

Amendment No. (for drafter's use only)

CHAMBER ACTION

Senate

House

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1 Representative(s) Hays offered the following:

2
3 **Amendment (with title amendment)**

4 Remove everything after the enacting clause and insert:

5 Section 1. Paragraph (a) of subsection (16) of section
6 1001.42, Florida Statutes, is amended, subsection (22) is
7 renumbered as subsection (23), and a new subsection (22) is
8 added to that section, to read:

9 1001.42 Powers and duties of district school board.--The
10 district school board, acting as a board, shall exercise all
11 powers and perform all duties listed below:

12 (16) IMPLEMENT SCHOOL IMPROVEMENT AND
13 ACCOUNTABILITY.--Maintain a system of school improvement and
14 education accountability as provided by statute and State Board
15 of Education rule. This system of school improvement and
16 education accountability shall be consistent with, and
17 implemented through, the district's continuing system of

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18 | planning and budgeting required by this section and ss.
19 | 1008.385, 1010.01, and 1011.01. This system of school
20 | improvement and education accountability shall include, but is
21 | not limited to, the following:

22 | (a) School improvement plans.--Annually approve and
23 | require implementation of a new, amended, or continuation school
24 | improvement plan for each school in the district that is
25 | designated as performance grade category "C" or below or that is
26 | required to have a school improvement plan under federal law,
27 | except that a district school board may establish a district
28 | school improvement plan that includes all schools in the
29 | district operating for the purpose of providing educational
30 | services to youth in Department of Juvenile Justice programs.
31 | The district school board may require a school that is
32 | designated as performance grade category "A" or "B" to complete
33 | a school improvement plan. A school improvement ~~Such~~ plan shall
34 | be designed to achieve the state education priorities pursuant
35 | to s. 1000.03(5) and student performance standards. In addition,
36 | any school required to implement a rigorous reading requirement
37 | pursuant to s. 1003.415 must include such component in its
38 | school improvement plan. Each plan shall address student
39 | achievement goals and strategies based on state and school
40 | district proficiency standards. The plan may also address issues
41 | relative to other academic-related matters ~~budget, training,~~
42 | ~~instructional materials, technology, staffing, student support~~
43 | ~~services, specific school safety and discipline strategies,~~
44 | ~~student health and fitness, including physical fitness, parental~~
45 | ~~information on student health and fitness, and indoor~~
46 | ~~environmental air quality, and other matters of resource~~

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47 ~~allocation~~, as determined by district school board policy, and
48 shall be based on an analysis of student achievement and other
49 school performance data.

50 (22) REDUCE PAPERWORK AND DATA COLLECTION AND REPORTING
51 REQUIREMENTS.--

52 (a) Paperwork and data collection.--Hold extensive public
53 hearings and provide detailed analysis of burden hours needed to
54 complete paperwork, hard copies, and electronic copies required
55 under a state mandate if the district school board will exceed
56 paperwork and data collection requirements of the state mandate.
57 "Burden hours" are defined as the amount of time required to
58 gather, compile, complete, transmit, and report information.

59 (b) Task force.--Establish a task force to reduce the
60 paper and electronic reporting requirements that impact the
61 school district, which may include the duties specified in s.
62 1008.385(2)(b). A majority of the task force members must be
63 classroom teachers with additional members including, but not
64 limited to, one exceptional student education teacher, school
65 administrators, district-level personnel, and the district
66 school superintendent. The task force must seek to reduce the
67 burden hours required of school district staff by making
68 recommendations to the district school board on ways to reduce,
69 eliminate, revise, or consolidate requirements relating to, but
70 not limited to, student attendance, student behavior, and
71 teacher lesson plans. The task force must annually report its
72 actions and recommendations to the Department of Education. The
73 department shall review the annual reports and progress of each
74 school district task force and, based on such information,
75 provide its recommendations to school districts for reduction,

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76 elimination, revision, or consolidation of paper and electronic
77 reporting requirements.

