



1 accelerated learning opportunities for certain  
2 students; requiring schools districts to  
3 implement an accelerated learning policy;  
4 requiring the Department of Education to  
5 conduct studies; amending s. 1004.04, F.S.;  
6 conforming provisions; amending s. 1007.35,  
7 F.S.; conforming provisions; amending s.  
8 1008.22, F.S.; requiring the Florida  
9 Comprehensive Assessment Test to assess  
10 students in social studies; requiring the  
11 content knowledge and skills of the statewide  
12 assessment program and Florida Comprehensive  
13 Assessment Test to align to the World Class  
14 Education Standards; providing for the  
15 expedited revision of the Florida Comprehensive  
16 Assessment Test; requiring the Commissioner of  
17 Education to submit reports; creating s.  
18 1008.222, F.S.; providing requirements for  
19 end-of-course examinations and timelines for  
20 implementation; amending s. 1008.25, F.S.;  
21 conforming provisions; requiring remediation in  
22 social studies; revising requirements for an  
23 annual report; amending s. 1008.331, F.S.;  
24 establishing local education service providers  
25 and penalties for nonperformance of contracted  
26 providers; amending s. 1008.385, F.S.;  
27 conforming provisions; amending s. 1012.05,  
28 F.S.; conforming provisions; amending ss.  
29 1012.28 and 1012.52, F.S.; conforming  
30 provisions; amending s. 1012.56, F.S.;  
31 requiring the State Board of Education to align

1 subject area examinations to the World Class  
2 Education Standards; conforming provisions;  
3 amending s. 1012.585, F.S.; applying certain  
4 inservice points toward renewal of an educator  
5 professional certificate specialization area;  
6 amending s. 1012.72, F.S.; conforming  
7 provisions; amending s. 1012.98, F.S.;  
8 requiring a school district's inservice  
9 activities to support state standards;  
10 directing districts to align inservice  
11 activities to the World Class Education  
12 Standards; requiring statewide standardized  
13 delivery of certain inservice activities and  
14 outcome measurement of such activities;  
15 requiring the department to provide statewide  
16 standardized professional development and  
17 educators to participate therein; requiring the  
18 Office of Program Policy Analysis and  
19 Government Accountability to submit reports  
20 relating to after-school programs; providing an  
21 effective date.

22  
23 Be It Enacted by the Legislature of the State of Florida:

24  
25 Section 1. Subsection (1) of section 1001.03, Florida  
26 Statutes, is amended to read:

27 1001.03 Specific powers of State Board of Education.--

28 (1) PUBLIC K-12 STUDENT PERFORMANCE STANDARDS.--

29 (a) The State Board of Education shall review and  
30 systematically replace ~~approve the student performance~~  
31 ~~standards known as~~ the Sunshine State Standards by adopting

1 World Class Education Standards that prepare Florida's  
2 students to effectively engage, communicate, and compete  
3 globally with students around the world. For purposes of this  
4 act, World Class Education Standards are defined as curriculum  
5 standards by subject area and grade level which integrate  
6 critical thinking and problem-solving skills, creativity and  
7 innovation skills, communication and information skills,  
8 collaboration skills, contextual and applied-learning skills,  
9 information and media-literacy skills, global-awareness  
10 skills, and civic-engagement skills. The World Class Education  
11 Standards shall, at a minimum:

12 1. Establish the essential content knowledge and  
13 skills, by each in key academic subject areas and grade level,  
14 that are necessary for student academic achievement; levels.

15 2. Identify the general content knowledge that a  
16 student is expected to know for reading proficiency;

17 3. Identify the specific content knowledge and skills  
18 that a student is expected to know and be able to demonstrate  
19 for each subject area listed in s. 1003.41 by grade level;

20 4. Provide for the sequential development of a  
21 student's content knowledge and skills grade by grade for each  
22 subject area; and

23 5. Provide for alignment to curriculum that is  
24 appropriate for high school graduates to enter the workforce  
25 and compete in high-demand careers in Florida's global economy  
26 and to succeed in postsecondary education.

27 (b) By January 31, 2008, the State Board of Education  
28 shall establish an expedited a schedule for to facilitate the  
29 adoption periodic review of the World Class Education  
30 Standards, and for the periodic review and revision of the  
31 standards, to ensure superior adequate rigor, relevance,

1 logical student progression, and integration of reading,  
2 writing, and mathematics across all subject areas. Each  
3 recommendation for adoption, revision, or repeal of the  
4 standards must include an estimate of the expenditures  
5 required to implement the recommendation, including, but not  
6 limited to, preservice teacher education, professional  
7 development, acquisition of instructional programs, student  
8 instruction, and valid instructional assessments aligned to  
9 the new standards. Effective January 1, 2009, the state board  
10 shall, by January 1 of each year, submit a report to the  
11 Governor, the President of the Senate, and the Speaker of the  
12 House of Representatives detailing the status of the adoption,  
13 implementation, and any subsequent revisions of the World  
14 Class Education Standards.

15 (c) The State Board of Education shall include Florida  
16 educators in the development and review of the Standards. The  
17 state board shall consider the recommendations of educators,  
18 citizens, and members of the business community; consult  
19 national or international curricular experts in each review by  
20 subject area; and consider standards implemented by other  
21 states or nations which are regarded as exceptionally rigorous  
22 by the curricular experts. The state board shall also ~~must~~  
23 include the participation of curriculum leaders in other  
24 content areas, including the arts, to ensure valid content  
25 area integration and to address the instructional requirements  
26 of different learning styles.

27 (d) The process for adoption and revision of the World  
28 Class Education Standards ~~review and proposed revisions~~ must  
29 include leadership and input from ~~the state's~~ classroom  
30 teachers and selected, school administrators, postsecondary  
31 ~~institutions and community colleges and universities~~, and from

1 ~~representatives from business and industry representatives who~~  
2 ~~are identified by Enterprise Florida, Inc. local education~~  
3 ~~foundations. a report including proposed revisions must be~~  
4 ~~submitted to the Governor, the President of the Senate, and~~  
5 ~~the Speaker of the House of Representatives annually to~~  
6 ~~coincide with the established review schedule. The review~~  
7 ~~schedule and an annual status report must be submitted to the~~  
8 ~~Governor, the President of the Senate, and the Speaker of the~~  
9 ~~House of Representatives annually not later than January 1.~~

10 (e) Beginning with the 2008-2009 school year, the  
11 State Board of Education shall submit an annual report on the  
12 achievement results of Florida's students based on instruction  
13 aligned to the World Class Education Standards. The report  
14 shall be submitted to the Governor, the President of the  
15 Senate, and the Speaker of the House of Representatives no  
16 later than December 30, and shall include data to monitor  
17 achievement gains and to provide academic comparisons of  
18 Florida students who are achieving at or above grade level to  
19 other students nationally and to students at commensurate  
20 grade levels in other countries.

21 Section 2. Paragraph (b) of subsection (4) and  
22 paragraph (d) of subsection (5) of section 39.0016, Florida  
23 Statutes, are amended to read:

24 39.0016 Education of abused, neglected, and abandoned  
25 children.--

26 (4) The department shall enter into agreements with  
27 district school boards or other local educational entities  
28 regarding education and related services for children known to  
29 the department who are of school age and children known to the  
30 department who are younger than school age but who would  
31

1 otherwise qualify for services from the district school board.

2 Such agreements shall include, but are not limited to:

3 (b) A requirement that the district school board  
4 shall:

5 1. Provide the department with a general listing of  
6 the services and information available from the district  
7 school board, including, but not limited to, the World Class  
8 Education ~~current Sunshine State~~ Standards, the Surrogate  
9 Parent Training Manual, and other resources accessible through  
10 the Department of Education or local school districts to  
11 facilitate educational access for a child known to the  
12 department.

13 2. Identify all educational and other services  
14 provided by the school and school district which the school  
15 district believes are reasonably necessary to meet the  
16 educational needs of a child known to the department.

17 3. Determine whether transportation is available for a  
18 child known to the department when such transportation will  
19 avoid a change in school assignment due to a change in  
20 residential placement. Recognizing that continued enrollment  
21 in the same school throughout the time the child known to the  
22 department is in out-of-home care is preferable unless  
23 enrollment in the same school would be unsafe or otherwise  
24 impractical, the department, the district school board, and  
25 the Department of Education shall assess the availability of  
26 federal, charitable, or grant funding for such transportation.

27 4. Provide individualized student intervention or an  
28 individual educational plan when a determination has been made  
29 through legally appropriate criteria that intervention  
30 services are required. The intervention or individual  
31 educational plan must include strategies to enable the child

1 known to the department to maximize the attainment of  
2 educational goals.

3 (5) The department shall incorporate an education  
4 component into all training programs of the department  
5 regarding children known to the department. Such training  
6 shall be coordinated with the Department of Education and the  
7 local school districts. The department shall offer  
8 opportunities for education personnel to participate in such  
9 training. Such coordination shall include, but not be limited  
10 to, notice of training sessions, opportunities to purchase  
11 training materials, proposals to avoid duplication of services  
12 by offering joint training, and incorporation of materials  
13 available from the Department of Education and local school  
14 districts into the department training when appropriate. The  
15 department training components shall include:

16 (d) Training of caseworkers regarding the services and  
17 information available through the Department of Education and  
18 local school districts, including, but not limited to, the  
19 World Class Education ~~current Sunshine State~~ Standards, the  
20 Surrogate Parent Training Manual, and other resources  
21 accessible through the Department of Education or local school  
22 districts to facilitate educational access for a child known  
23 to the department.

