

Bill No. CS for CS for SB 2048

Barcode 073220

	CHAMBER ACTION	
<u>Senate</u>		<u>House</u>

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Floor: 9/AD/2R  
05/03/2006 01:05 PM

11 Senator Lynn moved the following amendment:

12

**Senate Amendment (with title amendment)**

14 On page 43, line 18, through

15 page 47, line 25, delete those lines

16

17 and insert:

18 Section 21. Section 1003.428, Florida Statutes, is

19 created to read:

20 1003.428 General requirements for high school

21 graduation; revised.--

22 (1) Except as otherwise authorized pursuant to s.

23 1003.429, beginning with students entering their first year of

24 high school in the 2007-2008 school year, graduation requires

25 the successful completion of a minimum of 24 credits or an

26 Advanced International Certificate of Education Curriculum or

27 an International Baccalaureate curriculum.

28 (2) The 24 credits may be earned through applied,

29 integrated, and combined courses approved by the Department of

30 Education and shall be distributed as follows:

31 (a) Sixteen core curriculum credits:

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1           1. Four credits in English, with major concentration  
2 in composition, technical reading, and literature.

3           2. Four credits in mathematics, one of which must be  
4 Algebra I, a series of courses equivalent to Algebra I, or a  
5 higher-level mathematics course.

6           3. Three credits in science, two of which must have a  
7 laboratory component.

8           4. Three credits in social studies as follows: one  
9 credit in American history; one credit in world history;  
10 one-half credit in economics; and one-half credit in American  
11 government.

12           5. One credit in fine arts.

13           6. One credit in physical education, to include  
14 integration of health.

15           (b) Eight credits in majors, minors, or electives:

16           1. Four credits in a major area of interest selected  
17 by the student as part of the career and education plan  
18 required by s. 1003.4156.

19           2. Four credits in elective courses selected by the  
20 student as part of the career and education plan required by  
21 s. 1003.4156. These credits may be combined to allow for a  
22 second major area of interest pursuant to subparagraph 1.; a  
23 minor area of interest, or elective courses, intensive  
24 reading, or mathematics intervention courses; or  
25 credit-recovery courses as described in this subparagraph.

26           a. Intensive reading or mathematics intervention  
27 courses are based on student performance on the FCAT. These  
28 courses should be competency based and offered through  
29 innovative delivery systems, including computer-assisted  
30 instruction. School districts should use learning gains, other  
31 appropriate data, and incentives to identify and reward

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1 high-performing teachers in reading and mathematics who teach  
2 intensive-intervention courses.

3 (I) For each year in which a student scores at Level 1  
4 on FCAT reading, the student must be enrolled in and complete  
5 an intensive reading course the following year. Placement of  
6 Level 2 readers in either an intensive reading course or a  
7 content area course in which reading strategies are delivered  
8 shall be determined by diagnosis of reading needs. The  
9 Department of Education shall provide guidance on appropriate  
10 strategies for targeting the varying instructional needs of  
11 students who are reading below grade level. Reading courses  
12 must be designed and offered pursuant to the reading  
13 instruction plan required by s. 1001.62(8).

14 (II) For each year in which a student scores at Level  
15 1 or Level 2 on FCAT mathematics, the student must receive  
16 remediation the following year. Remediation may be provided  
17 through regular, applied, integrated, or combined courses.  
18 These courses are subject to approval by the Department of  
19 Education for inclusion in the Course Code Directory.

20 b. Credit-recovery courses are provided so that  
21 students can simultaneously earn an elective credit and the  
22 recovered credit. These courses should be competency-based and  
23 offered through innovative delivery systems, including  
24 computer-assisted instruction.

25 (3) District school boards shall establish policies to  
26 implement the requirements of secondary school reform pursuant  
27 to s. 1003.415. The policies must address each of the  
28 following:

29 (a) Applied, integrated, and combined courses that  
30 provide flexibility for students to enroll in creative majors  
31 and minors, elective courses, and credit-recovery courses.

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1       (b) Procedures for placing and promoting students who  
2 enter high school from out of state or from a foreign country.  
3 The policies may allow alternative methods for students to  
4 demonstrate competency in the courses required by this  
5 section.

6       (c) Grade forgiveness.

7       (d) Summer academies for students to receive intensive  
8 intervention courses in reading and mathematics or competency  
9 based credit-recovery courses. A student's participation in an  
10 instructional or remediation program prior to or immediately  
11 following entering grade 9 for the first time shall not affect  
12 that student's classification as a first-time 9th grader for  
13 reporting purposes, including calculation of graduation and  
14 dropout rates.

15       (e) Credit recovery courses shall be offered so that  
16 students may simultaneously earn an elective credit and the  
17 recovered credit.

18       (f) Strategies to support teachers' pursuit of the  
19 reading endorsement and emphasize reading instruction  
20 professional development for content area teachers.

21       (g) Creative and flexible alternative scheduling  
22 designed to meet student needs.

23       (h) Career and education planning for students who do  
24 not have a 4- to 5-year academic and career plan. Each  
25 student's plan must be signed by the student, the student's  
26 guidance counselor or academic advisor and the student's  
27 parent.

28       (i) Tools for parents to regularly monitor student  
29 progress and communicate with teachers.

30       (j) Additional course requirements for graduation  
31 which may be determined by each school district in the student

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1 progression plan.

2       (4) The Department of Education shall increase the  
3 number of approved applied, integrated, and combined courses  
4 available to school districts and shall coordinate policies  
5 and assistance across the department in order to support the  
6 successful implementation of this section by school districts.  
7 Courses submitted for approval by school districts, including  
8 those that combine technical skills and academic content, must  
9 be received by the Department of Education no later than 5  
10 months before the beginning of the school term in which such  
11 courses are planned to be offered. The State Board of  
12 Education must approve or disapprove courses no later than 3  
13 months before the school term in which such courses are  
14 planned to be offered. The Department of Education shall  
15 present newly proposed courses to the board for approval a  
16 minimum of three times annually.