78 Section 2. Subsection (8) of section 1003.415, Florida
79 Statutes, is renumbered as subsection (7) and present subsection
80 (7) of that section is amended to read:

81 1003.415 The Middle Grades Reform Act.--

82 ~~(7) PERSONALIZED MIDDLE SCHOOL SUCCESS PLAN.~~

83 ~~(a) Beginning with the 2004-2005 school year, each~~
84 ~~principal of a school with a middle grade shall designate~~
85 ~~certified staff members at the school to develop and administer~~
86 ~~a personalized middle school success plan for each entering~~
87 ~~sixth grade student who scored below Level 3 in reading on the~~
88 ~~most recently administered FCAT. The purpose of the success plan~~
89 ~~is to assist the student in meeting state and school district~~
90 ~~expectations in academic proficiency and to prepare the student~~
91 ~~for a rigorous high school curriculum. The success plan shall be~~
92 ~~developed in collaboration with the student and his or her~~
93 ~~parent and must be implemented until the student completes the~~
94 ~~eighth grade or achieves a score at Level 3 or above in reading~~
95 ~~on the FCAT, whichever occurs first. The success plan must~~
96 ~~minimize paperwork and may be incorporated into a parent/teacher~~
97 ~~conference, included as part of a progress report or report~~
98 ~~card, included as part of a general orientation at the beginning~~
99 ~~of the school year, or provided by electronic mail or other~~
100 ~~written correspondence.~~

101 ~~(b) The personalized middle school success plan must:~~

102 ~~1. Identify educational goals and intermediate benchmarks~~
103 ~~for the student in the core curriculum areas which will prepare~~
104 ~~the student for high school.~~

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105 ~~2. Be based upon academic performance data and an~~
106 ~~identification of the student's strengths and weaknesses.~~

107 ~~3. Include academic intervention strategies with frequent~~
108 ~~progress monitoring.~~

109 ~~4. Provide innovative methods to promote the student's~~
110 ~~advancement which may include, but not be limited to, flexible~~
111 ~~scheduling, tutoring, focus on core curricula, online~~
112 ~~instruction, an alternative learning environment, or other~~
113 ~~interventions that have been shown to accelerate the learning~~
114 ~~process.~~

115 ~~(c) The personalized middle school success plan must be~~
116 ~~incorporated into any individual student plan required by~~
117 ~~federal or state law, including the academic improvement plan~~
118 ~~required in s. 1008.25, an individual education plan (IEP) for a~~
119 ~~student with disabilities, a federal 504 plan, or an ESOL plan.~~

120 ~~(d) The Department of Education shall provide technical~~
121 ~~assistance for districts, school administrators, and~~
122 ~~instructional personnel regarding the development of~~
123 ~~personalized middle school success plans. The assistance shall~~
124 ~~include strategies and techniques designed to maximize~~
125 ~~interaction between students, parents, teachers, and other~~
126 ~~instructional and administrative staff while minimizing~~
127 ~~paperwork.~~

128 Section 3. Subsection (4), paragraphs (b) and (c) of
129 subsection (6), and paragraph (b) of subsection (7) of section
130 1008.25, Florida Statutes, are amended to read:

131 1008.25 Public school student progression; remedial
132 instruction; reporting requirements.--

133 (4) ASSESSMENT AND REMEDIATION.--

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134 (a) Each student must participate in the statewide
135 assessment tests required by s. 1008.22. Each student who does
136 not meet specific levels of performance as determined by the
137 district school board in reading, writing, science, and
138 mathematics for each grade level, or who does not meet specific
139 levels of performance as determined by the commissioner on
140 statewide assessments at selected grade levels, must be provided
141 with additional diagnostic assessments to determine the nature
142 of the student's difficulty and areas of academic need.