24 Section 3. Paragraph (g) of subsection (7) of section  
25 445.049, Florida Statutes, is amended to read:

26 445.049 Digital Divide Council.--

27 (7) PROGRAM OBJECTIVES AND GOALS.--The programs  
28 authorized by this section shall have the following objectives  
29 and goals:

30 (g) Using information technology to facilitate  
31 achievement of the World Class Education ~~Sunshine State~~

1 Standards by all children enrolled in the state's K-12 school  
2 system who are members of at-risk families.

3 Section 4. Subsection (7) of section 1000.21, Florida  
4 Statutes, is amended to read:

5 1000.21 Systemwide definitions.--As used in the  
6 Florida K-20 Education Code:

7 (7) "World Class Education Sunshine State Standards"  
8 means the student content are standards, as described in ss.  
9 1001.03(1) and 1003.41, which that identify what public school  
10 students are expected to should know and be able to  
11 demonstrate do. The term includes the Sunshine State Standards  
12 for a subject area until the standards are replaced under s.  
13 1001.03(1) by the World Class Education Standards for the  
14 subject area. These standards delineate the academic  
15 achievement of students for which the state will hold its  
16 public schools accountable in grades K 2, 3 5, 6 8, and 9 12,  
17 in the subjects of language arts, mathematics, science, social  
18 studies, the arts, health and physical education, foreign  
19 languages, reading, writing, history, government, geography,  
20 economics, and computer literacy.

21 Section 5. Subsection (1) of section 1001.02, Florida  
22 Statutes, is amended to read:

23 1001.02 General powers of State Board of Education.--

24 (1) The State Board of Education is the chief  
25 implementing and coordinating body of public education in  
26 Florida, and it shall focus on high-level policy decisions.  
27 The state board it has authority to adopt rules under pursuant  
28 to ss. 120.536(1) and 120.54 to implement the provisions of  
29 law conferring duties upon the State Board of Education, the  
30 Commissioner of Education, and the Department of Education it  
31 for the improvement of the state system of K-20 public

1 ~~education.~~ Except as otherwise provided by law herein, ~~the~~  
2 State Board of Education ~~it~~ may, as it finds appropriate,  
3 delegate its general powers to the Commissioner of Education  
4 or the directors of the divisions of the department.

5 Section 6. Subsection (8) of section 1001.215, Florida  
6 Statutes, is amended to read:

7 1001.215 Just Read, Florida! Office.--There is created  
8 in the Department of Education the Just Read, Florida! Office.  
9 The office shall be fully accountable to the Commissioner of  
10 Education and shall:

11 (8) Periodically review the World Class Education  
12 ~~Sunshine State~~ Standards for reading at all grade levels.

13 Section 7. Subsection (3) of section 1001.41, Florida  
14 Statutes, is amended to read:

15 1001.41 General powers of district school board.--The  
16 district school board, after considering recommendations  
17 submitted by the district school superintendent, shall  
18 exercise the following general powers:

19 (3) Prescribe and adopt standards and policies to  
20 provide each student the opportunity to receive a complete  
21 education program, including language arts;i mathematics;i  
22 science;i social studies, with an emphasis on history,  
23 government, and civics; health;i physical education;i foreign  
24 languages;i and the arts, as defined by the World Class  
25 Education ~~Sunshine State~~ Standards. The standards and policies  
26 must emphasize integration and reinforcement of reading,  
27 writing, and mathematics skills across all subjects, including  
28 career awareness, career exploration, and career and technical  
29 education.

30 Section 8. Paragraph (a) of subsection (16) of section  
31 1001.42, Florida Statutes, is amended to read:

1           1001.42 Powers and duties of district school  
2 board.--The district school board, acting as a board, shall  
3 exercise all powers and perform all duties listed below:  
4           (16) IMPLEMENT SCHOOL IMPROVEMENT AND  
5 ACCOUNTABILITY.--Maintain a system of school improvement and  
6 education accountability as provided by statute and State  
7 Board of Education rule. This system of school improvement and  
8 education accountability shall be consistent with, and  
9 implemented through, the district's continuing system of  
10 planning and budgeting required by this section and ss.  
11 1008.385, 1010.01, and 1011.01. This system of school  
12 improvement and education accountability shall include, but is  
13 not limited to, the following:  
14           (a) School improvement plans.--Annually approve and  
15 require implementation of a new, amended, or continuation  
16 school improvement plan for each school in the district. A  
17 district school board may establish a district school  
18 improvement plan that includes all schools in the district  
19 operating for the purpose of providing educational services to  
20 youth in Department of Juvenile Justice programs. The school  
21 improvement plan shall be designed to achieve the state  
22 education priorities pursuant to s. 1000.03(5) and student  
23 proficiency on the World Class Education ~~Sunshine State~~  
24 Standards under ~~pursuant to~~ s. 1003.41. Each plan shall  
25 address student achievement goals and strategies based on  
26 state and school district proficiency standards. The plan may  
27 also address issues relative to other academic-related  
28 matters, as determined by district school board policy, and  
29 shall include an accurate, data-based analysis of student  
30 achievement and other school performance data. Beginning with  
31 plans approved for implementation in the 2007-2008 school

1 year, each secondary school plan must include a redesign  
2 component based on the principles established in s. 1003.413.  
3 For each school in the district that earns a school grade of  
4 "C" or below, or is required to have a school improvement plan  
5 under federal law, the school improvement plan shall, at a  
6 minimum, also include:

7 1. Professional development that supports enhanced and  
8 differentiated instructional strategies to improve teaching  
9 and learning.

10 2. Continuous use of disaggregated student achievement  
11 data to determine effectiveness of instructional strategies.

12 3. Ongoing informal and formal assessments to monitor  
13 individual student progress, including progress toward mastery  
14 of the World Class Education ~~Sunshine State~~ Standards, and to  
15 redesign instruction if needed.

16 4. Alternative instructional delivery methods to  
17 support remediation, acceleration, and enrichment strategies.

18 Section 9. Paragraph (a) of subsection (6) and  
19 paragraph (a) of subsection (7) of section 1002.33, Florida  
20 Statutes, are amended to read:

21 1002.33 Charter schools.--

22 (6) APPLICATION PROCESS AND REVIEW.--Charter school  
23 applications are subject to the following requirements:

24 (a) A person or entity wishing to open a charter  
25 school shall prepare an application that:

26 1. Demonstrates how the school will use the guiding  
27 principles and meet the statutorily defined purpose of a  
28 charter school.

29 2. Provides a detailed curriculum plan that  
30 illustrates how students will be provided services to attain  
31 the World Class Education ~~Sunshine State~~ Standards.

1           3. Contains goals and objectives for improving student  
2 learning and measuring that improvement. These goals and  
3 objectives must indicate how much academic improvement  
4 students are expected to show each year, how success will be  
5 evaluated, and the specific results to be attained through  
6 instruction.

7           4. Describes the reading curriculum and differentiated  
8 strategies that will be used for students reading at grade  
9 level or higher and a separate curriculum and strategies for  
10 students who are reading below grade level. A sponsor shall  
11 deny a charter if the school does not propose a reading  
12 curriculum that is consistent with effective teaching  
13 strategies that are grounded in scientifically based reading  
14 research.

15           5. Contains an annual financial plan for each year  
16 requested by the charter for operation of the school for up to  
17 5 years. This plan must contain anticipated fund balances  
18 based on revenue projections, a spending plan based on  
19 projected revenues and expenses, and a description of controls  
20 that will safeguard finances and projected enrollment trends.

21           (7) CHARTER.--The major issues involving the operation  
22 of a charter school shall be considered in advance and written  
23 into the charter. The charter shall be signed by the governing  
24 body of the charter school and the sponsor, following a public  
25 hearing to ensure community input.

26           (a) The charter shall address, and criteria for  
27 approval of the charter shall be based on:

28           1. The school's mission, the students to be served,  
29 and the ages and grades to be included.

30           2. The focus of the curriculum, the instructional  
31 methods to be used, any distinctive instructional techniques

1 | to be employed, and identification and acquisition of  
2 | appropriate technologies needed to improve educational and  
3 | administrative performance which include a means for promoting  
4 | safe, ethical, and appropriate uses of technology which comply  
5 | with legal and professional standards. The charter shall  
6 | ensure that reading is a primary focus of the curriculum and  
7 | that resources are provided to identify and provide  
8 | specialized instruction for students who are reading below  
9 | grade level. The curriculum and instructional strategies for  
10 | reading must be consistent with the World Class Education  
11 | ~~Sunshine State~~ Standards and grounded in scientifically based  
12 | reading research.

13 |         3. The current incoming baseline standard of student  
14 | academic achievement, the outcomes to be achieved, and the  
15 | method of measurement that will be used. The criteria listed  
16 | in this subparagraph shall include a detailed description for  
17 | each of the following:

18 |             a. How the baseline student academic achievement  
19 | levels and prior rates of academic progress will be  
20 | established.

21 |             b. How these baseline rates will be compared to rates  
22 | of academic progress achieved by these same students while  
23 | attending the charter school.

24 |             c. To the extent possible, how these rates of progress  
25 | will be evaluated and compared with rates of progress of other  
26 | closely comparable student populations.

27 |  
28 | The district school board is required to provide academic  
29 | student performance data to charter schools for each of their  
30 | students coming from the district school system, as well as  
31 |

1 rates of academic progress of comparable student populations  
2 in the district school system.

3 4. The methods used to identify the educational  
4 strengths and needs of students and how well educational goals  
5 and performance standards are met by students attending the  
6 charter school. Included in the methods is a means for the  
7 charter school to ensure accountability to its constituents by  
8 analyzing student performance data and by evaluating the  
9 effectiveness and efficiency of its major educational  
10 programs. Students in charter schools shall, at a minimum,  
11 participate in the statewide assessment program created under  
12 s. 1008.22.

