

HB 7151

2007

1 A bill to be entitled
2 An act relating to education; amending s. 1001.03, F.S.;
3 requiring the State Board of Education to review the
4 Sunshine State Standards and replace them with World Class
5 Education Standards; establishing requirements for the
6 standards; requiring reports; providing requirements for
7 the adoption, review, and revision of the standards;
8 authorizing contracting; requiring evaluation of proposed
9 standards; creating s. 1003.411, F.S.; creating the World
10 Class Education Standards Advisory Council within the
11 Department of Education; providing for appointment of the
12 advisory council; requiring the advisory council to
13 conduct hearings and submit a report relating to
14 replacement, adoption, and implementation of standards;
15 requiring the Commissioner of Education and State Board of
16 Education to submit recommendations; requiring the
17 advisory council to hold meetings and submit annual
18 reports; providing for per diem and travel expenses for
19 advisory council members; requiring the department to
20 reimburse school districts for substitute teachers
21 assigned under specified conditions; providing for the
22 future abolishment of the advisory council; amending ss.
23 39.0016 and 445.049, F.S.; conforming provisions; amending
24 s. 1000.21, F.S.; revising the systemwide definition of
25 standards; conforming provisions; amending s. 1001.02,
26 F.S.; revising provisions authorizing the State Board of
27 Education to adopt rules; amending s. 1001.215, F.S.;
28 conforming provisions; amending s. 1001.41, F.S.;

Page 1 of 75

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

hb7151-00

29 requiring a school district to emphasize certain items in
30 social studies education; amending s. 1001.42, F.S.;
31 conforming provisions; creating s. 1001.55, F.S.;
32 requiring certain high-performing school districts to
33 submit plans to the State Board of Education and give
34 certain authority to specified school principals;
35 requiring annual reports; amending ss. 1002.33 and
36 1002.415, F.S.; conforming provisions; amending s.
37 1003.41, F.S.; specifying requirements for World Class
38 Education Standards; amending s. 1003.428, F.S.; requiring
39 school districts to include certain notations on diplomas
40 and academic transcripts under specified conditions;
41 conforming provisions; amending s. 1003.43, F.S.;
42 conforming provisions; creating s. 1003.451, F.S.;
43 requiring the State Board of Education to adopt standards
44 for world-language instruction and provide flexibility in
45 foreign-language teacher certification; requiring school
46 districts and certain schools to submit plans for
47 elementary school world-language curricula; revising
48 standards and authorizing use of funds for instructional
49 materials; creating s. 1003.59, F.S.; requiring the State
50 Board of Education to adopt a model policy for accelerated
51 learning opportunities for certain students; requiring
52 school districts to implement an accelerated learning
53 policy; amending s. 1004.04, F.S.; conforming provisions;
54 amending s. 1007.271, F.S.; providing exemptions from
55 certain qualifications for early admission and dual
56 enrollment programs based on certain student scores;

57 | amending s. 1007.35, F.S.; conforming provisions; amending
58 | s. 1008.22, F.S.; requiring the Florida Comprehensive
59 | Assessment Test to assess students in social studies;
60 | requiring the content knowledge and skills of the
61 | statewide assessment program and Florida Comprehensive
62 | Assessment Test to align to the World Class Education
63 | Standards; providing for the expedited revision of the
64 | Florida Comprehensive Assessment Test; requiring the
65 | Commissioner of Education to submit reports; providing
66 | requirements for an achievement-level scale for test
67 | scores and for test administration; providing for a
68 | proficiency designation in a subject area for a grade
69 | level based on student scores on the Florida Comprehensive
70 | Assessment Test; requiring recommendations for end-of-
71 | course examinations; amending s. 1008.25, F.S.; conforming
72 | provisions; requiring remediation in social studies;
73 | revising requirements for an annual report; amending s.
74 | 1008.30, F.S.; exempting a student from passing the common
75 | placement test under specified conditions; amending s.
76 | 1008.385, F.S.; conforming provisions; amending ss.
77 | 1009.534, 1009.535, and 1009.536, F.S.; exempting a
78 | student from certain eligibility requirements of the
79 | Florida Bright Futures Scholarship Program based on scores
80 | on the Florida Comprehensive Assessment Test; amending ss.
81 | 1012.05, 1012.28, and 1012.52, F.S.; conforming
82 | provisions; amending s. 1012.56, F.S.; revising
83 | examination requirements for educators to demonstrate
84 | mastery of general knowledge; requiring educators to