143 (b) The school in which the student is enrolled must
144 develop, in consultation with the student's parent, and must
145 implement a progress monitoring plan. A progress monitoring plan
146 is intended to provide the school district and the school
147 flexibility in meeting the academic needs of the student and to
148 reduce paperwork. A student who is not meeting the school
149 district or state requirements for proficiency shall be covered
150 by one of the following plans to target instruction and identify
151 ways to improve his or her academic achievement:

152 1. A federally required student plan such as an individual
153 education plan;

154 2. A schoolwide system of progress monitoring for all
155 students; or

156 3. An individualized progress monitoring plan.

157
158 ~~The plan chosen must be an academic improvement plan designed to~~
159 ~~assist the student or the school in meeting state and district~~
160 ~~expectations for proficiency. For a student for whom a~~
161 ~~personalized middle school success plan is required pursuant to~~
162 ~~s. 1003.415, the middle school success plan must be incorporated~~
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163 | ~~in the student's academic improvement plan. Beginning with the~~
164 | ~~2002-2003 school year, if the student has been identified as~~
165 | ~~having a deficiency in reading, the academic improvement plan~~
166 | ~~shall identify the student's specific areas of deficiency in~~
167 | ~~phonemic awareness, phonics, fluency, comprehension, and~~
168 | ~~vocabulary; the desired levels of performance in these areas;~~
169 | ~~and the instructional and support services to be provided to~~
170 | ~~meet the desired levels of performance. Schools shall also~~
171 | ~~provide for the frequent monitoring of the student's progress in~~
172 | ~~meeting the desired levels of performance. District school~~
173 | ~~boards shall assist schools and teachers to implement research-~~
174 | ~~based reading activities that have been shown to be successful~~
175 | ~~in teaching reading to low-performing students. Remedial~~
176 | ~~instruction provided during high school may not be in lieu of~~
177 | ~~English and mathematics credits required for graduation.~~

178 | ~~(c) Upon subsequent evaluation, if the documented~~
179 | ~~deficiency has not been remediated in accordance with the~~
180 | ~~academic improvement plan, the student may be retained. Each~~
181 | ~~student who does not meet the minimum performance expectations~~
182 | ~~defined by the Commissioner of Education for the statewide~~
183 | ~~assessment tests in reading, writing, science, and mathematics~~
184 | ~~must continue to be provided with remedial or supplemental~~
185 | ~~instruction until the expectations are met or the student~~
186 | ~~graduates from high school or is not subject to compulsory~~
187 | ~~school attendance.~~

188 | (6) ELIMINATION OF SOCIAL PROMOTION.--

189 | (b) The district school board may only exempt students
190 | from mandatory retention, as provided in paragraph (5)(b), for

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191 good cause. Good cause exemptions shall be limited to the
192 following:

193 1. Limited English proficient students who have had less
194 than 2 years of instruction in an English for Speakers of Other
195 Languages program.

196 2. Students with disabilities whose individual education
197 plan indicates that participation in the statewide assessment
198 program is not appropriate, consistent with the requirements of
199 State Board of Education rule.

200 3. Students who demonstrate an acceptable level of
201 performance on an alternative standardized reading assessment
202 approved by the State Board of Education.

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

207 5. Students with disabilities who participate in the FCAT
208 and who have an individual education plan or a Section 504 plan
209 that reflects that the student has received ~~the~~ intensive
210 remediation in reading, ~~as required by paragraph (4)(b)~~, for
211 more than 2 years but still demonstrates a deficiency in reading
212 and was previously retained in kindergarten, grade 1, grade 2,
213 or grade 3.

214 6. Students who have received ~~the~~ intensive remediation in
215 reading ~~as required by paragraph (4)(b)~~ for 2 or more years but
216 still demonstrate a deficiency in reading and who were
217 previously retained in kindergarten, grade 1, grade 2, or grade
218 3 for a total of 2 years. Intensive reading instruction for
219 students so promoted must include an altered instructional day

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220 ~~based upon an academic improvement plan~~ that includes
221 specialized diagnostic information and specific reading
222 strategies for each student. The district school board shall
223 assist schools and teachers to implement reading strategies that
224 research has shown to be successful in improving reading among
225 low-performing readers.