13 5. In secondary charter schools, a method for  
14 determining that a student has satisfied the requirements for  
15 graduation in s. 1003.43.

16 6. A method for resolving conflicts between the  
17 governing body of the charter school and the sponsor.

18 7. The admissions procedures and dismissal procedures,  
19 including the school's code of student conduct.

20 8. The ways by which the school will achieve a  
21 racial/ethnic balance reflective of the community it serves or  
22 within the racial/ethnic range of other public schools in the  
23 same school district.

24 9. The financial and administrative management of the  
25 school, including a reasonable demonstration of the  
26 professional experience or competence of those individuals or  
27 organizations applying to operate the charter school or those  
28 hired or retained to perform such professional services and  
29 the description of clearly delineated responsibilities and the  
30 policies and practices needed to effectively manage the  
31 charter school. A description of internal audit procedures and

1 establishment of controls to ensure that financial resources  
2 are properly managed must be included. Both public sector and  
3 private sector professional experience shall be equally valid  
4 in such a consideration.

5           10. The asset and liability projections required in  
6 the application which are incorporated into the charter and  
7 which shall be compared with information provided in the  
8 annual report of the charter school. The charter shall ensure  
9 that, if a charter school internal audit or annual financial  
10 audit reveals a state of financial emergency as defined in s.  
11 218.503 or deficit financial position, the auditors are  
12 required to notify the charter school governing board, the  
13 sponsor, and the Department of Education. The internal auditor  
14 shall report such findings in the form of an exit interview to  
15 the principal or the principal administrator of the charter  
16 school and the chair of the governing board within 7 working  
17 days after finding the state of financial emergency or deficit  
18 position. A final report shall be provided to the entire  
19 governing board, the sponsor, and the Department of Education  
20 within 14 working days after the exit interview. When a  
21 charter school is in a state of financial emergency, the  
22 charter school shall file a detailed financial recovery plan  
23 with the sponsor. The department, with the involvement of both  
24 sponsors and charter schools, shall establish guidelines for  
25 developing such plans.

26           11. A description of procedures that identify various  
27 risks and provide for a comprehensive approach to reduce the  
28 impact of losses; plans to ensure the safety and security of  
29 students and staff; plans to identify, minimize, and protect  
30 others from violent or disruptive student behavior; and the  
31 manner in which the school will be insured, including whether

1 or not the school will be required to have liability  
2 insurance, and, if so, the terms and conditions thereof and  
3 the amounts of coverage.

4           12. The term of the charter which shall provide for  
5 cancellation of the charter if insufficient progress has been  
6 made in attaining the student achievement objectives of the  
7 charter and if it is not likely that such objectives can be  
8 achieved before expiration of the charter. The initial term of  
9 a charter shall be for 4 or 5 years. In order to facilitate  
10 access to long-term financial resources for charter school  
11 construction, charter schools that are operated by a  
12 municipality or other public entity as provided by law are  
13 eligible for up to a 15-year charter, subject to approval by  
14 the district school board. A charter lab school is eligible  
15 for a charter for a term of up to 15 years. In addition, to  
16 facilitate access to long-term financial resources for charter  
17 school construction, charter schools that are operated by a  
18 private, not-for-profit, s. 501(c)(3) status corporation are  
19 eligible for up to a 15-year charter, subject to approval by  
20 the district school board. Such long-term charters remain  
21 subject to annual review and may be terminated during the term  
22 of the charter, but only according to the provisions set forth  
23 in subsection (8).

24           13. The facilities to be used and their location.

25           14. The qualifications to be required of the teachers  
26 and the potential strategies used to recruit, hire, train, and  
27 retain qualified staff to achieve best value.

28           15. The governance structure of the school, including  
29 the status of the charter school as a public or private  
30 employer as required in paragraph (12)(i).

31

1           16. A timetable for implementing the charter which  
2 addresses the implementation of each element thereof and the  
3 date by which the charter shall be awarded in order to meet  
4 this timetable.

5           17. In the case of an existing public school being  
6 converted to charter status, alternative arrangements for  
7 current students who choose not to attend the charter school  
8 and for current teachers who choose not to teach in the  
9 charter school after conversion in accordance with the  
10 existing collective bargaining agreement or district school  
11 board rule in the absence of a collective bargaining  
12 agreement. However, alternative arrangements shall not be  
13 required for current teachers who choose not to teach in a  
14 charter lab school, except as authorized by the employment  
15 policies of the state university which grants the charter to  
16 the lab school.

17           Section 10. Paragraph (b) of subsection (2) of section  
18 1002.415, Florida Statutes, is amended to read:

19           1002.415 K-8 Virtual School Program.--Subject to  
20 annual legislative appropriation, a kindergarten through grade  
21 8 virtual school program is established within the Department  
22 of Education for the purpose of making academic instruction  
23 available to full-time students in kindergarten through grade  
24 8 using on-line and distance learning technology. The  
25 department shall use an application process to select schools  
26 to deliver program instruction.

27           (2) APPLICATION.--

28           (b) In addition to a completed application form, each  
29 applicant must provide the department with:

30  
31

1           1. A detailed plan describing how the school  
2 curriculum and course content will conform to the World Class  
3 Education Sunshine State Standards; and

4           2. An annual financial plan for each year of operation  
5 of the school for a minimum of 3 years. The plan must contain  
6 anticipated fund balances based on revenue projections, a  
7 spending plan based on projected revenues and expenses, and a  
8 description of controls that will safeguard finances and  
9 projected enrollment trends.

10           Section 11. Section 1003.41, Florida Statutes, is  
11 amended to read:

12           1003.41 World Class Education Sunshine State  
13 Standards.--Public K-12 educational instruction in Florida is  
14 based on the World Class Education Sunshine State Standards  
15 as defined in s. 1001.03(1). ~~The~~ These standards are ~~have~~  
16 ~~been~~ adopted by the State Board of Education and delineate the  
17 academic achievement of students, for which the state holds  
18 ~~will hold~~ schools accountable, in each K-12 grade level grades  
19 K-2, 3-5, 6-8, and 9-12 in, at a minimum, the subject areas  
20 ~~subjects~~ of language arts, reading, and writing;  
21 mathematics; science; social studies, including geography  
22 and economics, with an emphasis on history, government, and  
23 civics; visual and performing the arts; health and physical  
24 education; ~~and~~ foreign languages; and computer literacy. The  
25 World Class Education Standards must be content oriented and  
26 knowledge based and must ~~They~~ include problem-solving and  
27 higher-order skills as defined in s. 1001.03(1) ~~standards in~~  
28 ~~reading, writing, history, government, geography, economics,~~  
29 ~~and computer literacy.~~

30           Section 12. Section 1003.451, Florida Statutes, is  
31 created to read:

1           1003.451 World-language curricula.--

2           (1) It is the intent of the Legislature that the state  
3 shall move toward the goal of establishing world-language  
4 curricula that begins in elementary school and continues  
5 through the middle and high school grades.

6           (2) The State Board of Education shall:

7           (a) Encourage school districts to expand  
8 foreign-language course offerings to include world languages  
9 commonly spoken in nations actively engaged in international  
10 commerce in order to prepare Florida's students to compete in  
11 a global economy;

12           (b) Establish content standards for world languages as  
13 part of the World Class Education Standards for foreign  
14 languages;

15           (c) Encourage school districts to offer world-language  
16 instruction to students in elementary school; and

17           (d) Provide flexibility in foreign-language teacher  
18 certification so that Florida schools may benefit from  
19 instructional opportunities of available Floridians who are  
20 fluent in native languages from around the world.

21           Section 13. Section 1003.59, Florida Statutes, is  
22 created to read:

23           1003.59 Accelerated learning opportunities for  
24 academically talented students.--

25           (1) By June 30, 2008, the State Board of Education  
26 shall adopt a model policy for the accelerated learning of  
27 academically talented students in grades K-12, regardless of  
28 whether the students are classified as gifted. The model  
29 policy shall address, but not be limited to, whole grade  
30 acceleration, continuous progress exceeding chronological-age  
31 peers, subject-matter acceleration, virtual-education

1 acceleration, and early postsecondary enrollment. The model  
2 policy shall include a plan for:

3 (a) Providing teachers and guidance counselors with  
4 professional training that addresses effective implementation  
5 of the policy, strategies for identifying gifted and  
6 academically talented students in the elementary grades, and  
7 methods for placing the students in accelerated programming  
8 that allows them to work at suitably challenging academic  
9 levels; and

10 (b) Assisting school district interactions with  
11 students and parents to help guide them in making the most  
12 appropriate choice for each student.

13 (2) Each district school board shall implement an  
14 academically talented student acceleration policy beginning  
15 with the 2008-2009 school year. The school board shall widely  
16 publicize and disseminate the policy so that teachers,  
17 students, and parents are aware of the opportunities. The  
18 school board shall also publish the policy on the school  
19 district's Internet website.

20 (3) The Department of Education shall conduct a review  
21 and evaluation of gifted programs in each school district to  
22 determine the effect of gifted courses on increased student  
23 achievement and shall report the results of the evaluation to  
24 the Governor, the President of the Senate, and the Speaker of  
25 the House of Representatives by December 30, 2008.

26 (4) The Department of Education shall report annually  
27 no later than December 30 on academically talented student  
28 acceleration and gifted programs in each school district and  
29 include information concerning district implementation  
30 strategies and student achievement gains and provide a  
31 comparison of district performance.

