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A bill to be entitled  
 An act relating to public school student progression;  
 amending s. 1008.25, F.S.; revising the components of  
 school district student progression programs; eliminating  
 guidelines for allocating school district remedial and  
 supplemental instruction resources; providing for the  
 retention of students under specified circumstances;  
 eliminating mandatory retention requirements for certain  
 students in grade 3; eliminating midyear promotion;  
 providing procedures for parental requests for retention;  
 providing for appeals; eliminating standards for exemption  
 from mandatory retention, to conform; revising the  
 parental notification requirements; revising guidelines  
 for remedial reading instruction and intervention  
 strategies; revising the purpose of the Reading  
 Enhancement and Acceleration Development Initiative;  
 revising the eligibility criteria for the Intensive  
 Acceleration Class; revising the requirements for reports  
 by district school boards specifying required rules;  
 amending s. 1002.20, F.S.; conforming a cross reference;  
 amending s. 1002.23, F.S., to conform; requiring the State  
 Board of Education to initiate the adoption of rules by a  
 time certain; providing an effective date.

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

Section 1. Section 1008.25, Florida Statutes, is amended  
 to read:

29 | 1008.25 Public school student progression; remedial  
 30 | instruction; reporting requirements.--

31 | (1) INTENT.--It is the intent of the Legislature that each  
 32 | student's progression from one grade to another be determined,  
 33 | in part, upon proficiency in reading, writing, science, and  
 34 | mathematics; that district school board policies facilitate such  
 35 | proficiency; and that each student and his or her parent be  
 36 | informed of that student's academic progress.

37 | (2) COMPREHENSIVE PROGRAM.--Each district school board  
 38 | shall establish a comprehensive program for student progression  
 39 | which must include:

40 | (a) Standards for evaluating each student's performance,  
 41 | including how well he or she masters the performance standards  
 42 | approved by the State Board of Education.

43 | (b) Specific levels of performance in reading, writing,  
 44 | science, and mathematics for each grade level, including the  
 45 | levels of performance on statewide assessments as defined by the  
 46 | commissioner, below which a student must receive remediation,  
 47 | ~~or be retained within an intensive program that is different from~~  
 48 | ~~the previous year's program and that takes into account the~~  
 49 | ~~student's learning style.~~

50 | ~~(c) Appropriate alternative placement for a student who~~  
 51 | ~~has been retained 2 or more years.~~

52 | ~~(3) ALLOCATION OF RESOURCES.--District school boards shall~~  
 53 | ~~allocate remedial and supplemental instruction resources to~~  
 54 | ~~students in the following priority:~~

55 | ~~(a) Students who are deficient in reading by the end of~~  
 56 | ~~grade 3.~~

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

60           (3)~~(4)~~ ASSESSMENT AND REMEDIATION.--

61           (a) Each student must participate in the statewide  
 62 assessment tests required by s. 1008.22. Each student who does  
 63 not meet specific levels of performance as determined by the  
 64 district school board in reading, writing, science, and  
 65 mathematics for each grade level, or who does not meet specific  
 66 levels of performance as determined by the commissioner on  
 67 statewide assessments at selected grade levels, must be provided  
 68 with additional diagnostic assessments to determine the nature  
 69 of the student's difficulty and areas of academic need.

70           (b) The school in which the student is enrolled must  
 71 develop, in consultation with the student's parent, and must  
 72 implement an academic improvement plan designed to assist the  
 73 student in meeting state and district expectations for  
 74 proficiency. For a student for whom a personalized middle school  
 75 success plan is required pursuant to s. 1003.415, the middle  
 76 school success plan must be incorporated in the student's  
 77 academic improvement plan. Beginning with the 2002-2003 school  
 78 year, if the student has been identified as having a deficiency  
 79 in reading, the academic improvement plan shall identify the  
 80 student's specific areas of deficiency in phonemic awareness,  
 81 phonics, fluency, comprehension, and vocabulary; the desired  
 82 levels of performance in these areas; and the instructional and  
 83 support services to be provided to meet the desired levels of  
 84 performance. Schools shall also provide for the frequent

85 monitoring of the student's progress in meeting the desired  
86 levels of performance. District school boards shall assist  
87 schools and teachers to implement research-based reading  
88 activities that have been shown to be successful in teaching  
89 reading to low-performing students. Remedial instruction  
90 provided during high school may not be in lieu of English and  
91 mathematics credits required for graduation.