226 (c) Requests for good cause exemptions for students from
227 the mandatory retention requirement as described in
228 subparagraphs (b)3. and 4. shall be made consistent with the
229 following:

230 1. Documentation shall be submitted from the student's
231 teacher to the school principal that indicates that the
232 promotion of the student is appropriate and is based upon the
233 student's academic record. In order to minimize paperwork
234 requirements, such documentation shall consist only of the
235 existing ~~academic improvement plan~~, individual educational plan,
236 if applicable, report card, or student portfolio.

237 2. The school principal shall review and discuss such
238 recommendation with the teacher and make the determination as to
239 whether the student should be promoted or retained. If the
240 school principal determines that the student should be promoted,
241 the school principal shall make such recommendation in writing
242 to the district school superintendent. The district school
243 superintendent shall accept or reject the school principal's
244 recommendation in writing.

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

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

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

256 2. Provide students who are retained under the provisions
257 of paragraph (5)(b) with intensive instructional services and
258 supports to remediate the identified areas of reading
259 deficiency, including a minimum of 90 minutes of daily,
260 uninterrupted, scientifically research-based reading instruction
261 and other strategies prescribed by the school district, which
262 may include, but are not limited to:

- 263 a. Small group instruction.
264 b. Reduced teacher-student ratios.
265 c. More frequent progress monitoring.
266 d. Tutoring or mentoring.
267 e. Transition classes containing 3rd and 4th grade
268 students.
269 f. Extended school day, week, or year.
270 g. Summer reading camps.

271 3. Provide written notification to the parent of any
272 student who is retained under the provisions of paragraph (5)(b)
273 that his or her child has not met the proficiency level required
274 for promotion and the reasons the child is not eligible for a
275 good cause exemption as provided in paragraph (6)(b). The
276 notification must comply with the provisions of s. 1002.20(14)

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277 and must include a description of proposed interventions and
278 supports that will be provided to the child to remediate the
279 identified areas of reading deficiency.

280 4. Implement a policy for the midyear promotion of any
281 student retained under the provisions of paragraph (5)(b) who
282 can demonstrate that he or she is a successful and independent
283 reader, reading at or above grade level, and ready to be
284 promoted to grade 4. Tools that school districts may use in
285 reevaluating any student retained may include subsequent
286 assessments, alternative assessments, and portfolio reviews, in
287 accordance with rules of the State Board of Education. Students
288 promoted during the school year after November 1 must
289 demonstrate proficiency above that required to score at Level 2
290 on the grade 3 FCAT, as determined by the State Board of
291 Education. The State Board of Education shall adopt standards
292 that provide a reasonable expectation that the student's
293 progress is sufficient to master appropriate 4th grade level
294 reading skills.

295 5. Provide students who are retained under the provisions
296 of paragraph (5)(b) with a high-performing teacher as determined
297 by student performance data and above-satisfactory performance
298 appraisals.

299 6. In addition to required reading enhancement and
300 acceleration strategies, provide parents of students to be
301 retained with at least one of the following instructional
302 options:

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

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

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

310 7. Establish a Reading Enhancement and Acceleration
311 Development (READ) Initiative. The focus of the READ Initiative
312 shall be to prevent the retention of grade 3 students and to
313 offer intensive accelerated reading instruction to grade 3
314 students who failed to meet standards for promotion to grade 4
315 and to each K-3 student who is assessed as exhibiting a reading
316 deficiency. The READ Initiative shall:

317 a. Be provided to all K-3 students at risk of retention as
318 identified by the statewide assessment system used in Reading
319 First schools. The assessment must measure phonemic awareness,
320 phonics, fluency, vocabulary, and comprehension.

321 b. Be provided during regular school hours in addition to
322 the regular reading instruction.

323 c. Provide a state-identified reading curriculum that has
324 been reviewed by the Florida Center for Reading Research at
325 Florida State University and meets, at a minimum, the following
326 specifications:

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

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

331 (III) Provides scientifically based and reliable
332 assessment.