1           Section 14. Paragraph (b) of subsection (2), paragraph  
2 (b) of subsection (3), paragraph (e) of subsection (5), and  
3 paragraph (c) of subsection (6) of section 1004.04, Florida  
4 Statutes, are amended to read:

5           1004.04 Public accountability and state approval for  
6 teacher preparation programs.--

7           (2) UNIFORM CORE CURRICULA.--

8           (b) The rules to establish uniform core curricula for  
9 each state-approved teacher preparation program must include,  
10 but are not limited to, a State Board of Education identified  
11 foundation in scientifically researched, knowledge-based  
12 reading literacy and computational skills acquisition;  
13 classroom management; school safety; professional ethics;  
14 educational law; human development and learning; and  
15 understanding of the World Class Education ~~Sunshine State~~  
16 Standards content measured by state achievement tests, reading  
17 and interpretation of data, and use of data to improve student  
18 achievement.

19           (3) DEVELOPMENT OF TEACHER PREPARATION PROGRAMS.--A  
20 system developed by the Department of Education in  
21 collaboration with postsecondary educational institutions  
22 shall assist departments and colleges of education in the  
23 restructuring of their programs in accordance with this  
24 section to meet the need for producing quality teachers now  
25 and in the future.

26           (b) Departments and colleges of education shall  
27 emphasize the state system of school improvement and education  
28 accountability concepts and standards, including the World  
29 Class Education ~~Sunshine State~~ Standards.

30           (5) CONTINUED PROGRAM APPROVAL.--Notwithstanding  
31 subsection (4), failure by a public or nonpublic teacher

1 preparation program to meet the criteria for continued program  
2 approval shall result in loss of program approval. The  
3 Department of Education, in collaboration with the departments  
4 and colleges of education, shall develop procedures for  
5 continued program approval that document the continuous  
6 improvement of program processes and graduates' performance.

7 (e) Continued approval of teacher preparation programs  
8 is contingent upon compliance with the student admission  
9 requirements of subsection (4) and upon the receipt of at  
10 least a satisfactory rating from public schools and private  
11 schools that employ graduates of the program. Each teacher  
12 preparation program shall guarantee the high quality of its  
13 graduates during the first 2 years immediately following  
14 graduation from the program or following initial  
15 certification, whichever occurs first. Any educator in a  
16 Florida school who fails to demonstrate the essential skills  
17 specified in subparagraphs 1.-5. shall be provided additional  
18 training by the teacher preparation program at no expense to  
19 the educator or the employer. Such training must consist of an  
20 individualized plan agreed upon by the school district and the  
21 postsecondary educational institution that includes specific  
22 learning outcomes. The postsecondary educational institution  
23 assumes no responsibility for the educator's employment  
24 contract with the employer. Employer satisfaction shall be  
25 determined by an annually administered survey instrument  
26 approved by the Department of Education that, at a minimum,  
27 must include employer satisfaction of the graduates' ability  
28 to do the following:

29 1. Write and speak in a logical and understandable  
30 style with appropriate grammar.  
31

1           2. Recognize signs of students' difficulty with the  
2 reading and computational process and apply appropriate  
3 measures to improve students' reading and computational  
4 performance.

5           3. Use and integrate appropriate technology in  
6 teaching and learning processes.

7           4. Demonstrate knowledge and understanding of the  
8 World Class Education Sunshine State Standards.

9           5. Maintain an orderly and disciplined classroom  
10 conducive to student learning.

11           (6) PRESERVICE FIELD EXPERIENCE.--All postsecondary  
12 instructors, school district personnel and instructional  
13 personnel, and school sites preparing instructional personnel  
14 through preservice field experience courses and internships  
15 shall meet special requirements. District school boards are  
16 authorized to pay student teachers during their internships.

17           (c) Preservice field experience programs must provide  
18 specific guidance and demonstration of effective classroom  
19 management strategies, strategies for incorporating technology  
20 into classroom instruction, strategies for incorporating  
21 scientifically researched, knowledge-based reading literacy  
22 and computational skills acquisition into classroom  
23 instruction, and ways to link instructional plans to the World  
24 Class Education Sunshine State Standards, as appropriate. The  
25 length of structured field experiences may be extended to  
26 ensure that candidates achieve the competencies needed to meet  
27 certification requirements.

28           Section 15. Paragraph (c) of subsection (6) of section  
29 1007.35, Florida Statutes, is amended to read:

30           1007.35 Florida Partnership for Minority and  
31 Underrepresented Student Achievement.--

1           (6) The partnership shall:

2           (c) Provide teacher training and materials that are  
3 aligned with the World Class Education ~~Sunshine State~~  
4 Standards and are consistent with best theory and practice  
5 regarding multiple learning styles and research on learning,  
6 instructional strategies, instructional design, and classroom  
7 assessment. Curriculum materials must be based on current,  
8 accepted, and essential academic knowledge. Materials for  
9 prerequisite courses should, at a minimum, address the skills  
10 assessed on the Florida Comprehensive Assessment Test (FCAT).

11           Section 16. Paragraph (a) of subsection (1) and  
12 paragraphs (a), (c), and (g) of subsection (3) of section  
13 1008.22, Florida Statutes, are amended to read:

14           1008.22 Student assessment program for public  
15 schools.--

16           (1) PURPOSE.--The primary purposes of the student  
17 assessment program are to provide information needed to  
18 improve the public schools by enhancing the learning gains of  
19 all students and to inform parents of the educational progress  
20 of their public school children. The program must be designed  
21 to:

22           (a) Assess the annual learning gains of each student  
23 toward achieving the World Class Education ~~Sunshine State~~  
24 Standards appropriate for the student's grade level.

25           (3) STATEWIDE ASSESSMENT PROGRAM.--The commissioner  
26 shall design and implement a statewide program of educational  
27 assessment that provides information for the improvement of  
28 the operation and management of the public schools, including  
29 schools operating for the purpose of providing educational  
30 services to youth in Department of Juvenile Justice programs.  
31 The commissioner may enter into contracts for the continued

1 administration of the assessment, testing, and evaluation  
2 programs authorized and funded by the Legislature. Contracts  
3 may be initiated in 1 fiscal year and continue into the next  
4 and may be paid from the appropriations of either or both  
5 fiscal years. The commissioner is authorized to negotiate for  
6 the sale or lease of tests, scoring protocols, test scoring  
7 services, and related materials developed pursuant to law.  
8 Pursuant to the statewide assessment program, the commissioner  
9 shall:

10 (a) Submit to the State Board of Education for  
11 approval the content knowledge and a list that specifies  
12 ~~student skills expected of a student by and competencies to~~  
13 ~~which the goals for education specified in the state plan~~  
14 ~~apply, including, but not limited to, reading, writing,~~  
15 ~~science, and mathematics. The skills and competencies must~~  
16 ~~include problem solving and higher order skills as appropriate~~  
17 ~~and shall be known as the World Class Education Sunshine State~~  
18 ~~Standards as defined in s. 1000.21. The commissioner shall~~  
19 ~~select such skills and competencies after receiving~~  
20 ~~recommendations from educators, citizens, and members of the~~  
21 ~~business community. The commissioner shall submit to the State~~  
22 ~~Board of Education revisions to the list of student skills and~~  
23 ~~competencies in order to maintain continuous progress toward~~  
24 ~~improvements in student proficiency.~~

25 (c) Develop and implement a student achievement  
26 testing program known as the Florida Comprehensive Assessment  
27 Test (FCAT) as part of the statewide assessment program to  
28 measure reading;i; writing;i; science; social studies, with an  
29 emphasis on history, government, and civics; and mathematics.  
30 Other content areas may be included as directed by the  
31 commissioner. The assessment of reading and mathematics shall

1 be administered annually in grades 3 through 10. The  
2 assessment of writing, ~~and science, and social studies~~ shall  
3 be administered at least once at the elementary, middle, and  
4 high school levels. The content knowledge and skills assessed  
5 by the FCAT must be aligned to the content knowledge and  
6 skills expected of a student by the World Class Education  
7 Standards. As the Sunshine State Standards are replaced by the  
8 World Class Education Standards under s. 1001.03(1), the  
9 commissioner, to the maximum extent practicable, shall  
10 expedite revision of the FCAT for alignment to the standards.  
11 The commissioner shall report any barriers to expedited  
12 alignment to the State Board of Education, the Governor, the  
13 President of the Senate, and the Speaker of the House of  
14 Representatives. The state board shall consider the use of  
15 other validated assessments, including, but not limited to,  
16 assessments administered by other states, to expedite  
17 alignment of the FCAT to the World Class Education Standards.  
18 The commissioner must document the procedures used to ensure  
19 that the versions of the FCAT which are taken by students  
20 retaking the grade 10 FCAT are equally as challenging and  
21 difficult as the tests taken by students in grade 10 which  
22 contain performance tasks. The testing program must be  
23 designed so that:  
24       1. The tests measure student content knowledge and  
25 skills ~~and competencies~~ adopted by the State Board of  
26 Education as specified in paragraph (a). The tests must  
27 measure and report student proficiency levels of all students  
28 assessed in reading;i, writing;i, mathematics;i, ~~and science; and~~  
29 social studies, with an emphasis on history, government, and  
30 civics. The commissioner shall provide for the tests to be  
31 developed or obtained, as appropriate, through contracts and

1 project agreements with private vendors, public vendors,  
2 public agencies, postsecondary educational institutions, or  
3 school districts. The commissioner shall obtain input for with  
4 ~~respect to~~ the design and implementation of the testing  
5 program from state educators, assistive technology experts,  
6 and the public.

7           2. The testing program will include a combination of  
8 norm-referenced and criterion-referenced tests and include, to  
9 the extent determined by the commissioner, questions that  
10 require the student to produce information or perform tasks in  
11 such a manner in which the content knowledge and way that the  
12 skills used by the student ~~and competencies he or she uses~~ can  
13 be measured.

14           3. Each testing program, whether at the elementary,  
15 middle, or high school level, includes a test of writing in  
16 which students are required to produce writings that are then  
17 scored by appropriate and timely methods.