HB 7151

2007

85 demonstrate mastery of a college-level general education
86 curriculum; requiring the State Board of Education to
87 align subject area examinations to the World Class
88 Education Standards; conforming provisions; amending s.
89 1012.585, F.S.; applying certain inservice points toward
90 renewal of an educator professional certificate
91 specialization area; amending s. 1012.72, F.S.; conforming
92 provisions; amending s. 1012.98, F.S.; requiring a school
93 district's inservice activities to support state
94 standards; directing districts to align inservice
95 activities to the World Class Education Standards;
96 providing that an individual professional development plan
97 requires instructional employees to complete specified
98 inservice activities; requiring passage of an inservice
99 examination for award of certain inservice points;
100 directing the department to adopt examination
101 competencies; requiring statewide standardized delivery of
102 certain inservice activities and outcome measurement of
103 such activities; requiring the department to provide
104 statewide standardized professional development and
105 requiring educators to participate therein; requiring
106 school districts to inventory professional development
107 programs; establishing priority for use of professional
108 development funds; requiring school districts to submit
109 reports; requiring the Office of Program Policy Analysis
110 and Government Accountability to submit reports relating
111 to student end-of-course examinations, after-school
112 programs, and sales tax on school facilities construction;

HB 7151

2007

113 requiring the Commissioner of Education to submit a report
 114 on visual and performing arts education; creating the
 115 Public-Private Partnering Task Force within the Department
 116 of Management Services; requiring the task force to submit
 117 a report to the Governor and Legislature; providing for
 118 the future abolishment of the task force; providing an
 119 appropriation; providing effective dates.

120

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

122

123 Section 1. Subsection (1) of section 1001.03, Florida
 124 Statutes, is amended to read:

125 1001.03 Specific powers of State Board of Education.--

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

127 (a) The State Board of Education shall review and
 128 systematically replace ~~approve the student performance standards~~
 129 ~~known as~~ the Sunshine State Standards by adopting World Class
 130 Education Standards that prepare Florida's students to compete
 131 in a global economy. The World Class Education Standards shall,
 132 at a minimum:

133 1. Establish the essential content knowledge and skills,
 134 by each in key academic subject areas and grade level, that are
 135 necessary for student academic achievement;

136 2. Identify the general content knowledge that a student
 137 is expected to acquire for reading proficiency;

138 3. Identify the specific content knowledge and skills that
 139 a student is expected to acquire and be able to demonstrate for
 140 each subject area listed in s. 1003.41 by grade level; and

HB 7151

2007

141 4. Provide for the sequential development of a student's
142 content knowledge and skills grade by grade for each subject
143 area levels.

144 (b) By January 31, 2008, the State Board of Education
145 shall establish an expedited a schedule for to facilitate the
146 adoption periodic review of the World Class Education Standards,
147 and for the periodic review and revision of the standards, to
148 ensure superior adequate rigor, relevance, logical student
149 progression, and integration of reading, writing, and
150 mathematics across all subject areas. Effective January 1, 2009,
151 the state board shall, by January 1 of each year, submit a
152 report to the Governor, the President of the Senate, and the
153 Speaker of the House of Representatives detailing the status of
154 the adoption, implementation, and any subsequent revisions of
155 the World Class Education Standards. The report shall address
156 the recommendations of the World Class Education Standards
157 Advisory Council.

158 (c) The State Board of Education shall include Florida
159 educators in the development and review of the World Class
160 Education Standards. The state board shall consider the
161 recommendations of the World Class Education Standards Advisory
162 Council, educators, citizens, and members of the business
163 community; consult national or international curricular experts
164 in each review by subject area; and consider standards
165 implemented by other states or nations, which standards are
166 regarded as exceptionally rigorous by the curricular experts.
167 The state board shall also must include the participation of
168 curriculum leaders in other content areas, including the arts,

HB 7151

2007

169 to ensure valid content area integration and to address the
170 instructional requirements of different learning styles.

171 (d) The process for adoption and revision of the World
172 Class Education Standards ~~review and proposed revisions~~ must
173 include leadership and input from ~~the state's~~ classroom teachers
174 and selected, school administrators, postsecondary institutions
175 ~~and community colleges and universities,~~ and from
176 ~~representatives from~~ business and industry representatives ~~who~~
177 are identified by local education foundations.

