statutes, is amended to read:

173 1003.43 General requirements for high school graduation.--

174 (5) Each district school board shall establish standards
175 for graduation from its schools, and these standards must
176 include:

177 (a) Earning passing scores on the FCAT, as defined in s.
178 1008.22(3)(c) or scores on a standardized test that are
179 concordant with passing scores on the FCAT as defined in s.
180 1008.22(9).

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182 The standards required in this subsection, and any subsequent
183 modifications, shall be reprinted in the Florida Administrative
184 Code even though not defined as "rules."

185 Section 3. Subsection (9) of section 1008.22, Florida
186 Statutes, is amended to read:

187 1008.22 Student assessment program for public schools.--

188 (9) EQUIVALENCIES FOR STANDARDIZED TESTS.--

189 (a) The Commissioner of Education shall ~~determine the~~
190 ~~comparable validity of other available standardized tests,~~
191 ~~including the SAT, ACT, College Placement Test, PSAT, PLAN, and~~
192 ~~tests used for entry into the military. If such tests are deemed~~
193 ~~to be valid and reliable measures, the commissioner shall~~
194 approve the use of the SAT and ACT such tests as alternative
195 ~~alternate~~ assessments to the grade 10 FCAT for the 2003-2004
196 ~~2002-2003~~ school year. Students who attain scores on the SAT or
197 ACT which ~~that~~ equate to the passing scores on the grade 10 FCAT
198 for purposes of high school graduation ~~on any of the approved~~
199 ~~alternative assessments~~ shall satisfy the assessment requirement
200 for a standard high school diploma as provided in s.
201 1003.429(6)(a) or s. 1003.43(5)(a) for the 2003-2004 ~~2002-2003~~
202 school year ~~graduating class~~ if the students meet the
203 requirement in paragraph (b). ~~Prior to the application of these~~
204 ~~alternative assessments in subsequent school years, the~~
205 ~~Legislature shall review the continued use of these alternative~~
206 ~~tests.~~

207 (b) A student shall be required to take the grade 10 FCAT
208 a total of three times without earning a passing score in order
209 to use the scores on an alternative assessment pursuant to

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210 paragraph (a). This requirement shall not apply to a student who
211 is a new student to the public school system in grade 12.

212 Section 4. Subsection (1) of section 1013.735, Florida
213 Statutes, is amended to read:

214 1013.735 Classrooms for Kids Program.--

215 (1) ALLOCATION.--The department shall allocate funds
216 appropriated for the Classrooms for Kids Program. It is the
217 intent of the Legislature that this program be administered as
218 nearly as practicable in the same manner as the capital outlay
219 program authorized under s. 9(a), Art. XII of the State
220 Constitution. Each district school board's share of the annual
221 appropriation for the Classrooms for Kids Program must be
222 calculated according to the following formula:

223 (a) Twenty-five percent of the appropriation shall be
224 prorated to the districts based on each district's percentage of
225 K-12 base capital outlay full-time equivalent membership, and 65
226 percent shall be based on each district's percentage of K-12
227 growth capital outlay full-time equivalent membership as
228 specified for the allocation of funds from the Public Education
229 Capital Outlay and Debt Service Trust Fund by s. 1013.64(3).

230 (b) Ten percent of the appropriation must be allocated
231 among district school boards according to the allocation formula
232 in s. 1013.64(1)(a), excluding adult vocational technical
233 facilities.

234 Section 5. Subsections (11) through (22) of section
235 1002.20, Florida Statutes, are renumbered as subsections (12)
236 through (23), respectively, and a new subsection (11) is added
237 to said section to read:

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238 1002.20 K-12 student and parent rights.--Parents of public
239 school students must receive accurate and timely information
240 regarding their child's academic progress and must be informed
241 of ways they can help their child to succeed in school. K-12
242 students and their parents are afforded numerous statutory
243 rights including, but not limited to, the following:

244 (11) STUDENTS WITH READING DEFICIENCIES.--Each elementary
245 school shall regularly assess the reading ability of each K-3
246 student. The parent of any K-3 student who exhibits a reading
247 deficiency shall be immediately notified of the student's
248 deficiency with a description and explanation, in terms
249 understandable to the parent, of the exact nature of the
250 student's difficulty in learning and lack of achievement in
251 reading; shall be consulted in the development of a detailed
252 academic improvement plan, as described in s. 1008.25(4)(b); and
253 shall be informed that the student will be given intensive
254 reading instruction until the deficiency is corrected. This
255 subsection operates in addition to the remediation and
256 notification provisions contained in s. 1008.25 and in no way
257 reduces the rights of a parent or the responsibilities of a
258 school district under that section.