18           4. A score is designated for each subject area tested,  
19 below which score a student's performance is deemed  
20 inadequate. The school districts shall provide appropriate  
21 remedial instruction to students who score below these levels.

22           5. Except as provided in s. 1003.428(8)(b) or s.  
23 1003.43(11)(b), students must earn a passing score on the  
24 grade 10 assessment test described in this paragraph or attain  
25 concordant scores as described in subsection (9) in reading,  
26 writing, and mathematics to qualify for a standard high school  
27 diploma. The State Board of Education shall designate a  
28 passing score for each part of the grade 10 assessment test.  
29 In establishing passing scores, the state board shall consider  
30 any possible negative impact of the test on minority students.  
31 The State Board of Education shall adopt rules which specify

1 | the passing scores for the grade 10 FCAT. Any such rules,  
2 | which have the effect of raising the required passing scores,  
3 | shall only apply to students taking the grade 10 FCAT for the  
4 | first time after such rules are adopted by the State Board of  
5 | Education.

6 |           6. Participation in the testing program is mandatory  
7 | for all students attending public school, including students  
8 | served in Department of Juvenile Justice programs, except as  
9 | otherwise prescribed by the commissioner. If a student does  
10 | not participate in the statewide assessment, the district must  
11 | notify the student's parent and provide the parent with  
12 | information regarding the implications of such  
13 | nonparticipation. A parent must provide signed consent for a  
14 | student to receive classroom instructional accommodations that  
15 | would not be available or permitted on the statewide  
16 | assessments and must acknowledge in writing that he or she  
17 | understands the implications of such instructional  
18 | accommodations. The State Board of Education shall adopt  
19 | rules, based upon recommendations of the commissioner, for the  
20 | provision of test accommodations for students in exceptional  
21 | education programs and for students who have limited English  
22 | proficiency. Accommodations that negate the validity of a  
23 | statewide assessment are not allowable in the administration  
24 | of the FCAT. However, instructional accommodations are  
25 | allowable in the classroom if included in a student's  
26 | individual education plan. Students using instructional  
27 | accommodations in the classroom that are not allowable as  
28 | accommodations on the FCAT may have the FCAT requirement  
29 | waived under ~~pursuant to the requirements of~~ s. 1003.428(8)(b)  
30 | or s. 1003.43(11)(b).  
31 |

1           7. A student seeking an adult high school diploma must  
2 meet the same testing requirements that a regular high school  
3 student must meet.

4           8. District school boards must provide instruction to  
5 prepare students to demonstrate proficiency in the content  
6 knowledge and skills ~~and competencies~~ necessary for successful  
7 grade-to-grade progression and high school graduation. If a  
8 student is provided with instructional accommodations in the  
9 classroom that are not allowable as accommodations in the  
10 statewide assessment program, as described in the test  
11 manuals, the district must inform the parent in writing and  
12 must provide the parent with information regarding the impact  
13 on the student's ability to meet expected proficiency levels  
14 in reading, writing, and math. The commissioner shall conduct  
15 studies as necessary to verify that the required content  
16 knowledge and skills ~~and competencies~~ are part of the district  
17 instructional programs.

18           9. District school boards must provide opportunities  
19 for students to demonstrate an acceptable level of performance  
20 on an alternative standardized assessment approved by the  
21 State Board of Education following enrollment in summer  
22 academies.

23           10. The Department of Education must develop, or  
24 select, and implement a common battery of assessment tools  
25 that will be used in all juvenile justice programs in the  
26 state. These tools must accurately measure the content  
27 knowledge and skills ~~and competencies~~ established in the World  
28 Class Education Sunshine State Standards.

29           11. For students seeking a special diploma under  
30 ~~pursuant to~~ s. 1003.438, the Department of Education must  
31 develop or select and implement an alternate assessment tool

1 that accurately measures the content knowledge and skills and  
2 ~~competencies~~ established in the World Class Education Sunshine  
3 ~~State~~ Standards for students with disabilities under s.  
4 1003.438.

5 12. The commissioner shall establish a testing  
6 schedule that provides for administration of the FCAT as close  
7 to the end of the school year as practicable while ensuring  
8 that test scores are reported before the end of the school  
9 year. The commissioner shall consider computer-based testing  
10 and other strategies for reducing the time for reporting test  
11 results. Beginning with the 2009-2010 school year, the FCAT  
12 Writing assessment may not be administered before March 1 and  
13 the other FCAT assessments may not be administered before  
14 April 15.

15  
16 The commissioner may, based on collaboration and input from  
17 school districts, design and implement student testing  
18 programs, for any grade level and subject area, necessary to  
19 effectively monitor educational achievement in the state,  
20 including the measurement of educational achievement of the  
21 World Class Education Sunshine State Standards for students  
22 with disabilities. Development and refinement of assessments  
23 shall include universal design principles and accessibility  
24 standards that will prevent any unintended obstacles for  
25 students with disabilities while ensuring the validity and  
26 reliability of the test. These principles should be applicable  
27 to all technology platforms and assistive devices available  
28 for the assessments. The field testing process and  
29 psychometric analyses for the statewide assessment program  
30 must include an appropriate percentage of students with  
31

1 disabilities and an evaluation or determination of the effect  
2 of test items on such students.

3 Section 17. Section 1008.222, Florida Statutes, is  
4 created to read:

5 1008.222 End-of-course examinations.--

6 (1) It is the intent of the Legislature that effective  
7 assessment measures be developed and implemented for subject  
8 areas that are not included within the statewide assessment  
9 system pursuant to s. 1008.22 or included as acceptable  
10 examinations as provided in s. 2 of chapter 2007-3, Laws of  
11 Florida.

12 (2) For purposes of this section, end-of-course  
13 examinations are defined as locally developed,  
14 state-developed, or nationally developed comprehensive  
15 examinations based on the instructional content of a complete  
16 semester or year-long course. Comprehensive end-of-course  
17 examinations must be aligned to the most currently adopted  
18 state standards and must account for at least 15 percent of a  
19 student's grade. Comprehensive end-of-course examinations must  
20 provide for at least 50 percent of the student assessment to  
21 be based on extended written responses, application or  
22 performance of content skills, and measures of critical  
23 thinking.

24 (3) The Department of Education shall disseminate to  
25 all school districts information regarding the most effective  
26 practices in the development and administration of locally,  
27 state, and nationally developed comprehensive end-of-course  
28 examinations as described in subsection (1). This information  
29 must be provided to school districts in an electronic format  
30 no later than July 1, 2008, and must be updated a minimum of  
31 twice annually.

1           (4) Beginning with the 2008-2009 school year, school  
2 districts that administer end-of-course examinations for merit  
3 award programs pursuant to chapter 2007-3, Laws of Florida,  
4 must comply with this section.

5           Section 18. Subsection (1), paragraph (b) of  
6 subsection (2), paragraphs (a) and (c) of subsection (4),  
7 paragraph (b) of subsection (6), paragraph (b) of subsection  
8 (7), and paragraph (a) of subsection (8) of section 1008.25,  
9 Florida Statutes, are amended to read:

10           1008.25 Public school student progression; remedial  
11 instruction; reporting requirements.--

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

19           (2) COMPREHENSIVE PROGRAM.--Each district school board  
20 shall establish a comprehensive program for student  
21 progression which must include:

22           (b) Specific levels of performance in reading,  
23 writing, science, social studies, and mathematics for each  
24 grade level, including the levels of performance on statewide  
25 assessments as defined by the commissioner, below which a  
26 student must receive remediation, or be retained within an  
27 intensive program that is different from the previous year's  
28 program and that takes into account the student's learning  
29 style.

30           (4) ASSESSMENT AND REMEDIATION.--

31

1           (a) Each student must participate in the statewide  
2 assessment tests required by s. 1008.22. Each student who does  
3 not meet specific levels of performance as determined by the  
4 district school board in reading, writing, science, social  
5 studies, and mathematics for each grade level, or who scores  
6 below Level 3 in reading or math, must be provided with  
7 additional diagnostic assessments to determine the nature of  
8 the student's difficulty, the areas of academic need, and  
9 strategies for appropriate intervention and instruction as  
10 described in paragraph (b).

11           (c) Upon subsequent evaluation, if the documented  
12 deficiency has not been remediated, the student may be  
13 retained. Each student who does not meet the minimum  
14 performance expectations defined by the Commissioner of  
15 Education for the statewide assessment tests in reading,  
16 writing, science, social studies, and mathematics must  
17 continue to be provided with remedial or supplemental  
18 instruction until the expectations are met or the student  
19 graduates from high school or is not subject to compulsory  
20 school attendance.

21           (6) ELIMINATION OF SOCIAL PROMOTION.--

22           (b) The district school board may only exempt students  
23 from mandatory retention, as provided in paragraph (5)(b), for  
24 good cause. Good cause exemptions shall be limited to the  
25 following:

26           1. Limited English proficient students who have had  
27 less than 2 years of instruction in an English for Speakers of  
28 Other Languages program.

29           2. Students with disabilities whose individual  
30 education plan indicates that participation in the statewide  
31

1 assessment program is not appropriate, consistent with the  
2 requirements of State Board of Education rule.

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

6 4. Students who demonstrate, through a student  
7 portfolio, that the student is reading on grade level as  
8 evidenced by demonstration of mastery of the World Class  
9 Education ~~Sunshine State~~ Standards in reading equal to at  
10 least a Level 2 performance on the FCAT.

11 5. Students with disabilities who participate in the  
12 FCAT and who have an individual education plan or a Section  
13 504 plan that reflects that the student has received intensive  
14 remediation in reading for more than 2 years but still  
15 demonstrates a deficiency in reading and was previously  
16 retained in kindergarten, grade 1, grade 2, or grade 3.