178 (e) The Department of Education may contract for the
179 development of the World Class Education Standards and the
180 identification of appropriate curricula aligned to the
181 standards. The department has flexibility to enter into multiple
182 contracts and may expand the contracts to include training.

183 (f) The State Board of Education, before adopting or
184 revising the World Class Education Standards for a subject area,
185 shall submit the proposed standards for evaluation by more than
186 one nationally recognized foundation, institute, organization,
187 or board with expertise in performance standards for K-12
188 curricula. The state board shall submit the results of the
189 evaluations to the Governor, the President of the Senate, and
190 the Speaker of the House of Representatives before adopting the
191 proposed standards. A report including proposed revisions must
192 ~~be submitted to the Governor, the President of the Senate, and~~
193 ~~the Speaker of the House of Representatives annually to coincide~~
194 ~~with the established review schedule. The review schedule and an~~
195 ~~annual status report must be submitted to the Governor, the~~
196 ~~President of the Senate, and the Speaker of the House of~~

HB 7151

2007

197 ~~Representatives annually not later than January 1.~~

198 Section 2. Effective upon this act becoming a law, section
199 1003.411, Florida Statutes, is created to read:

200 1003.411 World Class Education Standards Advisory
201 Council.--

202 (1) (a) The World Class Education Standards Advisory
203 Council is created within the Department of Education. The
204 advisory council is composed of 12 outstanding teachers
205 appointed as follows: two members appointed by the Governor; two
206 members appointed by the President of the Senate; two members
207 appointed by the Speaker of the House of Representatives; and
208 six members appointed by the State Board of Education, one of
209 whom shall be appointed from a nonpublic school and one of whom
210 shall be appointed from the Florida Virtual School. Members must
211 be highly motivated; representative of elementary, middle, and
212 high school grade levels; representative of the demographic
213 diversity of the state; and technologically experienced. Members
214 of the advisory council shall be appointed by July 1, 2007.

215 (b) The advisory council, before submitting its report
216 under paragraph (c), shall publicly notice and conduct at least
217 three public hearings throughout the state.

218 (c) By November 15, 2007, the advisory council shall
219 submit a report to the Commissioner of Education and State Board
220 of Education that includes recommendations that identify
221 innovative and unique methods to expedite the timeline for
222 replacing the Sunshine State Standards with the World Class
223 Education Standards. Each recommendation must include an
224 estimate of the expenditures required to implement the

HB 7151

2007

225 recommendation. The advisory council's recommendations shall
226 address, at a minimum:

227 1. An efficient and effective process for adoption of
228 instructional materials or alternative approaches to meeting the
229 state's needs for instructional materials;

230 2. Strategies for timely and appropriate deployment of
231 professional development;

232 3. The integration of technology in the standards,
233 professional development, and curricular content and delivery;

234 4. Options for expediting the implementation of valid and
235 reliable assessments; and

236 5. Options for designating curriculum leaders for the
237 World Class Education Standards who will be available to all
238 schools.

239
240 The report shall also establish a plan for the advisory
241 council's continued participation and input in the adoption,
242 implementation, and subsequent review and revision of the World
243 Class Education Standards, including a determination of whether
244 additional public hearings are needed and the timelines,
245 locations, and purposes of the hearings.

246 (d) By December 31, 2007, the Commissioner of Education
247 shall submit a report to the State Board of Education that
248 contains the commissioner's recommendations for the adoption and
249 implementation of the World Class Education Standards. The
250 report must address the recommendations of the advisory council
251 and other education stakeholder groups. By January 31, 2008, the
252 State Board of Education shall submit a report of its

HB 7151

2007

253 recommendations for the World Class Education Standards to the
254 Governor, the President of the Senate, the Speaker of the House
255 of Representatives, and the chairs of the education committees
256 of the Senate and the House of Representatives. The state
257 board's report shall include its schedule for adoption and
258 periodic revision of the World Class Education Standards which
259 is established under s. 1001.03(1)(b).

260 (2) The department shall provide administrative and staff
261 support for the advisory council. The advisory council shall
262 meet at least quarterly and submit an annual report to the
263 Commissioner of Education and State Board of Education by
264 November 15 of each year that details successes, concerns, and
265 additional strategies for implementation of the World Class
266 Education Standards. Members of the advisory council shall serve
267 without compensation but are entitled to per diem and
268 reimbursement of travel expenses under s. 112.061.