17       (5)(a) A district school board may require specific  
18 courses and programs of study within the minimum credit  
19 requirements for high school graduation and shall modify basic  
20 courses, as necessary, to assure exceptional students the  
21 opportunity to meet the graduation requirements for a standard  
22 diploma, using one of the following strategies:

23           1. Assignment of the exceptional student to an  
24 exceptional education class for instruction in a basic course  
25 with the same student performance standards as those required  
26 of nonexceptional students in the district school board  
27 student progression plan; or

28           2. Assignment of the exceptional student to a basic  
29 education class for instruction that is modified to  
30 accommodate the student's exceptionality.

31       (b) The district school board shall determine which of

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1 these strategies to employ based upon an assessment of the  
2 student's needs and shall reflect this decision in the  
3 student's individual education plan.

4 (6) Each district school board shall establish  
5 standards for graduation from its schools, which must include:

6 (a) Successful completion of the academic credit or  
7 curriculum requirements of subsections (1) and (2).

8 (b) Earning passing scores on the FCAT, as defined in  
9 s. 1008.22(3)(c), or scores on a standardized test that are  
10 concordant with passing scores on the FCAT as defined in s.  
11 1008.22(9).

12 (c) Completion of all other applicable requirements  
13 prescribed by the district school board pursuant to s.  
14 1008.25.

15 (d) Achievement of a cumulative grade point average of  
16 2.0 on a 4.0 scale, or its equivalent, in the courses required  
17 by this section.

18 (7) The State Board of Education, after a public  
19 hearing and consideration, shall adopt rules based upon the  
20 recommendations of the commissioner for the provision of test  
21 accommodations and modifications of procedures as necessary  
22 for students with disabilities which will demonstrate the  
23 student's abilities rather than reflect the student's impaired  
24 sensory, manual, speaking, or psychological process skills.

25 (8) The public hearing and consideration required in  
26 subsection (5) shall not be construed to amend or nullify the  
27 requirements of security relating to the contents of  
28 examinations or assessment instruments and related materials  
29 or data as prescribed in s. 1008.23.

30 (9)(a) A student who meets all requirements prescribed  
31 in subsections (1), (2), (3), and (4) shall be awarded a

1 standard diploma in a form prescribed by the State Board of  
2 Education.

3 (b) A student who completes the minimum number of  
4 credits and other requirements prescribed by subsections (1),  
5 (2), and (3), but who is unable to meet the standards of  
6 paragraph (4)(b), paragraph (4)(c), or paragraph (4)(d), shall  
7 be awarded a certificate of completion in a form prescribed by  
8 the State Board of Education. However, any student who is  
9 otherwise entitled to a certificate of completion may elect to  
10 remain in the secondary school either as a full-time student  
11 or a part-time student for up to 1 additional year and receive  
12 special instruction designed to remedy his or her identified  
13 deficiencies.

14 (10)(a) Each district school board must provide  
15 instruction to prepare students with disabilities to  
16 demonstrate proficiency in the skills and competencies  
17 necessary for successful grade-to-grade progression and high  
18 school graduation.

19 (b) A student with a disability, as defined in s.  
20 1007.02(2), for whom the individual education plan (IEP)  
21 committee determines that the FCAT cannot accurately measure  
22 the student's abilities taking into consideration all  
23 allowable accommodations, shall have the FCAT requirement of  
24 paragraph (4)(b) waived for the purpose of receiving a  
25 standard high school diploma, if the student:

26 1. Completes the minimum number of credits and other  
27 requirements prescribed by subsections (1), (2), and (3).

28 2. Does not meet the requirements of paragraph (4)(b)  
29 after one opportunity in 10th grade and one opportunity in  
30 11th grade.

31 (11) The Commissioner of Education may award a

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1 standard high school diploma to honorably discharged veterans  
 2 who started high school between 1937 and 1946 and were  
 3 scheduled to graduate between 1941 and 1950 but were inducted  
 4 into the United States Armed Forces between September 16,  
 5 1940, and December 31, 1946, prior to completing the necessary  
 6 high school graduation requirements. Upon the recommendation  
 7 of the commissioner, the State Board of Education may develop  
 8 criteria and guidelines for awarding such diplomas.

9       (12) The Commissioner of Education may award a  
 10 standard high school diploma to honorably discharged veterans  
 11 who started high school between 1946 and 1950 and were  
 12 scheduled to graduate between 1950 and 1954, but were inducted  
 13 into the United States Armed Forces between June 27, 1950, and  
 14 January 31, 1955, and served during the Korean Conflict prior  
 15 to completing the necessary high school graduation  
 16 requirements. Upon the recommendation of the commissioner, the  
 17 State Board of Education may develop criteria and guidelines  
 18 for awarding such diplomas.

19       (13) The State Board of Education may adopt rules  
 20 pursuant to ss. 120.536(1) and 120.54 to implement the  
 21 provisions of this section and may enforce the provisions of  
 22 this section pursuant to s. 1008.32.

23  
 24

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

26 And the title is amended as follows:

27       On page 4, lines 9 and 10, delete those lines

28  
 29 and insert:

30       districts; requiring strategies for exceptional  
 31       students to meet graduation requirements;



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1           requiring standards for graduation; requiring  
2           rules for test accommodations and modifications  
3           in certain cases; providing requirements for  
4           standard diplomas and certificates of  
5           completion with exceptions; authorizing  
6           rulemaking and enforcement; amending s.  
7           1003.429,  
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