17 6. Students who have received intensive remediation in  
18 reading for 2 or more years but still demonstrate a deficiency  
19 in reading and who were previously retained in kindergarten,  
20 grade 1, grade 2, or grade 3 for a total of 2 years. Intensive  
21 reading instruction for students so promoted must include an  
22 altered instructional day that includes specialized diagnostic  
23 information and specific reading strategies for each student.  
24 The district school board shall assist schools and teachers to  
25 implement reading strategies that research has shown to be  
26 successful in improving reading among low-performing readers.

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

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

30 1. Conduct a review of student progress monitoring  
31 plans for all students who did not score above Level 1 on the

1 reading portion of the FCAT and did not meet the criteria for  
2 one of the good cause exemptions in paragraph (6)(b). The  
3 review shall address additional supports and services, as  
4 described in this subsection, needed to remediate the  
5 identified areas of reading deficiency. The school district  
6 shall require a student portfolio to be completed for each  
7 such student.

8           2. Provide students who are retained under the  
9 provisions of paragraph (5)(b) with intensive instructional  
10 services and supports to remediate the identified areas of  
11 reading deficiency, including a minimum of 90 minutes of  
12 daily, uninterrupted, scientifically research-based reading  
13 instruction and other strategies prescribed by the school  
14 district, which may include, but are not limited to:

- 15           a. Small group instruction.
- 16           b. Reduced teacher-student ratios.
- 17           c. More frequent progress monitoring.
- 18           d. Tutoring or mentoring.
- 19           e. Transition classes containing 3rd and 4th grade  
20 students.
- 21           f. Extended school day, week, or year.
- 22           g. Summer reading camps.

23           3. Provide written notification to the parent of any  
24 student who is retained under the provisions of paragraph  
25 (5)(b) that his or her child has not met the proficiency level  
26 required for promotion and the reasons the child is not  
27 eligible for a good cause exemption as provided in paragraph  
28 (6)(b). The notification must comply with the provisions of s.  
29 1002.20(15) and must include a description of proposed  
30 interventions and supports that will be provided to the child  
31 to remediate the identified areas of reading deficiency.

1           4. Implement a policy for the midyear promotion of any  
2 student retained under the provisions of paragraph (5)(b) who  
3 can demonstrate that he or she is a successful and independent  
4 reader, reading at or above grade level, and ready to be  
5 promoted to grade 4. Tools that school districts may use in  
6 reevaluating any student retained may include subsequent  
7 assessments, alternative assessments, and portfolio reviews,  
8 in accordance with rules of the State Board of Education.  
9 Students promoted during the school year after November 1 must  
10 demonstrate proficiency above that required to score at Level  
11 2 on the grade 3 FCAT, as determined by the State Board of  
12 Education. The State Board of Education shall adopt standards  
13 that provide a reasonable expectation that the student's  
14 progress is sufficient to master appropriate 4th grade level  
15 reading skills.

16           5. Provide students who are retained under the  
17 provisions of paragraph (5)(b) with a high-performing teacher  
18 as determined by student performance data and  
19 above-satisfactory performance appraisals.

20           6. In addition to required reading enhancement and  
21 acceleration strategies, provide parents of students to be  
22 retained with at least one of the following instructional  
23 options:

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

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

30           c. A mentor or tutor with specialized reading  
31 training.

1           7. Establish a Reading Enhancement and Acceleration  
2 Development (READ) Initiative. The focus of the READ  
3 Initiative shall be to prevent the retention of grade 3  
4 students and to offer intensive accelerated reading  
5 instruction to grade 3 students who failed to meet standards  
6 for promotion to grade 4 and to each K-3 student who is  
7 assessed as exhibiting a reading deficiency. The READ  
8 Initiative shall:

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

14           b. Be provided during regular school hours in addition  
15 to the regular reading instruction.

16           c. Provide a state-identified reading curriculum that  
17 has been reviewed by the Florida Center for Reading Research  
18 at Florida State University and meets, at a minimum, the  
19 following specifications:

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

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

24           (III) Provides scientifically based and reliable  
25 assessment.

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

28           (V) Is implemented during regular school hours.

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

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

7           a. Be provided to any student in grade 3 who scores at  
8 Level 1 on the reading portion of the FCAT and who was  
9 retained in grade 3 the prior year because of scoring at Level  
10 1 on the reading portion of the FCAT.

11           b. Have a reduced teacher-student ratio.

12           c. Provide uninterrupted reading instruction for the  
13 majority of student contact time each day and incorporate  
14 opportunities to master the World Class Education Standards  
15 for grade 4 ~~Sunshine State Standards~~ in other core subject  
16 areas.

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

20           e. Provide intensive language and vocabulary  
21 instruction using a scientifically research-based program,  
22 including use of a speech-language therapist.

23           f. Include weekly progress monitoring measures to  
24 ensure progress is being made.

25           g. Report to the Department of Education, in the  
26 manner described by the department, the progress of students  
27 in the class at the end of the first semester.

28           9. Report to the State Board of Education, as  
29 requested, on the specific intensive reading interventions and  
30 supports implemented at the school district level. The  
31

1 Commissioner of Education shall annually prescribe the  
2 required components of requested reports.

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

11           (8) ANNUAL REPORT.--

12           (a) In addition to the requirements in paragraph  
13 (5)(b), each district school board must annually report to the  
14 parent of each student the progress of the student toward  
15 achieving state and district expectations for proficiency in  
16 reading, writing, science, social studies, and mathematics.  
17 The district school board must report to the parent the  
18 student's results on each statewide assessment test. The  
19 evaluation of each student's progress must be based upon the  
20 student's classroom work, observations, tests, district and  
21 state assessments, and other relevant information. Progress  
22 reporting must be provided to the parent in writing in a  
23 format adopted by the district school board.

24           Section 19. Section 1008.331, Florida Statutes, is  
25 amended to read:

26           1008.331 Supplemental educational services in Title I  
27 schools; school district and provider responsibilities.--

28           (1) INCENTIVES.--A provider or school district may not  
29 provide incentives to entice a student or a student's parent  
30 to choose a provider. After a provider has been chosen, the  
31 student may be awarded incentives for performance or

1 attendance, the total value of which may not exceed \$50 per  
2 student per year.

3 (2) A district school board may establish and adopt an  
4 intradistrict agreement allowing a local school that is deemed  
5 to be in compliance with all accountability requirements of  
6 the No Child Left Behind Act and designated with a grade of A  
7 pursuant to s. 1008.34 to serve as a supplemental education  
8 provider for district Title I schools. A local school that  
9 serves as a supplemental education services provider under the  
10 school board intradistrict agreement must operate a school  
11 that has a student population similar to that of the Title I  
12 school in need of improvement for which services are provided.

13 ~~(3)(2)~~ RESPONSIBILITIES OF SCHOOL DISTRICT AND  
14 PROVIDER.--

15 (a) School districts must create a streamlined parent  
16 enrollment and provider selection process for supplemental  
17 educational services and ensure that the process enables  
18 eligible students to begin receiving supplemental educational  
19 services no later than September ~~October~~ 15 of each school  
20 year.

21 (b) Supplemental educational services enrollment forms  
22 must be made freely available to the parents of eligible  
23 students and providers both prior to and after the start of  
24 the school year.

25 (c) School districts must provide notification to  
26 parents of students eligible to receive supplemental  
27 educational services prior to and after the start of the  
28 school year. Notification shall include contact information  
29 for district and state-approved providers, including those  
30 providers eligible under subsection (2), as well as the  
31

1 enrollment form, clear instructions, and timeline for the  
2 selection of providers and commencement of services.

3 (d) State-approved supplemental educational services  
4 providers must be able to provide services to eligible  
5 students no later than September ~~October~~ 15 of each school  
6 year contingent upon their receipt of their district-approved  
7 student enrollment lists at least 20 days prior to the start  
8 date.

9 (e) In the event that the contract with a district or  
10 state-approved provider is signed less than 20 days prior to  
11 September ~~October~~ 15, the provider shall be afforded no less  
12 than 20 days from the date the contract was executed to begin  
13 delivering services.

14 (f) A school district must hold open student  
15 enrollment for supplemental educational services unless or  
16 until it has obtained a written election to receive or reject  
17 services from parents in accordance with paragraph (4)(a)  
18 ~~(3)(a)~~.

19 (g) School districts, using the same policies applied  
20 to other organizations that have access to school sites, shall  
21 provide access to school facilities to providers that wish to  
22 use these sites for supplemental educational services.

23 (4)(3) COMPLIANCE; PENALTIES FOR NONCOMPLIANCE.--

24 (a) Compliance is met when the school district has  
25 obtained evidence of reception or rejection of services from  
26 the parents of at least a majority of the students receiving  
27 free or reduced-price lunch in Title I schools that are  
28 eligible for parental choice of transportation or supplemental  
29 educational services unless a waiver is granted by the State  
30 Board of Education. A waiver shall only be granted if there is  
31 clear and convincing evidence of the district's efforts to

1 secure evidence of the parent's decision. Requirements for  
2 parental election to receive supplemental educational services  
3 shall not exceed the election requirements for the free and  
4 reduced-price lunch program.

5 (b) A provider must be able to deliver supplemental  
6 educational services to school districts in which the provider  
7 is approved by the state, including those providers eligible  
8 under subsection (2). If a state-approved provider fails to  
9 offer ~~withdraws from offering~~ services to students in a school  
10 district in which it is approved and in which it has signed  
11 either a contract to provide services or a letter of intent  
12 and the minimums per site set by the provider have not been  
13 met, the school district must report the provider to the  
14 department. The provider shall be immediately removed from the  
15 state-approved list and ~~for the current school year for that~~  
16 ~~school district. Upon the second such withdrawal in any school~~  
17 ~~district, the provider~~ shall be ineligible to provide services  
18 in the state the following year. The school district must  
19 select another approved provider that is acceptable to the  
20 parents, and supplemental education services must resume  
21 within 10 calendar days.