259 Section 6. Subsection (5) and paragraph (b) of subsection
260 (6) of section 1008.25, Florida Statutes, are amended,
261 subsections (7), (8), and (9) are renumbered as subsections (8),
262 (9), and (10), respectively, and a new subsection (7) is added
263 to said section, to read:

264 1008.25 Public school student progression; remedial
265 instruction; reporting requirements.--

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266 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.--

267 (a) It is the ultimate goal of the Legislature that every
268 student read at or above grade level. Any student who exhibits a
269 substantial deficiency in reading, based upon locally determined
270 or statewide assessments conducted in kindergarten or grade 1,
271 grade 2, or grade 3, or through teacher observations, must be
272 given intensive reading instruction immediately following the
273 identification of the reading deficiency. The student's reading
274 proficiency must be reassessed by locally determined assessments
275 or through teacher observations at the beginning of the grade
276 following the intensive reading instruction. The student must
277 continue to be provided with intensive reading instruction until
278 the reading deficiency is remedied.

279 (b) Beginning with the 2002-2003 school year, if the
280 student's reading deficiency, as identified in paragraph (a), is
281 not remedied by the end of grade 3, as demonstrated by scoring
282 at Level 2 or higher on the statewide assessment test in reading
283 for grade 3, the student must be retained.

284 (c) ~~Beginning with the 2002-2003 school year,~~ The parent
285 of any student who exhibits a substantial deficiency in reading,
286 as described in paragraph (a), must be notified in writing of
287 the following:

288 1. That his or her child has been identified as having a
289 substantial deficiency in reading.

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

292 3. A description of the proposed supplemental
293 instructional services and supports that will be provided to the

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294 child that are designed to remediate the identified area of
295 reading deficiency.

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

300 5. Strategies for parents to use in helping their child
301 succeed in reading proficiency.

302 6. That the Florida Comprehensive Assessment Test (FCAT)
303 is not the sole determiner of promotion and that additional
304 evaluations, portfolio reviews, and assessments are available to
305 the child to assist parents and the school district in knowing
306 when a child is reading at or above grade level and ready for
307 grade promotion.

308 7. The district's specific criteria and policies for mid-
309 year promotion. Mid-year promotion means promotion of a retained
310 student at any time during the year of retention once the
311 student has demonstrated ability to read at grade level.

312 (6) ELIMINATION OF SOCIAL PROMOTION.--

313 (b) The district school board may only exempt students
314 from mandatory retention, as provided in paragraph (5)(b), for
315 good cause. Good cause exemptions shall be limited to the
316 following:

317 1. Limited English proficient students who have had less
318 than 2 years of instruction in an English for Speakers of Other
319 Languages program.

320 2. Students with disabilities whose individual education
321 plan indicates that participation in the statewide assessment

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322 program is not appropriate, consistent with the requirements of
323 State Board of Education rule.

324 3. Students who demonstrate an acceptable level of
325 performance on an alternative standardized reading assessment
326 approved by the State Board of Education.

327 4. Students who demonstrate, through a student portfolio,
328 that the student is reading on grade level as evidenced by
329 demonstration of mastery of the Sunshine State Standards in
330 reading equal to at least a Level 2 performance on the FCAT.

331 5. Students with disabilities who participate in the FCAT
332 and who have an individual education plan or a Section 504 plan
333 that reflects that the student has received the intensive
334 remediation in reading, as required by paragraph (4)(b), for
335 more than 2 years but still demonstrates a deficiency in reading
336 and was previously retained in kindergarten, grade 1, ~~or~~ grade
337 2, or grade 3.

338 6. Students who have received the intensive remediation in
339 reading as required by paragraph (4)(b) for 2 or more years but
340 still demonstrate a deficiency in reading and who were
341 previously retained in kindergarten, grade 1, ~~or~~ grade 2, or
342 grade 3 for a total of 2 years. Intensive reading instruction
343 for students so promoted must include an altered instructional
344 day based upon an academic improvement plan that includes
345 specialized diagnostic information and specific reading
346 strategies for each student. The district school board shall
347 assist schools and teachers to implement reading strategies that
348 research has shown to be successful in improving reading among
349 low performing readers.