92 (c) Upon subsequent evaluation, if the documented  
93 deficiency has not been remediated in accordance with the  
94 academic improvement plan, the student may be retained as  
95 provided in subsection (5). Each student who does not meet the  
96 minimum performance expectations defined by the Commissioner of  
97 Education for the statewide assessment tests in reading,  
98 writing, science, and mathematics must continue to be provided  
99 with remedial or supplemental instruction until the expectations  
100 are met or the student graduates from high school or is not  
101 subject to compulsory school attendance.

102 (4)~~(5)~~ READING DEFICIENCY AND PARENTAL NOTIFICATION.--

103 (a) It is the ultimate goal of the Legislature that every  
104 student read at or above grade level. Any student who exhibits a  
105 substantial deficiency in reading, based upon locally determined  
106 or statewide assessments conducted in kindergarten or grade 1,  
107 grade 2, or grade 3, or through teacher observations, must be  
108 given intensive reading instruction immediately following the  
109 identification of the reading deficiency. The student's reading  
110 proficiency must be reassessed by locally determined assessments  
111 or through teacher observations at the beginning of the grade  
112 following the intensive reading instruction. The student must

113 continue to be provided with intensive reading instruction until  
 114 the reading deficiency is remedied.

115 (b) Beginning with the 2005-2006 ~~2002-2003~~ school year, if  
 116 the student's reading deficiency, as identified in paragraph  
 117 (a), is not remedied by the end of grade 3, as demonstrated by  
 118 scoring at Level 2 or higher on the statewide assessment test in  
 119 reading for grade 3, the student may ~~must~~ be retained as  
 120 provided in subsection (5).

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

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

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

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

132 4. That if the child's reading deficiency is not  
 133 remediated by the end of the child's grade level ~~grade 3~~, the  
 134 child may ~~must~~ be retained as provided in subsection (5) ~~unless~~  
 135 ~~he or she is exempt from mandatory retention for good cause.~~

136 5. Strategies for parents to use in helping their child  
 137 succeed in reading proficiency.

138 ~~6. That the Florida Comprehensive Assessment Test (FCAT)~~  
 139 ~~is not the sole determiner of promotion and that additional~~  
 140 ~~evaluations, portfolio reviews, and assessments are available to~~

141 ~~the child to assist parents and the school district in knowing~~  
 142 ~~when a child is reading at or above grade level and ready for~~  
 143 ~~grade promotion.~~

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

148 ~~(5)(6) ELIMINATION OF SOCIAL PROMOTION; RETENTION;~~  
 149 ~~APPEALS.--~~

150 (a) ~~A~~ No student may not be assigned to a grade level  
 151 based solely on age or other factors that constitute social  
 152 promotion.

153 (b) The district school board may retain ~~only exempt~~  
 154 students only ~~from mandatory retention,~~ as provided in this  
 155 subsection ~~paragraph (5)(b), for good cause. Good cause~~  
 156 ~~exemptions shall be limited to the following:~~

157 ~~1. Limited English proficient students who have had less~~  
 158 ~~than 2 years of instruction in an English for Speakers of Other~~  
 159 ~~Languages program.~~

160 ~~2. Students with disabilities whose individual education~~  
 161 ~~plan indicates that participation in the statewide assessment~~  
 162 ~~program is not appropriate, consistent with the requirements of~~  
 163 ~~State Board of Education rule.~~

164 ~~3. Students who demonstrate an acceptable level of~~  
 165 ~~performance on an alternative standardized reading assessment~~  
 166 ~~approved by the State Board of Education.~~