22 ~~(5)(4)~~ REALLOCATION OF FUNDS.--If a school district  
23 has not spent the required supplemental educational services  
24 set-aside funding, the district may apply to the Department of  
25 Education after January 1 for authorization to reallocate the  
26 funds. If the Commissioner of Education does not approve the  
27 reallocation of funds, the district may appeal to the State  
28 Board of Education. The State Board of Education must consider  
29 the appeal within 60 days of its receipt, and the decision of  
30 the state board shall be final.

1           ~~(6)~~~~(5)~~ RULES.--The State Board of Education may adopt  
2 rules pursuant to ss. 120.536(1) and 120.54 to implement the  
3 provisions of this section and may enforce the provisions of  
4 this section pursuant to s. 1008.32.

5           Section 20. Paragraph (b) of subsection (1) of section  
6 1008.385, Florida Statutes, is amended to read:

7           1008.385 Educational planning and information  
8 systems.--

9           (1) EDUCATIONAL PLANNING.--

10           (b) Each district school board shall maintain a  
11 continuing system of planning and budgeting designed to aid in  
12 identifying and meeting the educational needs of students and  
13 the public. Provision shall be made for coordination between  
14 district school boards and community college boards of  
15 trustees concerning the planning for career education and  
16 adult educational programs. The major emphasis of the system  
17 shall be upon locally determined goals and objectives, the  
18 state plan for education, and the World Class Education  
19 ~~Sunshine State~~ Standards developed by the Department of  
20 Education and adopted by the State Board of Education. The  
21 district planning and budgeting system must include  
22 consideration of student achievement data obtained pursuant to  
23 ss. 1008.22 and 1008.34. The system shall be structured to  
24 meet the specific management needs of the district and to  
25 align the budget adopted by the district school board with the  
26 plan the board has also adopted. Each district school board  
27 shall utilize its system of planning and budgeting to  
28 emphasize a system of school-based management in which  
29 individual school centers become the principal planning units  
30 and to integrate planning and budgeting at the school level.

1           Section 21. Paragraph (o) of subsection (2) of section  
2 1012.05, Florida Statutes, is amended to read:

3           1012.05 Teacher recruitment and retention.--

4           (2) The Department of Education shall:

5           (o) Develop and implement an online Teacher Toolkit  
6 that contains a menu of resources, based on the World Class  
7 Education ~~Sunshine State~~ Standards, that all teachers can use  
8 to enhance classroom instruction and increase teacher  
9 effectiveness, thus resulting in improved student achievement.

10          Section 22. Subsection (5) of section 1012.28, Florida  
11 Statutes, is amended to read:

12          1012.28 Public school personnel; duties of school  
13 principals.--

14          (5) Each school principal shall perform such duties as  
15 may be assigned by the district school superintendent,  
16 pursuant to the rules of the district school board. Such rules  
17 shall include, but are not limited to, rules relating to  
18 administrative responsibility, instructional leadership in  
19 implementing the World Class Education ~~Sunshine State~~  
20 Standards and the overall educational program of the school to  
21 which the school principal is assigned, submission of  
22 personnel recommendations to the district school  
23 superintendent, administrative responsibility for records and  
24 reports, administration of corporal punishment, and student  
25 suspension.

26          Section 23. Subsection (1) of section 1012.52, Florida  
27 Statutes, is amended to read:

28          1012.52 Teacher quality; legislative findings.--

29          (1) The Legislature intends to implement a  
30 comprehensive approach to increase students' academic  
31 achievement and improve teaching quality. The Legislature

1 recognizes that professional educators play an important role  
2 in shaping the future of this state and the nation by  
3 developing the knowledge and skills of our future workforce  
4 and laying the foundation for good citizenship and full  
5 participation in community and civic life. The Legislature  
6 also recognizes its role in meeting the state's educational  
7 priorities so as to provide opportunity for all students to  
8 achieve at the levels set by the World Class Education  
9 ~~Sunshine State~~ Standards.

10 Section 24. Subsection (4) and paragraph (a) of  
11 subsection (7) of section 1012.56, Florida Statutes, are  
12 amended to read:

13 1012.56 Educator certification requirements.--

14 (4) MASTERY OF SUBJECT AREA KNOWLEDGE.--Acceptable  
15 means of demonstrating mastery of subject area knowledge are:

16 (a) Achievement of passing scores on subject area  
17 examinations required by state board rule;

18 (b) Completion of the subject area specialization  
19 requirements specified in state board rule and verification of  
20 the attainment of the essential subject matter competencies by  
21 the district school superintendent of the employing school  
22 district or chief administrative officer of the employing  
23 state-supported or private school for a subject area for which  
24 a subject area examination has not been developed and required  
25 by state board rule;

26 (c) Completion of the subject area specialization  
27 requirements specified in state board rule for a subject  
28 coverage requiring a master's or higher degree and achievement  
29 of a passing score on the subject area examination specified  
30 in state board rule;

31

1 (d) A valid professional standard teaching certificate  
2 issued by another state; or

3 (e) A valid certificate issued by the National Board  
4 for Professional Teaching Standards or a national educator  
5 credentialing board approved by the State Board of Education.

6  
7 School districts are encouraged to provide mechanisms for  
8 those middle school teachers holding only a K-6 teaching  
9 certificate to obtain a subject area coverage for middle  
10 grades through postsecondary coursework or district add-on  
11 certification. As the Sunshine State Standards are replaced by  
12 the World Class Education Standards under s. 1001.03(1), the  
13 State Board of Education shall ensure that the subject area  
14 examinations are aligned to the World Class Education  
15 Standards.

16 (7) PROFESSIONAL PREPARATION ALTERNATIVE CERTIFICATION  
17 AND EDUCATION COMPETENCY PROGRAM.--

18 (a) The Department of Education shall develop and each  
19 school district must provide a cohesive competency-based  
20 professional preparation alternative certification program by  
21 which members of a school district's instructional staff may  
22 satisfy the mastery of professional preparation and education  
23 competence requirements specified in this subsection and rules  
24 of the State Board of Education. Participants must hold a  
25 state-issued temporary certificate. A school district shall  
26 provide a competency-based alternative certification  
27 preparation program developed by the Department of Education  
28 or developed by the district and approved by the Department of  
29 Education. The program shall include the following components:

30 1. A minimum period of initial preparation prior to  
31 assuming duties as the teacher of record.

1           2. An option for collaboration between school  
2 districts and other supporting agencies for implementation.  
3           3. Experienced peer mentors.  
4           4. An assessment that provides for:  
5           a. An initial evaluation of each educator's  
6 competencies to determine an appropriate individualized  
7 professional development plan.  
8           b. A postevaluation to assure successful completion of  
9 the program.  
10          5. Professional education preparation content  
11 knowledge that includes, but is not limited to, the following:  
12          a. Requirements specified in state board rule for  
13 professional preparation.  
14          b. The educator-accomplished practices approved by the  
15 state board.  
16          c. A variety of data indicators for student progress.  
17          d. Methodologies, including technology-based  
18 methodologies, for teaching subject content that supports the  
19 World Class Education ~~Sunshine State~~ Standards for students.  
20          e. Techniques for effective classroom management.  
21          f. Techniques and strategies for operationalizing the  
22 role of the teacher in assuring a safe learning environment  
23 for students.  
24          g. Methodologies for assuring the ability of all  
25 students to read, write, and compute.  
26          6. Required achievement of passing scores on the  
27 professional education competency examination required by  
28 state board rule.  
29          Section 25. Paragraph (a) of subsection (3) of section  
30 1012.585, Florida Statutes, is amended to read:  
31

1           1012.585 Process for renewal of professional  
2 certificates.--

3           (3) For the renewal of a professional certificate, the  
4 following requirements must be met:

5           (a) The applicant must earn a minimum of 6 college  
6 credits or 120 inservice points or a combination thereof. For  
7 each area of specialization to be retained on a certificate,  
8 the applicant must earn at least 3 of the required credit  
9 hours or equivalent inservice points in the specialization  
10 area. Education in "clinical educator" training under ~~pursuant~~  
11 ~~to~~ s. 1004.04(6)(b) and credits or points that provide  
12 training in the area of scientifically researched,  
13 knowledge-based reading literacy and computational skills  
14 acquisition, exceptional student education, normal child  
15 development, and the disorders of development may be applied  
16 toward any specialization area. Credits or points that provide  
17 training in the areas of drug abuse, child abuse and neglect,  
18 strategies in teaching students having limited proficiency in  
19 English, or dropout prevention, or training in areas  
20 identified in the educational goals and performance standards  
21 adopted under ~~pursuant to~~ ss. 1000.03(5) and 1008.345 may be  
22 applied toward any specialization area. Credits or points  
23 earned through approved summer institutes may be applied  
24 toward the fulfillment of these requirements. Inservice points  
25 earned for inservice activities on the content and instruction  
26 of the World Class Education Standards may be applied toward  
27 any specialization area. Inservice points may also be earned  
28 by participation in professional growth components approved by  
29 the State Board of Education and specified under ~~pursuant to~~  
30 s. 1012.98 in the district's approved master plan for  
31 inservice educational training, including, but not limited to,

1 | serving as a trainer in an approved teacher training activity,  
2 | serving on an instructional materials committee or a state  
3 | board or commission that deals with educational issues, or  
4 | serving on an advisory council created under ~~pursuant to~~ s.  
5 | 1001.452.