269 (3) A school district employing an advisory council member
270 shall grant the member administrative leave necessary for the
271 member's attendance at the advisory council's meetings and
272 public hearings. The department shall reimburse the school
273 district, subject to legislative appropriation, for assignment
274 of a substitute teacher for each day that the district grants
275 the member administrative leave under this subsection.

276 (4) The advisory council is abolished November 30, 2010.

277 Section 3. Paragraph (b) of subsection (4) and paragraph
278 (d) of subsection (5) of section 39.0016, Florida Statutes, are
279 amended to read:

280 39.0016 Education of abused, neglected, and abandoned

HB 7151

2007

281 children.--

282 (4) The department shall enter into agreements with
283 district school boards or other local educational entities
284 regarding education and related services for children known to
285 the department who are of school age and children known to the
286 department who are younger than school age but who would
287 otherwise qualify for services from the district school board.
288 Such agreements shall include, but are not limited to:

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

290 1. Provide the department with a general listing of the
291 services and information available from the district school
292 board, including, but not limited to, the World Class Education
293 ~~current Sunshine State~~ Standards, the Surrogate Parent Training
294 Manual, and other resources accessible through the Department of
295 Education or local school districts to facilitate educational
296 access for a child known to the department.

297 2. Identify all educational and other services provided by
298 the school and school district which the school district
299 believes are reasonably necessary to meet the educational needs
300 of a child known to the department.

301 3. Determine whether transportation is available for a
302 child known to the department when such transportation will
303 avoid a change in school assignment due to a change in
304 residential placement. Recognizing that continued enrollment in
305 the same school throughout the time the child known to the
306 department is in out-of-home care is preferable unless
307 enrollment in the same school would be unsafe or otherwise
308 impractical, the department, the district school board, and the

HB 7151

2007

309 Department of Education shall assess the availability of
 310 federal, charitable, or grant funding for such transportation.

311 4. Provide individualized student intervention or an
 312 individual educational plan when a determination has been made
 313 through legally appropriate criteria that intervention services
 314 are required. The intervention or individual educational plan
 315 must include strategies to enable the child known to the
 316 department to maximize the attainment of educational goals.

317 (5) The department shall incorporate an education
 318 component into all training programs of the department regarding
 319 children known to the department. Such training shall be
 320 coordinated with the Department of Education and the local
 321 school districts. The department shall offer opportunities for
 322 education personnel to participate in such training. Such
 323 coordination shall include, but not be limited to, notice of
 324 training sessions, opportunities to purchase training materials,
 325 proposals to avoid duplication of services by offering joint
 326 training, and incorporation of materials available from the
 327 Department of Education and local school districts into the
 328 department training when appropriate. The department training
 329 components shall include:

330 (d) Training of caseworkers regarding the services and
 331 information available through the Department of Education and
 332 local school districts, including, but not limited to, the World
 333 Class Education ~~current Sunshine State Standards~~, the Surrogate
 334 Parent Training Manual, and other resources accessible through
 335 the Department of Education or local school districts to
 336 facilitate educational access for a child known to the

HB 7151

2007

337 department.

338 Section 4. Paragraph (g) of subsection (7) of section
339 445.049, Florida Statutes, is amended to read:

340 445.049 Digital Divide Council.--

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

343 (g) Using information technology to facilitate achievement
344 of the World Class Education ~~Sunshine State~~ Standards by all
345 children enrolled in the state's K-12 school system who are
346 members of at-risk families.

347 Section 5. Subsection (7) of section 1000.21, Florida
348 Statutes, is amended to read:

349 1000.21 Systemwide definitions.--As used in the Florida K-
350 20 Education Code:

351 (7) "World Class Education ~~Sunshine State~~ Standards" means
352 the student content are standards, as described in ss.

353 1001.03(1) and 1003.41, that identify what public school
354 students are expected to should know and be able to demonstrate
355 de. The term includes the Sunshine State Standards for a subject
356 area until the standards are replaced under s. 1001.03(1) by the

357 World Class Education Standards for the subject area. These
358 standards delineate the academic achievement of students for
359 which the state will hold its public schools accountable in
360 grades K-2, 3-5, 6-8, and 9-12, in the subjects of language
361 arts, mathematics, science, social studies, the arts, health and
362 physical education, foreign languages, reading, writing,
363 history, government, geography, economics, and computer
364 literacy.