167 ~~4. Students who demonstrate, through a student portfolio,~~  
 168 ~~that the student is reading on grade level as evidenced by~~

169 ~~demonstration of mastery of the Sunshine State Standards in~~  
170 ~~reading equal to at least a Level 2 performance on the FCAT.~~

171 ~~5. Students with disabilities who participate in the FCAT~~  
172 ~~and who have an individual education plan or a Section 504 plan~~  
173 ~~that reflects that the student has received the intensive~~  
174 ~~remediation in reading, as required by paragraph (4)(b), for~~  
175 ~~more than 2 years but still demonstrates a deficiency in reading~~  
176 ~~and was previously retained in kindergarten, grade 1, grade 2,~~  
177 ~~or grade 3.~~

178 ~~6. Students who have received the intensive remediation in~~  
179 ~~reading as required by paragraph (4)(b) for 2 or more years but~~  
180 ~~still demonstrate a deficiency in reading and who were~~  
181 ~~previously retained in kindergarten, grade 1, grade 2, or grade~~  
182 ~~3 for a total of 2 years. Intensive reading instruction for~~  
183 ~~students so promoted must include an altered instructional day~~  
184 ~~based upon an academic improvement plan that includes~~  
185 ~~specialized diagnostic information and specific reading~~  
186 ~~strategies for each student. The district school board shall~~  
187 ~~assist schools and teachers to implement reading strategies that~~  
188 ~~research has shown to be successful in improving reading among~~  
189 ~~low-performing readers.~~

190 (c) Written requests for the retention of a student must  
191 ~~good cause exemptions for students from the mandatory retention~~  
192 ~~requirement as described in subparagraphs (b)3. and 4. shall be~~  
193 made consistent with the following:

194 1. Documentation must ~~shall~~ be submitted from the  
195 student's teacher to the school principal which ~~that~~ indicates  
196 that the retention ~~promotion~~ of the student is appropriate and

197 is based upon the student's academic record. In order to  
198 minimize paperwork requirements, such documentation must ~~shall~~  
199 consist only of the existing academic improvement plan,  
200 individual educational plan, if applicable, report card, or  
201 student portfolio.

202 2. The school principal shall review the parent's request  
203 and the teacher's recommendation and discuss the ~~such~~  
204 recommendation with:

205 a. The teacher;

206 b. The parent;

207 c. A representative of the school district who is  
208 qualified to provide or supervise the provision of specially  
209 designed instruction to meet the unique needs of the student, is  
210 knowledgeable about the general curriculum, and is knowledgeable  
211 about the availability of resources of the school district; and

212 d. Other individuals, at the discretion of the parent or  
213 the school district, who have knowledge or special expertise  
214 regarding the student. The determination of the knowledge or  
215 special expertise of any such individual shall be made by the  
216 party who invited the individual to be a part of the discussion.

217  
218 The school principal shall ~~and~~ make the determination as to  
219 whether the student should be promoted or retained. If the  
220 school principal determines that the student should be promoted,  
221 the school principal shall make such recommendation in writing  
222 to the district school superintendent. The district school  
223 superintendent shall accept or reject the school principal's  
224 recommendation in writing.



225 3. The parent may appeal the decision of the district  
 226 school superintendent to the district school board.

227 ~~(6)(7)~~ SUCCESSFUL PROGRESSION FOR ~~RETAINED~~ READERS.--

228 (a) Students who have a substantial reading deficiency as  
 229 determined under paragraph (4)(a) ~~retained under the provisions~~  
 230 ~~of paragraph (5)(b)~~ must be provided intensive interventions in  
 231 reading to ameliorate the student's specific reading deficiency,  
 232 as identified by a valid and reliable diagnostic assessment.  
 233 This intensive intervention must include effective instructional  
 234 strategies, participation in the school district's summer  
 235 reading camp, and appropriate teaching methodologies necessary  
 236 to assist those students in becoming successful readers who are,  
 237 ~~able to read at or above grade level, and ready for promotion to~~  
 238 ~~the next grade.~~

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

241 1. Conduct a review of student academic improvement plans  
 242 for all students who did not score above Level 1 on the reading  
 243 portion of the FCAT ~~and did not meet the criteria for one of the~~  
 244 ~~good cause exemptions in paragraph (6)(b).~~ The review shall  
 245 address additional supports and services, as described in this  
 246 subsection, needed to remediate the identified areas of reading  
 247 deficiency. The school district shall require a student  
 248 portfolio to be completed for each such student.

