

By Senator Wilson

33-1347A-06

1 A bill to be entitled
2 An act relating to education; creating s.
3 1003.425, F.S.; requiring that certain
4 information concerning the value of a high
5 school education, the test scores that help
6 students obtain a diploma, and the options for
7 postsecondary training and workforce
8 participation be provided to students who are
9 in the 9th grade and to those who withdraw from
10 public school; requiring that a counselor be
11 assigned to each student who withdraws and that
12 the counselor follow the student's progress
13 until the student becomes an adult; amending s.
14 1008.25, F.S.; providing that the Legislature
15 intends to provide students and parents with
16 the tools and resources to ensure academic
17 success; requiring that the middle school
18 success plan include home visits for the
19 purpose of monitoring a student's progress and
20 ensuring that the parent is informed of efforts
21 directed towards the student; requiring
22 remedial or supplemental instruction to include
23 programs to assist students in achieving a
24 passing score on the FCAT assessment; requiring
25 that a weekly progress report be provided to
26 the parent; requiring assistance that
27 familiarizes the student with the type of
28 questions that are likely to appear on the
29 FCAT; authorizing high school students who have
30 passed the FCAT to provide tutoring assistance
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1 for students in certain grades; providing an
2 effective date.

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

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6 Section 1. Section 1003.425, Florida Statutes, is
7 created to read:

8 1003.425 Required information for 9th-grade students
9 and those leaving public school; mandatory followup
10 counselor.--

11 (1) Beginning in the 2007-2008 school year, each
12 student who is in the second semester of the 9th grade in a
13 public school must be given instruction in:

14 (a) The value of a high school education, both
15 financial and cultural;

16 (b) The alternative assessments, such as the SAT and
17 the ACT, the scores of which could help the student obtain a
18 high school diploma; and

19 (c) The postsecondary options that are available,
20 including undertaking workforce training, enrolling in a
21 community college or a university and the prerequisites to
22 each; and entering the workforce immediately upon leaving high
23 school, with or without a diploma. The instruction must
24 include a detailed discussion of the relative advantages and
25 disadvantages of each alternative.

26 (2) Beginning in the 2007-2008 school year, a student
27 who withdraws from public school for reasons other than
28 graduating or transferring to another school within or outside
29 the state must have an exit interview with a counselor who
30 presents the student with the types of information required to
31 be presented to 9th-grade students under subsection (1). In

1 the exit interview, the counselor must also determine where
2 the individual plans to go, and the school must assign to the
3 individual a counselor who will follow his or her progress and
4 serve as a resource for educational information until he or
5 she attains the age of 18 years.

6 Section 2. Subsections (1) and (4) of section 1008.25,
7 Florida Statutes, are amended to read:

8 1008.25 Public school student progression; remedial
9 instruction; reporting requirements.--

10 (1) INTENT.--It is the intent of the Legislature that
11 each student's progression from one grade to another be
12 determined, in part, upon proficiency in reading, writing,
13 science, and mathematics; that district school board policies
14 facilitate such proficiency; ~~and~~ that each student and his or
15 her parent be informed of that student's academic progress
16 through weekly progress reports; and that each student and his
17 or her parent be provided with the tools and resources to
18 ensure academic success.

19 (4) ASSESSMENT AND REMEDIATION.--

20 (a) Each student must participate in the statewide
21 assessment tests required by s. 1008.22. Each student who does
22 not meet specific levels of performance as determined by the
23 district school board in reading, writing, science, and
24 mathematics for each grade level, or who does not meet
25 specific levels of performance as determined by the
26 commissioner on statewide assessments at selected grade
27 levels, must be provided with additional diagnostic
28 assessments to determine the nature of the student's
29 difficulty and areas of academic need.

30 (b) The school in which the student is enrolled must
31 develop, in consultation with the student's parent, and must

1 | implement an academic improvement plan designed to assist the
2 | student in meeting state and district expectations for
3 | proficiency. For a student for whom a personalized middle
4 | school success plan is required pursuant to s. 1003.415, the
5 | middle school success plan must be incorporated in the
6 | student's academic improvement plan. The middle school success
7 | plan must include a component that provides for home visits to
8 | be made for the purpose of monitoring a student's progress and
9 | ensuring that the parent is aware and informed of the efforts
10 | being made to ensure that the student improves academically.

11 | Beginning with the 2002-2003 school year, if the student has
12 | been identified as having a deficiency in reading, the
13 | academic improvement plan shall identify the student's
14 | specific areas of deficiency in phonemic awareness, phonics,
15 | fluency, comprehension, and vocabulary; the desired levels of
16 | performance in these areas; and the instructional and support
17 | services to be provided to meet the desired levels of
18 | performance. Schools shall also provide for the frequent
19 | monitoring of the student's progress in meeting the desired
20 | levels of performance. District school boards shall assist
21 | schools and teachers to implement research-based reading
22 | activities that have been shown to be successful in teaching
23 | reading to low-performing students. Remedial instruction
24 | provided during high school may not be in lieu of English and
25 | mathematics credits required for graduation.

26 | (c) Upon subsequent evaluation, if the documented
27 | deficiency has not been remediated in accordance with the
28 | academic improvement plan, the student may be retained. Each
29 | student who does not meet the minimum performance expectations
30 | defined by the Commissioner of Education for the statewide
31 | assessment tests in reading, writing, science, and mathematics

1 must continue to be provided with remedial or supplemental
2 instruction until the expectations are met or the student
3 graduates from high school or is not subject to compulsory
4 school attendance.

5 (d) The remedial or supplemental instruction required
6 under this subsection shall include special programs that are
7 dedicated to assisting students in attaining a passing score
8 on the FCAT assessment. The special programs may be offered as
9 after-school programs or during class periods that are set
10 aside for the purpose of providing intensive remedial study
11 and coaching in designated subject areas of the FCAT. The
12 parent of each student who receives remedial study and
13 coaching for purposes of passing the FCAT assessment shall be
14 provided with a weekly progress report. Additional assistance
15 may be provided in the form of homework or classes designed to
16 familiarize the student with the type of questions that are
17 likely to appear on the FCAT assessment. The remedial or
18 supplemental instruction may also include tutoring by high
19 school students who have successfully passed the FCAT
20 assessment and who provide assistance to students in the
21 eighth grade or ninth grade who are anticipated to have
22 difficulty in attaining a passing score on the FCAT
23 assessment. The school shall offer credit in community service
24 for any student who provides such tutoring.

25 Section 3. This act shall take effect July 1, 2006.
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SENATE SUMMARY

Requires that certain information about the value of a high school education, the test scores that help students obtain a diploma, and the options for postsecondary training and workforce participation be provided to students who are in the 9th grade and to those who withdraw from public school. Requires that a counselor be assigned to each student who withdraws and that the counselor follow the student's progress until the student becomes an adult. Requires the middle school success plan to include home visits in order to ensure that the parent is informed of the student's progress and of efforts directed towards the student. Requires that remedial or supplemental instruction include programs to assist students in passing the FCAT. Requires that a weekly progress report be provided to the student's parent. Requires that the assistance help familiarizes the student with the type of questions that are likely to appear on the FCAT. Provides for high school students who have passed the FCAT to provide tutoring assistance for students in eighth and ninth grades.