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

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335 (V) Is implemented during regular school hours.

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

339 8. Establish at each school, where applicable, an
340 Intensive Acceleration Class for retained grade 3 students who
341 subsequently score at Level 1 on the reading portion of the
342 FCAT. The focus of the Intensive Acceleration Class shall be to
343 increase a child's reading level at least two grade levels in 1
344 school year. The Intensive Acceleration Class shall:

345 a. Be provided to any student in grade 3 who scores at
346 Level 1 on the reading portion of the FCAT and who was retained
347 in grade 3 the prior year because of scoring at Level 1 on the
348 reading portion of the FCAT.

349 b. Have a reduced teacher-student ratio.

350 c. Provide uninterrupted reading instruction for the
351 majority of student contact time each day and incorporate
352 opportunities to master the grade 4 Sunshine State Standards in
353 other core subject areas.

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

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

360 f. Include weekly progress monitoring measures to ensure
361 progress is being made.

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362 g. Report to the Department of Education, in the manner
363 described by the department, the progress of students in the
364 class at the end of the first semester.

365 9. Report to the State Board of Education, as requested,
366 on the specific intensive reading interventions and supports
367 implemented at the school district level. The Commissioner of
368 Education shall annually prescribe the required components of
369 requested reports.

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

377 Section 4. Paragraph (b) of subsection (3) of section
378 411.227, Florida Statutes, is amended to read:

379 411.227 Components of the Learning Gateway.--The Learning
380 Gateway system consists of the following components:

381 (3) EARLY EDUCATION, SERVICES AND SUPPORTS.--

382 (b) Demonstration projects shall develop strategies to
383 increase the use of appropriate intervention practices with
384 children who have learning problems and learning disabilities
385 within public and private early care and education programs and
386 K-3 public and private school settings. Strategies may include
387 training and technical assistance teams. Intervention must be
388 coordinated and must focus on providing effective supports to
389 children and their families within their regular education and
390 community environment. These strategies must incorporate, as

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391 appropriate, school and district activities related to the
392 student's academic ~~improvement~~ plan and must provide parents
393 with greater access to community-based services that should be
394 available beyond the traditional school day. Academic
395 expectations for public school students in grades K-3 must be
396 based upon the local school board's adopted proficiency levels.
397 When appropriate, school personnel shall consult with the local
398 Learning Gateway to identify other community resources for
399 supporting the child and the family.

400 Section 5. Subsection (11) of section 1002.20, Florida
401 Statutes, is amended to read:

402 1002.20 K-12 student and parent rights.--Parents of public
403 school students must receive accurate and timely information
404 regarding their child's academic progress and must be informed
405 of ways they can help their child to succeed in school. K-12
406 students and their parents are afforded numerous statutory
407 rights including, but not limited to, the following:

408 (11) STUDENTS WITH READING DEFICIENCIES.--Each elementary
409 school shall regularly assess the reading ability of each K-3
410 student. The parent of any K-3 student who exhibits a reading
411 deficiency shall be immediately notified of the student's
412 deficiency with a description and explanation, in terms
413 understandable to the parent, of the exact nature of the
414 student's difficulty in learning and lack of achievement in
415 reading; shall be consulted in the development of a progress
416 monitoring ~~detailed academic improvement~~ plan, as described in
417 s. 1008.25(4)(b); and shall be informed that the student will be
418 given intensive reading instruction until the deficiency is
419 corrected. This subsection operates in addition to the

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420 remediation and notification provisions contained in s. 1008.25
421 and in no way reduces the rights of a parent or the
422 responsibilities of a school district under that section.