249 2. Provide students ~~who are retained under the provisions~~  
 250 ~~of paragraph (5)(b)~~ with intensive instructional services and  
 251 supports to remediate the identified areas of reading  
 252 deficiency, including a minimum of 90 minutes of daily,

253 uninterrupted, scientifically research-based reading instruction  
 254 and other strategies prescribed by the school district, which  
 255 may include, but are not limited to:

- 256 a. Small group instruction.
- 257 b. Reduced teacher-student ratios.
- 258 c. More frequent progress monitoring.
- 259 d. Tutoring or mentoring.
- 260 e. Transition classes containing 3rd and 4th grade
- 261 students.
- 262 f. Extended school day, week, or year.
- 263 g. Summer reading camps.

264 3. Provide written notification to the parent of any  
 265 student who is identified as having a substantial reading  
 266 deficiency under paragraph (4)(a) ~~retained under the provisions~~  
 267 ~~of paragraph (5)(b)~~ that his or her child has not met the  
 268 proficiency level ~~required for promotion and the reasons the~~  
 269 ~~child is not eligible for a good cause exemption as provided in~~  
 270 ~~paragraph (6)(b)~~. The notification must comply with ~~the~~  
 271 ~~provisions of~~ s. 1002.20(14) and must include a description of  
 272 proposed interventions and supports that will be provided to the  
 273 child to remediate the identified areas of reading deficiency.

274 ~~4. Implement a policy for the midyear promotion of any~~  
 275 ~~student retained under the provisions of paragraph (5)(b) who~~  
 276 ~~can demonstrate that he or she is a successful and independent~~  
 277 ~~reader, reading at or above grade level, and ready to be~~  
 278 ~~promoted to grade 4. Tools that school districts may use in~~  
 279 ~~reevaluating any student retained may include subsequent~~  
 280 ~~assessments, alternative assessments, and portfolio reviews, in~~

281 ~~accordance with rules of the State Board of Education. Students~~  
 282 ~~promoted during the school year after November 1 must~~  
 283 ~~demonstrate proficiency above that required to score at Level 2~~  
 284 ~~on the grade 3 FCAT, as determined by the State Board of~~  
 285 ~~Education. The State Board of Education shall adopt standards~~  
 286 ~~that provide a reasonable expectation that the student's~~  
 287 ~~progress is sufficient to master appropriate 4th grade level~~  
 288 ~~reading skills.~~

289 4.5. Provide students who are identified as having a  
 290 substantial reading deficiency under paragraph (4)(a) ~~retained~~  
 291 ~~under the provisions of paragraph (5)(b)~~ with a high-performing  
 292 teacher as determined by student performance data and above-  
 293 satisfactory performance appraisals.

294 5.6. In addition to required reading enhancement and  
 295 acceleration strategies, provide parents of students identified  
 296 as having a substantial reading deficiency ~~to be retained~~ with  
 297 at least one of the following instructional options:

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

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

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

305 6.7. Establish a Reading Enhancement and Acceleration  
 306 Development (READ) Initiative. The focus of the READ Initiative  
 307 shall be ~~to prevent the retention of grade 3 students and to~~  
 308 offer intensive accelerated reading instruction ~~to grade 3~~

309 ~~students who failed to meet standards for promotion to grade 4~~  
 310 ~~and~~ to each K-3 student who is assessed as exhibiting a reading  
 311 deficiency. The READ Initiative shall:

312 a. Be provided to all K-3 students at risk of not meeting  
 313 grade level expectations ~~retention~~ as identified by the  
 314 statewide assessment system used in Reading First schools. The  
 315 assessment must measure phonemic awareness, phonics, fluency,  
 316 vocabulary, and comprehension.