6 |           Section 26. Subsection (1) of section 1012.72, Florida  
7 | Statutes, is amended to read:

8 |           1012.72 Dale Hickam Excellent Teaching Program.--

9 |           (1) The Legislature recognizes that teachers play a  
10 | critical role in preparing students to achieve the high levels  
11 | of academic performance expected by the World Class Education  
12 | ~~Sunshine State~~ Standards. The Legislature further recognizes  
13 | the importance of identifying and rewarding teaching  
14 | excellence and of encouraging good teachers to become  
15 | excellent teachers. The Legislature finds that the National  
16 | Board of Professional Teaching Standards (NBPTS) has  
17 | established high and rigorous standards for accomplished  
18 | teaching and has developed a national voluntary system for  
19 | assessing and certifying teachers who demonstrate teaching  
20 | excellence by meeting those standards. It is therefore the  
21 | Legislature's intent to provide incentives for teachers to  
22 | seek NBPTS certification and to reward teachers who  
23 | demonstrate teaching excellence by attaining NBPTS  
24 | certification and sharing their expertise with other teachers.

25 |           Section 27. Subsection (1) and paragraph (b) of  
26 | subsection (4) of section 1012.98, Florida Statutes, are  
27 | amended, and subsections (12) and (13) are added to that  
28 | section, to read:

29 |           1012.98 School Community Professional Development  
30 | Act.--

31 |

1           (1) The Department of Education, public postsecondary  
2 educational institutions, public school districts, public  
3 schools, state education foundations, consortia, and  
4 professional organizations in this state shall work  
5 collaboratively to establish a coordinated system of  
6 professional development. The purpose of the professional  
7 development system is to increase student achievement, enhance  
8 classroom instructional strategies that promote rigor and  
9 relevance throughout the curriculum, and prepare students for  
10 continuing education and the workforce. The system of  
11 professional development must align to the World Class  
12 Education Standards ~~adopted by the state~~ and support the  
13 framework for standards adopted by the National Staff  
14 Development Council.

15           (4) The Department of Education, school districts,  
16 schools, community colleges, and state universities share the  
17 responsibilities described in this section. These  
18 responsibilities include the following:

19           (b) Each school district shall develop a professional  
20 development system as specified in subsection (3). The system  
21 shall be developed in consultation with teachers,  
22 teacher-educators of community colleges and state  
23 universities, business and community representatives, and  
24 local education foundations, consortia, and professional  
25 organizations. The professional development system must:

26           1. Be approved by the department. All substantial  
27 revisions to the system must ~~shall~~ be submitted to the  
28 department for review for continued approval.

29           2. Be based on analyses of student achievement data  
30 and instructional strategies and methods that support  
31 rigorous, relevant, and challenging curricula for all

1 students. Schools and districts, in developing and refining  
2 the professional development system, shall also review and  
3 monitor school discipline data; school environment surveys;  
4 assessments of parental satisfaction; performance appraisal  
5 data of teachers, managers, and administrative personnel; and  
6 other performance indicators to identify school and student  
7 needs that can be met by improved professional performance.

8 3. Provide inservice activities coupled with followup  
9 support appropriate to accomplish state, district,  
10 ~~district level~~ and school ~~school level~~ improvement goals and  
11 standards. The inservice activities for instructional  
12 personnel shall focus on analysis of student achievement data,  
13 ongoing formal and informal assessments of student  
14 achievement, identification and use of enhanced and  
15 differentiated instructional strategies that emphasize rigor,  
16 relevance, and reading in the content areas, enhancement of  
17 subject content expertise, integrated use of classroom  
18 technology that enhances teaching and learning, classroom  
19 management, parent involvement, and school safety. As the  
20 Sunshine State Standards are replaced by the World Class  
21 Education Standards under s. 1001.03(1), a school district  
22 must align its inservice activities to the World Class  
23 Education Standards.

24 4. Include a master plan for inservice activities, in  
25 accordance with ~~pursuant to~~ rules of the State Board of  
26 Education, for all district employees from all fund sources.  
27 The master plan shall be updated annually by September 1, must  
28 be based on input from teachers and district and school  
29 instructional leaders, and must use the latest available  
30 student achievement data and research to enhance rigor and  
31 relevance in the classroom. Each district inservice plan must

1 | be aligned to and support the school-based inservice plans and  
2 | school improvement plans under ~~pursuant to~~ s. 1001.42(16).  
3 | District plans must be approved by the district school board  
4 | annually in order to ensure compliance with subsection (1) and  
5 | to allow for dissemination of research-based best practices to  
6 | other districts. District school boards must submit  
7 | verification of their approval to the Commissioner of  
8 | Education by no later than October 1 of each year, ~~annually.~~

9 |         5. Require each school principal to establish and  
10 | maintain an individual professional development plan for each  
11 | instructional employee assigned to the school as a seamless  
12 | component to the school improvement plans developed under  
13 | ~~pursuant to~~ s. 1001.42(16). The individual professional  
14 | development plan must:

15 |             a. Be related to specific performance data for the  
16 | students to whom the teacher is assigned.

17 |             b. Define the inservice objectives and specific  
18 | measurable improvements expected in student performance as a  
19 | result of the inservice activity.

20 |             c. Include an evaluation component that determines the  
21 | effectiveness of the professional development plan.

22 |         6. Include inservice activities for school  
23 | administrative personnel that address updated skills necessary  
24 | for instructional leadership and effective school management  
25 | under ~~pursuant to~~ s. 1012.986.

26 |         7. Provide for systematic consultation with regional  
27 | and state personnel designated to provide technical assistance  
28 | and evaluation of local professional development programs.

29 |         8. Provide for delivery of professional development by  
30 | distance learning and other technology-based delivery systems  
31 | to reach more educators at lower costs.

1           9. Provide for the continuous evaluation of the  
2 quality and effectiveness of professional development programs  
3 in order to eliminate ineffective programs and strategies and  
4 to expand effective ones. Evaluations must consider the impact  
5 of such activities on the performance of participating  
6 educators and their students' achievement and behavior.

7           (12) The State Board of Education shall ensure the  
8 statewide standardized delivery of inservice activities for  
9 Florida educators on the content and instruction of the World  
10 Class Education Standards. The effectiveness of the inservice  
11 activities shall be evaluated using performance outcomes of  
12 both the educator and the educator's students.

13           (13) The Department of Education shall provide  
14 statewide standardized professional development for educators  
15 on the Florida Comprehensive Assessment Test, and all Florida  
16 educators must participate in the professional development as  
17 a condition of employment. The professional development shall  
18 include, at a minimum, how the Florida Comprehensive  
19 Assessment Test is developed and scored, what information is  
20 available to parents and students about the test, the ethical  
21 and professional standards of instruction aligned to  
22 state-adopted standards and the importance of not teaching to  
23 the test, and the process used in grading schools for the  
24 state's accountability system.

25           Section 28. After-school programs.--

26           (1) The Office of Program Policy Analysis and  
27 Government Accountability, by January 1, 2008, shall submit a  
28 report to the Governor, the President of the Senate, and the  
29 Speaker of the House of Representatives on after-school  
30 programs. The report shall:

1           (a) Review different types of public and private  
2 after-school programs available for families;

3           (b) Identify strong accountability measures, including  
4 outcomes, which could be used to measure the success of  
5 after-school programs;

6           (c) Review existing research that analyzes the types  
7 of after-school programs which provide important educational  
8 benefits for students and families;

9           (d) Provide options for providing incentives to create  
10 public-private partnerships to expand after-school programs;

11           (e) Review how Florida could maximize federal funding  
12 of after-school programs, including, but not limited to, an  
13 examination of current methods for obtaining funding from the  
14 Federal Government, including grants, and other methods to  
15 obtain federal funding; and

16           (f) Options for correcting the state's deficiencies in  
17 obtaining federal funding for after-school programs, if the  
18 report finds any deficiencies, and the projected cost of  
19 implementing the options.

20           (2) The Office of Program Policy Analysis and  
21 Government Accountability, in conducting research for the  
22 report, shall consult with the Department of Education, the  
23 Department of Children and Family Services, and other  
24 interested entities that may offer unique experiences and  
25 perspectives on after-school programs.

26           Section 29. This act shall take effect July 1, 2007.

27  
28  
29  
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31

1                   STATEMENT OF SUBSTANTIAL CHANGES CONTAINED IN  
2                                   COMMITTEE SUBSTITUTE FOR  
3   Senate Bill 1238  
4           The committee substitute:  
5           Provides for a systematic review and replacement of the  
6           Sunshine State Standards with new World Class Education  
7           Standards aligned to the knowledge demands students will face  
8           in a global economy;  
9           Provides for specific content within subject areas including a  
10          focus on government and civics education and both performing  
11          and visual arts within the arts standards;  
12          Aligns the FCAT to the new standards and requires professional  
13          development on the importance of effective standards-based  
14          instruction rather than teaching to the test;  
15          Adds social studies to the subject areas assessed under the  
16          FCAT and requires the Commissioner of Education to administer  
17          FCAT testing as close to the end of the school year as  
18          practicable;  
19          Requires the development of standards in foreign languages  
20          deemed most critical to a global economy and encourages school  
21          districts to offer these foreign languages beginning in the  
22          elementary grades;  
23          Requires school districts to provide for accelerated learning  
24          opportunities for academically talented students;  
25          Authorizes qualified public schools to serve as a supplemental  
26          education services provider and prohibits a Supplemental  
27          Education Services provider from providing services if it  
28          fails to deliver services to eligible students by September 15  
29          of each year;  
30          Defines comprehensive end-of-course examinations for the  
31          purposes of the merit award program; and  
32          Directs OPPAGA to conduct a study on after-school programs to  
33          identify methods to maximize effectiveness and efficiency and  
34          to secure additional federal funding.