423 Section 6. Subsection (7) of section 1002.23, Florida
424 Statutes, is amended to read:

425 1002.23 Family and School Partnership for Student
426 Achievement Act.--

427 (7) Each school district shall develop and disseminate a
428 parent guide to successful student achievement, consistent with
429 the guidelines of the Department of Education, which addresses
430 what parents need to know about their child's educational
431 progress and how parents can help their child to succeed in
432 school. The guide must:

433 (a) Be understandable to students and parents;

434 (b) Be distributed to all parents, students, and school
435 personnel at the beginning of each school year;

436 (c) Be discussed at the beginning of each school year in
437 meetings of students, parents, and teachers; ~~and~~

438 (d) Include information concerning services,
439 opportunities, choices, academic standards, and student
440 assessment; and

441 (e) Provide detailed information regarding the causes,
442 symptoms, and transmission of meningococcal disease and the
443 availability, effectiveness, known contraindications, and
444 appropriate age for the administration of any required or
445 recommended vaccine against meningococcal disease, in accordance
446 with the recommendations of the Advisory Committee on
447 Immunization Practices of the United States Centers for Disease
448 Control and Prevention.

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The parent guide may be included as a part of the code of student conduct that is required in s. 1006.07(2).

Section 7. Subsection (6) of section 1002.42, Florida Statutes, is amended to read:

1002.42 Private schools.--

(6) IMMUNIZATIONS.--The governing authority of each private school shall:

(a) Require students to present a certification of immunization in accordance with ~~the provisions of~~ s. 1003.22(3)-(11).

(b) Provide to every student's parent detailed information regarding the causes, symptoms, and transmission of meningococcal disease and the availability, effectiveness, known contraindications, and appropriate age for the administration of any required or recommended vaccine against meningococcal disease, in accordance with the recommendations of the Advisory Committee on Immunization Practices of the United States Centers for Disease Control and Prevention.

Section 8. Paragraph (n) of subsection (2) of section 1003.51, Florida Statutes, is amended to read:

1003.51 Other public educational services.--

(2) The State Board of Education shall adopt and maintain an administrative rule articulating expectations for effective education programs for youth in Department of Juvenile Justice programs, including, but not limited to, education programs in juvenile justice commitment and detention facilities. The rule shall articulate policies and standards for education programs

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477 for youth in Department of Juvenile Justice programs and shall
478 include the following:

479 (n) Performance expectations for providers and district
480 school boards, including the provision of a progress monitoring
481 ~~an academic improvement~~ plan as required in s. 1008.25.

482 Section 9. Subsection (7) of section 1003.52, Florida
483 Statutes, is amended to read:

484 1003.52 Educational services in Department of Juvenile
485 Justice programs.--

486 (7) A progress monitoring ~~An academic improvement~~ plan
487 shall be developed for students who score below the level
488 specified in district school board policy in reading, writing,
489 and mathematics or below the level specified by the Commissioner
490 of Education on statewide assessments as required by s. 1008.25.
491 These plans shall address academic, literacy, and life skills
492 and shall include provisions for intensive remedial instruction
493 in the areas of weakness.

494 Section 10. This act shall take effect July 1, 2006.

495

496

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

498 Remove the entire title and insert:

499 A bill to be entitled

500 An act relating to schools; amending s. 1001.42, F.S.,
501 relating to powers and duties of district school boards;
502 revising provisions relating to required school
503 improvement plans; revising content of such plans;
504 requiring public hearings and analysis relating to excess
505 paperwork and data collection; requiring district school

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506 board establishment of a task force to reduce paper and
507 electronic reporting requirements; providing task force
508 duties; amending s. 1002.23, F.S.; requiring school
509 districts to include certain information concerning
510 meningococcal disease in a parent guide; amending s.
511 1002.42, F.S.; requiring the governing authority of a
512 private school to provide certain information concerning
513 meningococcal disease to parents; amending s. 1003.415,
514 F.S.; deleting the personalized middle school success
515 plan; amending s. 1008.25, F.S., relating to student
516 progression; requiring implementation of progress
517 monitoring plans and deleting student improvement plans;
518 providing planning options to improve student academic
519 achievement; deleting certain provisions relating to
520 student remediation; amending ss. 411.227, 1002.20,
521 1003.51, and 1003.52, F.S.; conforming provisions;
522 providing an effective date.