317 b. Be provided during regular school hours in addition to  
 318 the regular reading instruction.

319 c. Provide a state-identified reading curriculum that has  
 320 been reviewed by the Florida Center for Reading Research at  
 321 Florida State University and meets, at a minimum, the following  
 322 specifications:

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

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

327 (III) Provides scientifically based and reliable  
 328 assessment.

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

331 (V) Is implemented during regular school hours.

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

335 ~~7.8-~~ Establish at each school, where applicable, an  
 336 Intensive Acceleration Class for ~~retained~~ grade 3 students who

337 ~~subsequently~~ score at Level 1 on the reading portion of the  
338 FCAT. The focus of the Intensive Acceleration Class shall be to  
339 increase a child's reading level at least two grade levels in 1  
340 school year. The Intensive Acceleration Class shall:

341 a. Be provided to any student in grade 3 who scores at  
342 Level 1 on the reading portion of the FCAT ~~and who was retained~~  
343 ~~in grade 3 the prior year because of scoring at Level 1 on the~~  
344 ~~reading portion of the FCAT.~~

345 b. Have a reduced teacher-student ratio.

346 c. Provide uninterrupted reading instruction for the  
347 majority of student contact time each day and incorporate  
348 opportunities to master the grade 4 Sunshine State Standards in  
349 other core subject areas.

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

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

356 f. Include weekly progress monitoring measures to ensure  
357 progress is being made.

358 g. Report to the Department of Education, in the manner  
359 described by the department, the progress of students in the  
360 class at the end of the first semester.

361 8.9. Report to the State Board of Education, as requested,  
362 on the specific intensive reading interventions and supports  
363 implemented at the school district level. The Commissioner of  
364 Education shall annually prescribe the required components of

365 requested reports.

366 ~~10. Provide a student who has been retained in grade 3 and~~  
367 ~~has received intensive instructional services but is still not~~  
368 ~~ready for grade promotion, as determined by the school district,~~  
369 ~~the option of being placed in a transitional instructional~~  
370 ~~setting. Such setting shall specifically be designed to produce~~  
371 ~~learning gains sufficient to meet grade 4 performance standards~~  
372 ~~while continuing to remediate the areas of reading deficiency.~~

373 (7)~~(8)~~ ANNUAL REPORT.--

374 (a) ~~In addition to the requirements in paragraph (5)(b),~~  
375 Each district school board must annually report to the parent of  
376 each student the progress of the student toward achieving state  
377 and district expectations for proficiency in reading, writing,  
378 science, and mathematics. The district school board must report  
379 to the parent the student's results on each statewide assessment  
380 test. The evaluation of each student's progress must be based  
381 upon the student's classroom work, observations, tests, district  
382 and state assessments, and other relevant information. Progress  
383 reporting must be provided to the parent in writing in a format  
384 adopted by the district school board.

385 (b) Beginning with the 2001-2002 school year, each  
386 district school board must annually publish in the local  
387 newspaper, and report in writing to the State Board of Education  
388 by September 1 of each year, the following information on the  
389 prior school year:

390 1. The provisions of this section relating to public  
391 school student progression and the district school board's  
392 policies and procedures on student ~~retention and~~ promotion.

393           2. By grade, the number and percentage of all students in  
394 grades 3 through 10 performing at Levels 1 and 2 on the reading  
395 portion of the FCAT.

396           3. By grade, the number and percentage of all students  
397 retained as provided in subsection (5) in grades 3 through 10.

398           4. Information on the total number of students who were  
399 promoted ~~for good cause, by each category of good cause as~~  
400 ~~specified in paragraph (6)(b).~~

401           5. Any revisions to the district school board's policy on  
402 student ~~retention and~~ promotion from the prior year.

403           ~~(8)(9)~~ STATE BOARD AUTHORITY AND RESPONSIBILITIES.--

404           (a) The State Board of Education shall have authority as  
405 provided in s. 1008.32 to enforce this section.