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350 (7) SUCCESSFUL PROGRESSION FOR RETAINED READERS.--

351 (a) Students retained under the provisions of paragraph
352 (5)(b) must be provided intensive interventions in reading to
353 ameliorate the student's specific reading deficiency, as
354 identified by a valid and reliable diagnostic assessment. This
355 intensive intervention must include effective instructional
356 strategies, participation in the school district's summer
357 reading camp, and appropriate teaching methodologies necessary
358 to assist those students in becoming successful readers, able to
359 read at or above grade level, and ready for promotion to the
360 next grade.

361 (b) Beginning with the 2004-2005 school year, each school
362 district shall:

363 1. Conduct a review of student academic improvement plans
364 for all students who did not score above Level 1 on the reading
365 portion of the FCAT and did not meet the criteria for one of the
366 good cause exemptions in paragraph (6)(b). The review shall
367 address additional supports and services, as described in this
368 subsection, needed to remediate the identified areas of reading
369 deficiency. The school district shall require a student
370 portfolio to be completed for each such student.

371 2. Provide students who are retained under the provisions
372 of paragraph (5)(b) with intensive instructional services and
373 supports to remediate the identified areas of reading
374 deficiency, including a minimum of 90 minutes of daily,
375 uninterrupted, scientifically research-based reading instruction
376 and other strategies prescribed by the school district, which
377 may include, but are not limited to:

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- 378 a. Small group instruction.
379 b. Reduced teacher-student ratios.
380 c. More frequent progress monitoring.
381 d. Tutoring or mentoring.
382 e. Transition classes containing 3rd and 4th grade
383 students.
384 f. Extended school day, week, or year.
385 g. Summer reading camps.
386 3. Provide written notification to the parent of any
387 student who is retained under the provisions of paragraph (5)(b)
388 that his or her child has not met the proficiency level required
389 for promotion and the reasons the child is not eligible for a
390 good cause exemption as provided in paragraph (6)(b). The
391 notification must comply with the provisions of s. 1002.20(14)
392 and must include a description of proposed interventions and
393 supports that will be provided to the child to remediate the
394 identified areas of reading deficiency.
395 4. Implement a policy for the mid-year promotion of any
396 student retained under the provisions of paragraph (5)(b) who
397 can demonstrate that he or she is a successful and independent
398 reader, reading at or above grade level, and ready to be
399 promoted to grade 4. Tools that school districts may use in
400 reevaluating any student retained may include subsequent
401 assessments, alternative assessments, and portfolio reviews, in
402 accordance with rules of the State Board of Education. Students
403 promoted during the school year after November 1 must
404 demonstrate proficiency above that required to score at Level 2
405 on the grade 3 FCAT, as determined by the State Board of

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406 Education. The State Board of Education shall adopt standards
407 that provide a reasonable expectation that the student's
408 progress is sufficient to master appropriate 4th grade level
409 reading skills.

410 5. Provide students who are retained under the provisions
411 of paragraph (5)(b) with a high-performing teacher as determined
412 by student performance data and above-satisfactory performance
413 appraisals.

414 6. In addition to required reading enhancement and
415 acceleration strategies, provide parents of students to be
416 retained with at least one of the following instructional
417 options:

418 a. Supplemental tutoring in scientifically research-based
419 reading services in addition to the regular reading block,
420 including tutoring before and/or after school.

421 b. A "Read at Home" plan outlined in a parental contract,
422 including participation in "Families Building Better Readers
423 Workshops" and regular parent-guided home reading.

424 c. A mentor or tutor with specialized reading training.

425 7. Establish a Reading Enhancement and Acceleration
426 Development (READ) Initiative. The focus of the READ Initiative
427 shall be to prevent the retention of grade 3 students and to
428 offer intensive accelerated reading instruction to grade 3
429 students who failed to meet standards for promotion to grade 4
430 and to each K-3 student who is assessed as exhibiting a reading
431 deficiency. The READ Initiative shall:

432 a. Be provided to all K-3 students at risk of retention as
433 identified by the statewide assessment system used in Reading

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434 First schools. The assessment must measure phonemic awareness,
435 phonics, fluency, vocabulary, and comprehension.

436 b. Be provided during regular school hours in addition to
437 the regular reading instruction.

438 c. Provide a state-identified reading curriculum that has
439 been reviewed by the Florida Center for Reading Research at
440 Florida State University and meets, at a minimum, the following
441 specifications:

442 (I) Assists students assessed as exhibiting a reading
443 deficiency in developing the ability to read at grade level.