HB 7151

2007

365 Section 6. Subsection (1) of section 1001.02, Florida
 366 Statutes, is amended to read:

367 1001.02 General powers of State Board of Education.--

368 (1) The State Board of Education is the chief implementing
 369 and coordinating body of public education in Florida, and it
 370 shall focus on high-level policy decisions. The state board ~~it~~
 371 has authority to adopt rules under ~~pursuant to~~ ss. 120.536(1)
 372 and 120.54 to implement the provisions of law conferring duties
 373 upon the State Board of Education, the Commissioner of
 374 Education, and the Department of Education ~~it for the~~
 375 ~~improvement of the state system of K-20 public education~~. Except
 376 as otherwise provided by law herein, the State Board of
 377 Education ~~it~~ may, as it finds appropriate, delegate its general
 378 powers to the Commissioner of Education or the directors of the
 379 divisions of the department.

380 Section 7. Subsection (8) of section 1001.215, Florida
 381 Statutes, is amended to read:

382 1001.215 Just Read, Florida! Office.--There is created in
 383 the Department of Education the Just Read, Florida! Office. The
 384 office shall be fully accountable to the Commissioner of
 385 Education and shall:

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

388 Section 8. Subsection (3) of section 1001.41, Florida
 389 Statutes, is amended to read:

390 1001.41 General powers of district school board.--The
 391 district school board, after considering recommendations
 392 submitted by the district school superintendent, shall exercise

HB 7151

2007

393 the following general powers:

394 (3) Prescribe and adopt standards and policies to provide
 395 each student the opportunity to receive a complete education
 396 program, including language arts;; mathematics;; science;;
 397 social studies, with an emphasis on history, government, civics,
 398 and United States patriotism and national sovereignty; health;;
 399 physical education;; foreign languages;; and the arts, as
 400 defined by the World Class Education ~~Sunshine State~~ Standards.
 401 The standards and policies must emphasize integration and
 402 reinforcement of reading, writing, and mathematics skills across
 403 all subjects, including career awareness, career exploration,
 404 and career and technical education.

405 Section 9. Paragraph (a) of subsection (16) of section
 406 1001.42, Florida Statutes, is amended to read:

407 1001.42 Powers and duties of district school board.--The
 408 district school board, acting as a board, shall exercise all
 409 powers and perform all duties listed below:

410 (16) IMPLEMENT SCHOOL IMPROVEMENT AND
 411 ACCOUNTABILITY.--Maintain a system of school improvement and
 412 education accountability as provided by statute and State Board
 413 of Education rule. This system of school improvement and
 414 education accountability shall be consistent with, and
 415 implemented through, the district's continuing system of
 416 planning and budgeting required by this section and ss.
 417 1008.385, 1010.01, and 1011.01. This system of school
 418 improvement and education accountability shall include, but is
 419 not limited to, the following:

420 (a) School improvement plans.--Annually approve and

HB 7151

2007

421 require implementation of a new, amended, or continuation school
422 improvement plan for each school in the district. A district
423 school board may establish a district school improvement plan
424 that includes all schools in the district operating for the
425 purpose of providing educational services to youth in Department
426 of Juvenile Justice programs. The school improvement plan shall
427 be designed to achieve the state education priorities under
428 ~~pursuant to~~ s. 1000.03(5) and student proficiency on the World
429 Class Education Sunshine State Standards under ~~pursuant to~~ s.
430 1003.41. Each plan shall address student achievement goals and
431 strategies based on state and school district proficiency
432 standards. The plan may also address issues relative to other
433 academic-related matters, as determined by district school board
434 policy, and shall include an accurate, data-based analysis of
435 student achievement and other school performance data. Beginning
436 with plans approved for implementation in the 2007-2008 school
437 year, each secondary school plan must include a redesign
438 component based on the principles established in s. 1003.413.
439 For each school in the district that earns a school grade of "C"
440 or below, or is required to have a school improvement plan under
441 federal law, the school improvement plan shall, at a minimum,
442 also include:

- 443 1. Professional development that supports enhanced and
444 differentiated instructional strategies to improve teaching and
445 learning.
- 446 2. Continuous use of disaggregated student achievement
447 data to determine effectiveness of instructional strategies.
- 448 3. Ongoing informal and formal assessments to monitor

HB 7151

2007

449 individual student progress, including progress toward mastery
450 of the World Class Education ~~Sunshine State~~ Standards, and to
451 redesign instruction if needed.

452 4. Alternative instructional delivery methods to support
453 remediation, acceleration, and enrichment strategies.