406           (b) The State Board of Education shall adopt rules  
407 pursuant to ss. 120.536(1) and 120.54 for the administration of  
408 this section, including, but not limited to, rules establishing  
409 procedures by which parents may appeal a decision by the  
410 district school superintendent as provided in subsection (5).

411           ~~(9)(10)~~ TECHNICAL ASSISTANCE.--The department shall  
412 provide technical assistance as needed to aid district school  
413 boards in administering this section.

414           Section 2. Subsection (11) of section 1002.20, Florida  
415 Statutes, is amended to read:

416           1002.20 K-12 student and parent rights.--Parents of public  
417 school students must receive accurate and timely information  
418 regarding their child's academic progress and must be informed  
419 of ways they can help their child to succeed in school. K-12  
420 students and their parents are afforded numerous statutory

421 rights including, but not limited to, the following:

422 (11) STUDENTS WITH READING DEFICIENCIES.--Each elementary  
 423 school shall regularly assess the reading ability of each K-3  
 424 student. The parent of any K-3 student who exhibits a reading  
 425 deficiency shall be immediately notified of the student's  
 426 deficiency with a description and explanation, in terms  
 427 understandable to the parent, of the exact nature of the  
 428 student's difficulty in learning and lack of achievement in  
 429 reading; shall be consulted in the development of a detailed  
 430 academic improvement plan, as described in s. 1008.25(3)(b) ~~s.~~  
 431 ~~1008.25(4)(b)~~; and shall be informed that the student will be  
 432 given intensive reading instruction until the deficiency is  
 433 corrected. This subsection operates in addition to the  
 434 remediation and notification provisions contained in s. 1008.25  
 435 and in no way reduces the rights of a parent or the  
 436 responsibilities of a school district under that section.

437 Section 3. Subsection (2) of section 1002.23, Florida  
 438 Statutes, is amended to read:

439 1002.23 Family and School Partnership for Student  
 440 Achievement Act.--

441 (2) To facilitate meaningful parent and family  
 442 involvement, the Department of Education shall develop  
 443 guidelines for a parent guide to successful student achievement  
 444 which describes what parents need to know about their child's  
 445 educational progress and how they can help their child to  
 446 succeed in school. The guidelines shall include, but need not be  
 447 limited to:

448 (a) Parental information regarding:



- 449           1. Options ~~Requirements~~ for their child to be retained  
 450 ~~promoted to the next grade~~, as provided ~~for~~ in s. 1008.25;
- 451           2. Progress of their child toward achieving state and  
 452 district expectations for academic proficiency;
- 453           3. Assessment results, including report cards and progress  
 454 reports; and
- 455           4. Qualifications of their child's teachers;
- 456           (b) Services available for parents and their children,  
 457 such as family literacy services; mentoring, tutorial, and other  
 458 academic reinforcement programs; college planning, academic  
 459 advisement, and student counseling services; and after-school  
 460 programs;
- 461           (c) Opportunities for parental participation, such as  
 462 parenting classes, adult education, school advisory councils,  
 463 and school volunteer programs;
- 464           (d) Opportunities for parents to learn about rigorous  
 465 academic programs that may be available for their child, such as  
 466 honors programs, dual enrollment, advanced placement,  
 467 International Baccalaureate, Florida Virtual High School  
 468 courses, and accelerated access to postsecondary education;
- 469           (e) Educational choices, as provided for in s. 1002.20(6),  
 470 and corporate income tax credit scholarships, as provided for in  
 471 s. 220.187;
- 472           (f) Classroom and test accommodations available for  
 473 students with disabilities; and
- 474           (g) School board rules, policies, and procedures for  
 475 ~~student promotion and retention~~, academic standards, student  
 476 assessment, courses of study, instructional materials, and

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477 | contact information for school and district offices.

478 |       Section 4. The State Board of Education shall initiate the  
479 | adoption of rules required by this act 10 days after the  
480 | effective date of this act.

481 |       Section 5. This act shall take effect upon becoming a law.