

Bill No. PCS for SB 2048 (300232)

Barcode 881698

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

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	Comm: FAV	.	
2	04/04/2006 04:06 PM	.	
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11 The Committee on Education (Lynn) recommended the following
 12 amendment:

14 **Senate Amendment**

15 On page 76, line 16, through
 16 page 80, line 26, delete those lines

18 and insert: policy incentive or the differentiated pay under
 19 s. 1012.22 ~~s. 1012.22(1)(c)~~. However, if any party responsible
 20 for notification fails to properly notify the school, the
 21 school principal shall be eligible for the incentive or
 22 differentiated pay.

23 Section 39. Section 1007.21, Florida Statutes, is
 24 amended to read:

25 1007.21 Readiness for postsecondary education and the
 26 workplace.--

27 (1) It is the intent of the Legislature that students
 28 and parents develop academic ~~set early~~ achievement and career
 29 goals for the student's post-high-school ~~post-high school~~
 30 experience during the middle grades. ~~This section sets forth a~~
 31 ~~model which schools, through their school advisory councils,~~

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1 ~~may choose to implement to ensure that students are ready for~~
2 ~~postsecondary education and the workplace. If such a program~~
3 ~~is adopted, students and their parents shall have the option~~
4 ~~of participating in this model to plan the student's secondary~~
5 ~~level course of study. Parents and students are to become~~
6 partners with school personnel in career exploration and
7 educational decisionmaking choice. Clear academic course
8 expectations that emphasize rigorous and relevant coursework
9 shall be made available to all students by allowing both
10 student and parent choice.

11 (2)(a) Students entering the 9th grade and their
12 parents shall have developed during the middle grades a 4- to
13 5-year academic and career plan based on postsecondary and
14 career ~~be active participants in choosing an~~
15 ~~end-of-high-school student destination based upon both student~~
16 ~~and parent~~ goals. Alternate career and academic ~~Four or more~~
17 destinations should be considered ~~available~~ with bridges
18 between destinations to enable students to shift academic and
19 career priorities if ~~destinations should~~ they choose to change
20 goals. The destinations shall accommodate the needs of
21 students served in exceptional education programs to the
22 extent appropriate for individual students. Exceptional
23 education students may continue to follow the courses outlined
24 in the district school board student progression plan.

25 ~~Participating~~ Students and their parents shall choose among
26 destinations, which must include:

- 27 1. Four-year college or university, community college
28 plus university, or military academy degree.
- 29 2. Two-year postsecondary degree.
- 30 3. Postsecondary career certificate.
- 31 4. Immediate employment or entry-level military.

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1 5. A combination of the above.

2 (b) The student progression model toward a chosen
3 destination shall include:

4 1. A "path" of core courses leading to each of the
5 destinations provided in paragraph (a).

6 2. A recommended group of electives which shall help
7 define each path.

8 3. Provisions for a teacher, school administrator,
9 other school staff member, or community volunteer to be
10 assigned to a student as an "academic advocate" if parental
11 involvement is lacking.

12 (c) The common placement test authorized in ss.
13 1001.03(10) and 1008.30 or a similar test may be administered
14 to all high school second semester sophomores who have chosen
15 one of the four destinations. The results of the placement
16 test shall be used to target additional instructional needs in
17 reading, writing, and mathematics prior to graduation.

18 (d) Ample opportunity shall be provided for students
19 to move from one destination to another, and some latitude
20 shall exist within each destination, to meet the individual
21 needs of students.

22 (e) Destinations specified in subparagraphs (a)1., 2.,
23 and 3. shall support the goals of the Tech Prep program.
24 Students participating in Tech Prep shall be enrolled in
25 articulated, sequential programs of study that include a
26 technical component and at least a minimum of a postsecondary
27 certificate or 2-year degree.

28 (f) In order for these destinations to be attainable,
29 the business community shall be encouraged to support
30 real-world internships and apprenticeships.

31 (g) All students shall be encouraged to take part in

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1 service learning opportunities.

2 (h) High school equivalency diploma preparation
3 programs shall not be a choice for high school students
4 leading to any of the four destinations provided in paragraph
5 (a) since the appropriate coursework, counseling component,
6 and career preparation cannot be ensured.

7 (i) Schools shall ensure that students and parents are
8 made aware of the destinations available and provide the
9 necessary coursework to assist the student in reaching the
10 chosen destination. Students and parents shall be made aware
11 of the student's progress toward the chosen destination.

12 (j) The Department of Education shall offer technical
13 assistance to school districts to ensure that the destinations
14 offered also meet the academic standards adopted by the state.

15 (3)(a) Access to Level I courses for graduation credit
16 and for pursuit of a declared destination shall be limited to
17 only those students for whom assessment indicates a more
18 rigorous course of study would be inappropriate.

19 (b) The school principal shall:

20 1. Designate a member of the existing instructional or
21 administrative staff to serve as a specialist to help
22 coordinate the use of student achievement strategies to help
23 students succeed in their coursework. The specialist shall
24 also assist teachers in integrating the academic and career
25 curricula, utilizing technology, providing feedback regarding
26 student achievement, and implementing the Blueprint for Career
27 Preparation and Tech Prep programs.

28 2. Institute strategies to eliminate reading, writing,
29 and mathematics deficiencies of secondary students.

30 Section 40. Paragraph (c) of subsection (3) of section
31 1007.2615, Florida Statutes, is amended to read:

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1 1007.2615 American Sign Language; findings;
2 foreign-language credits authorized; teacher licensing.--

3 (3) DUTIES OF COMMISSIONER OF EDUCATION AND STATE
4 BOARD OF EDUCATION; LICENSING OF AMERICAN SIGN LANGUAGE
5 TEACHERS; PLAN FOR POSTSECONDARY EDUCATION PROVIDERS.--

6 (c) An ASL teacher must be certified by the Department
7 of Education by July 1, 2009 ~~January 1, 2008~~, and must obtain
8 ~~current certification through the Florida American Sign~~
9 ~~Language Teachers' Association (FASLTA) by January 1, 2006.~~
10 ~~New FASLTA certification may be used by current ASL teachers~~
11 ~~as an alternative certification track.~~

12 Section 41. Subsections (5) and (16) of section
13 1007.271, Florida Statutes, are amended to read:

14 1007.271 Dual enrollment programs.--

15 (5) Each district school board shall inform all
16 secondary students of dual enrollment as an educational option
17 and mechanism for acceleration. Students shall be informed of
18 eligibility criteria, the option for taking dual enrollment
19 courses beyond the regular school year, and the minimum
20 academic credits required for graduation. District school
21 boards shall annually assess the demand for dual enrollment
22 and other advanced courses, and the district school board
23 shall consider strategies and programs to meet that demand and
24 include access to dual enrollment on the high school campus
25 whenever possible. Alternative grade calculation, weighting
26 systems, or information regarding student education options
27 which discriminates against dual enrollment courses are
28 prohibited.

29 (16) Beginning with students entering grade 9 in the
30 2006-2007 school year,

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