454 Section 10. Section 1001.55, Florida Statutes, is created
455 to read:

456 1001.55 Site-based management.--A school district
457 receiving a designation for high performance from the State
458 Board of Education under part VI of chapter 1003 that is based,
459 at least in part, on school grades or district grades assigned
460 under s. 1008.34 shall submit to the state board and implement a
461 plan that gives the district's highest performing principals
462 significant decisionmaking and budgetary authority over their
463 respective schools. The school district shall annually audit,
464 monitor, and report to the state board on the implementation of
465 this section at each school site. The state board shall submit a
466 statewide annual report to the Governor, the President of the
467 Senate, and the Speaker of the House of Representatives on the
468 implementation of this section. The state board may adopt rules
469 under ss. 120.536(1) and 120.54 to administer this section.

470 Section 11. Paragraph (a) of subsection (6) and paragraph
471 (a) of subsection (7) of section 1002.33, Florida Statutes, are
472 amended to read:

473 1002.33 Charter schools.--

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

476 (a) A person or entity wishing to open a charter school

HB 7151

2007

477 shall prepare an application that:

478 1. Demonstrates how the school will use the guiding
479 principles and meet the statutorily defined purpose of a charter
480 school.

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

484 3. Contains goals and objectives for improving student
485 learning and measuring that improvement. These goals and
486 objectives must indicate how much academic improvement students
487 are expected to show each year, how success will be evaluated,
488 and the specific results to be attained through instruction.

489 4. Describes the reading curriculum and differentiated
490 strategies that will be used for students reading at grade level
491 or higher and a separate curriculum and strategies for students
492 who are reading below grade level. A sponsor shall deny a
493 charter if the school does not propose a reading curriculum that
494 is consistent with effective teaching strategies that are
495 grounded in scientifically based reading research.

496 5. Contains an annual financial plan for each year
497 requested by the charter for operation of the school for up to 5
498 years. This plan must contain anticipated fund balances based on
499 revenue projections, a spending plan based on projected revenues
500 and expenses, and a description of controls that will safeguard
501 finances and projected enrollment trends.

502 (7) CHARTER.--The major issues involving the operation of
503 a charter school shall be considered in advance and written into
504 the charter. The charter shall be signed by the governing body

HB 7151

2007

505 of the charter school and the sponsor, following a public
506 hearing to ensure community input.

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

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

511 2. The focus of the curriculum, the instructional methods
512 to be used, any distinctive instructional techniques to be
513 employed, and identification and acquisition of appropriate
514 technologies needed to improve educational and administrative
515 performance which include a means for promoting safe, ethical,
516 and appropriate uses of technology which comply with legal and
517 professional standards. The charter shall ensure that reading is
518 a primary focus of the curriculum and that resources are
519 provided to identify and provide specialized instruction for
520 students who are reading below grade level. The curriculum and
521 instructional strategies for reading must be consistent with the
522 World Class Education ~~Sunshine State~~ Standards and grounded in
523 scientifically based reading research.

524 3. The current incoming baseline standard of student
525 academic achievement, the outcomes to be achieved, and the
526 method of measurement that will be used. The criteria listed in
527 this subparagraph shall include a detailed description for each
528 of the following:

529 a. How the baseline student academic achievement levels
530 and prior rates of academic progress will be established.

531 b. How these baseline rates will be compared to rates of
532 academic progress achieved by these same students while

HB 7151

2007

533 attending the charter school.

534 c. To the extent possible, how these rates of progress
535 will be evaluated and compared with rates of progress of other
536 closely comparable student populations.

537
538 The district school board is required to provide academic
539 student performance data to charter schools for each of their
540 students coming from the district school system, as well as
541 rates of academic progress of comparable student populations in
542 the district school system.

543 4. The methods used to identify the educational strengths
544 and needs of students and how well educational goals and
545 performance standards are met by students attending the charter
546 school. Included in the methods is a means for the charter
547 school to ensure accountability to its constituents by analyzing
548 student performance data and by evaluating the effectiveness and
549 efficiency of its major educational programs. Students in
550 charter schools shall, at a minimum, participate in the
551 statewide assessment program created under s. 1008.22.

552 5. In secondary charter schools, a method for determining
553 that a student has satisfied the requirements for graduation in
554 s. 1003.43.

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

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

559 8. The ways by which the school will achieve a
560 racial/ethnic balance reflective of the community it serves or

HB 7151

2007

561 within the racial/ethnic range of other public schools in the
562 same school district.