444 (II) Provides skill development in phonemic awareness,
445 phonics, fluency, vocabulary, and comprehension.

446 (III) Provides scientifically based and reliable
447 assessment.

448 (IV) Provides initial and ongoing analysis of each
449 student's reading progress.

450 (V) Is implemented during regular school hours.

451 (VI) Provides a curriculum in core academic subjects to
452 assist the student in maintaining or meeting proficiency levels
453 for the appropriate grade in all academic subjects.

454 8. Establish at each school, where applicable, an
455 Intensive Acceleration Class for retained grade 3 students who
456 subsequently score at Level 1 on the reading portion of the
457 FCAT. The focus of the Intensive Acceleration Class shall be to
458 increase a child's reading level at least two grade levels in
459 one school year. The Intensive Acceleration Class shall:

460 a. Be provided to any student in grade 3 who scores at
461 Level 1 on the reading portion of the FCAT and who was retained

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462 in grade 3 the prior year because of scoring at Level 1 on the
463 reading portion of the FCAT.

464 b. Have a reduced teacher-student ratio.

465 c. Provide uninterrupted reading instruction for the
466 majority of student contact time each day and incorporate
467 opportunities to master the grade 4 Sunshine State Standards in
468 other core subject areas.

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

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

475 f. Include weekly progress monitoring measures to ensure
476 progress is being made.

477 g. Report to the Department of Education, in the manner
478 described by the department, the progress of students in the
479 class at the end of the first semester.

480 9. Report to the State Board of Education, as requested,
481 on the specific intensive reading interventions and supports
482 implemented at the school district level. The Commissioner of
483 Education shall annually prescribe the required components of
484 requested reports.

485 10. Provide a student who has been retained in grade 3 and
486 has received intensive instructional services but is still not
487 ready for grade promotion, as determined by the school district,
488 the option of being placed in a transitional instructional
489 setting. Such setting shall specifically be designed to produce

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490 learning gains sufficient to meet grade 4 performance standards
491 while continuing to remediate the areas of reading deficiency.

492 Section 7. This act shall take effect upon becoming a law.

493

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

495 Remove the entire title and insert:

496 A bill to be entitled

497 An act relating to public K-12 educational instruction;
498 amending s. 1003.429, F.S.; revising course requirements
499 in the college preparatory accelerated high school
500 graduation program; revising course requirements in the
501 career preparatory accelerated high school graduation
502 program; providing students already participating in an
503 accelerated graduation program the right to continue in
504 the current program; establishing requirements for
505 selection of accelerated graduation options; requiring
506 districts to establish a policy for extending the deadline
507 for certain students to choose an accelerated graduation
508 option; authorizing use of alternate assessments; revising
509 requirements for grades that must be earned to participate
510 in the accelerated graduation program; requiring schools
511 to provide specific notices to students and parents if, at
512 the end of the grade 10, the student is not on track to
513 graduate; specifying certain situations in which a student
514 shall be moved from a 3-year to a 4-year graduation
515 program; amending s. 1003.43, F.S., relating to general
516 requirements for high school graduation; authorizing use
517 of alternate assessments; amending s. 1008.22, F.S.;

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518 authorizing the SAT and the ACT as alternative assessments
519 to the grade 10 FCAT required for high school graduation
520 if students have attempted to pass the grade 10 FCAT at
521 least 3 times; deleting obsolete language; amending s.
522 1013.735, F.S.; modifying the formula for the allocation
523 of funds from the Classrooms for Kids appropriation;
524 amending s. 1002.20, F.S.; providing certain rights to
525 parents of students with reading deficiencies; requiring
526 that parents receive understandable information and are
527 consulted regarding a child's academic progress; amending
528 s. 1008.25, F.S.; removing an obsolete date; providing
529 notification of additional information to parents of
530 students who exhibit a substantial reading deficiency;
531 revising certain good cause exemptions from mandatory
532 retention; requiring school districts to provide certain
533 reading interventions to students who have been retained;
534 providing school district requirements relating to
535 remediation of student reading deficiencies, parental
536 notification, implementation of a mid-year promotion
537 policy, provision of instructional options for students,
538 establishment of a Reading Enhancement and Acceleration
539 Development (READ) Initiative and an Intensive
540 Acceleration Class, and reporting; providing an effective
541 date.

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