563 9. The financial and administrative management of the
564 school, including a reasonable demonstration of the professional
565 experience or competence of those individuals or organizations
566 applying to operate the charter school or those hired or
567 retained to perform such professional services and the
568 description of clearly delineated responsibilities and the
569 policies and practices needed to effectively manage the charter
570 school. A description of internal audit procedures and
571 establishment of controls to ensure that financial resources are
572 properly managed must be included. Both public sector and
573 private sector professional experience shall be equally valid in
574 such a consideration.

575 10. The asset and liability projections required in the
576 application which are incorporated into the charter and which
577 shall be compared with information provided in the annual report
578 of the charter school. The charter shall ensure that, if a
579 charter school internal audit or annual financial audit reveals
580 a state of financial emergency as defined in s. 218.503 or
581 deficit financial position, the auditors are required to notify
582 the charter school governing board, the sponsor, and the
583 Department of Education. The internal auditor shall report such
584 findings in the form of an exit interview to the principal or
585 the principal administrator of the charter school and the chair
586 of the governing board within 7 working days after finding the
587 state of financial emergency or deficit position. A final report
588 shall be provided to the entire governing board, the sponsor,

HB 7151

2007

589 and the Department of Education within 14 working days after the
590 exit interview. When a charter school is in a state of financial
591 emergency, the charter school shall file a detailed financial
592 recovery plan with the sponsor. The department, with the
593 involvement of both sponsors and charter schools, shall
594 establish guidelines for developing such plans.

595 11. A description of procedures that identify various
596 risks and provide for a comprehensive approach to reduce the
597 impact of losses; plans to ensure the safety and security of
598 students and staff; plans to identify, minimize, and protect
599 others from violent or disruptive student behavior; and the
600 manner in which the school will be insured, including whether or
601 not the school will be required to have liability insurance,
602 and, if so, the terms and conditions thereof and the amounts of
603 coverage.

604 12. The term of the charter which shall provide for
605 cancellation of the charter if insufficient progress has been
606 made in attaining the student achievement objectives of the
607 charter and if it is not likely that such objectives can be
608 achieved before expiration of the charter. The initial term of a
609 charter shall be for 4 or 5 years. In order to facilitate access
610 to long-term financial resources for charter school
611 construction, charter schools that are operated by a
612 municipality or other public entity as provided by law are
613 eligible for up to a 15-year charter, subject to approval by the
614 district school board. A charter lab school is eligible for a
615 charter for a term of up to 15 years. In addition, to facilitate
616 access to long-term financial resources for charter school

HB 7151

2007

617 construction, charter schools that are operated by a private,
618 not-for-profit, s. 501(c)(3) status corporation are eligible for
619 up to a 15-year charter, subject to approval by the district
620 school board. Such long-term charters remain subject to annual
621 review and may be terminated during the term of the charter, but
622 only according to the provisions set forth in subsection (8).

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

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

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

630 16. A timetable for implementing the charter which
631 addresses the implementation of each element thereof and the
632 date by which the charter shall be awarded in order to meet this
633 timetable.

634 17. In the case of an existing public school being
635 converted to charter status, alternative arrangements for
636 current students who choose not to attend the charter school and
637 for current teachers who choose not to teach in the charter
638 school after conversion in accordance with the existing
639 collective bargaining agreement or district school board rule in
640 the absence of a collective bargaining agreement. However,
641 alternative arrangements shall not be required for current
642 teachers who choose not to teach in a charter lab school, except
643 as authorized by the employment policies of the state university
644 which grants the charter to the lab school.

HB 7151

2007

645 Section 12. Paragraph (b) of subsection (2) of section
 646 1002.415, Florida Statutes, is amended to read:
 647 1002.415 K-8 Virtual School Program.--Subject to annual
 648 legislative appropriation, a kindergarten through grade 8
 649 virtual school program is established within the Department of
 650 Education for the purpose of making academic instruction
 651 available to full-time students in kindergarten through grade 8
 652 using on-line and distance learning technology. The department
 653 shall use an application process to select schools to deliver
 654 program instruction.

655 (2) APPLICATION.--

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

658 1. A detailed plan describing how the school curriculum
 659 and course content will conform to the World Class Education
 660 ~~Sunshine State~~ Standards; and

661 2. An annual financial plan for each year of operation of
 662 the school for a minimum of 3 years. The plan must contain
 663 anticipated fund balances based on revenue projections, a
 664 spending plan based on projected revenues and expenses, and a
 665 description of controls that will safeguard finances and
 666 projected enrollment trends.

667 Section 13. Section 1003.41, Florida Statutes, is amended
 668 to read:

669 1003.41 World Class Education ~~Sunshine State~~
 670 Standards.--Public K-12 educational instruction in Florida is
 671 based on the "World Class Education ~~Sunshine State~~ Standards."
 672 The ~~These~~ standards are ~~have been~~ adopted by the State Board of

HB 7151

2007

673 Education and delineate the academic achievement of students,
674 for which the state holds ~~will hold~~ schools accountable, in each
675 K-12 grade level ~~grades K-2, 3-5, 6-8, and 9-12~~ in, at a
676 minimum, the subject areas ~~subjects~~ of language arts;;
677 mathematics;; science;; social studies, with an emphasis on
678 history, government, civics, and United States patriotism and
679 national sovereignty; the arts;; health and physical education;;
680 and foreign languages. The World Class Education Standards must
681 be content oriented and knowledge based and must ~~They~~ include
682 standards for problem-solving and higher order skills and
683 standards for ~~in~~ reading, writing, ~~history, government,~~
684 geography, economics, and computer literacy.

685 Section 14. Subsection (7) and paragraph (a) of subsection
686 (8) of section 1003.428, Florida Statutes, are amended to read:
687 1003.428 General requirements for high school graduation;
688 revised.--

689 (7) (a) A student who meets all requirements prescribed in
690 subsections (1), (2), (3), and (4) shall be awarded a standard
691 diploma in a form prescribed by the State Board of Education.

692 (b) The standard diploma awarded to a student, and the
693 student's high school academic transcript, shall include a
694 notation of distinguished honors if the student earns a score
695 demonstrating superior academic achievement, as determined by
696 the Commissioner of Education, on the grade 10 Florida
697 Comprehensive Assessment Test. By the beginning of the 2008-2009
698 school year, the commissioner shall widely publicize and
699 disseminate information about the distinguished-honors notation,
700 including notice to district superintendents, school principals,

HB 7151

2007

701 teachers, guidance counselors, parents, and students of the
702 scores required to earn distinguished honors. The commissioner
703 shall also publish the information on the department's Internet
704 website.

705 (c)~~(b)~~ A student who completes the minimum number of
706 credits and other requirements prescribed by subsections (1),
707 (2), and (3), but who is unable to meet the standards of
708 paragraph (4) (b), paragraph (4) (c), or paragraph (4) (d), shall
709 be awarded a certificate of completion in a form prescribed by
710 the State Board of Education. However, any student who is
711 otherwise entitled to a certificate of completion may elect to
712 remain in the secondary school either as a full-time student or
713 a part-time student for up to 1 additional year and receive
714 special instruction designed to remedy his or her identified
715 deficiencies.

716 (8) (a) Each district school board must provide instruction
717 to prepare students with disabilities to demonstrate proficiency
718 in the content knowledge and skills ~~and competencies~~ necessary
719 for successful grade-to-grade progression and high school
720 graduation.

721 Section 15. Paragraph (a) of subsection (11) of section
722 1003.43, Florida Statutes, is amended to read:

723 1003.43 General requirements for high school graduation.--

724 (11) (a) Each district school board must provide
725 instruction to prepare students with disabilities to demonstrate
726 proficiency in the content knowledge and skills ~~and competencies~~
727 necessary for successful grade-to-grade progression and high
728 school graduation.

HB 7151

2007

729 Section 16. Section 1003.451, Florida Statutes, is created
730 to read:

731 1003.451 World-language curricula.--

732 (1) It is the intent of the Legislature that the state
733 shall move toward the goal of establishing world-language
734 curricula that begin in elementary school and continue through
735 the middle and high school grades.

736 (2) The State Board of Education shall:

737 (a) Encourage school districts to expand foreign-language
738 course offerings to include world languages commonly spoken in
739 nations actively engaged in international commerce in order to
740 prepare Florida's students to compete in a global economy;

741 (b) Establish content standards for world languages as
742 part of the World Class Education Standards for foreign
743 languages;

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

746 (d) Provide flexibility in foreign-language teacher
747 certification so that Florida schools may benefit from
748 instruction offered by Floridians who are fluent in a foreign
749 language and are available to provide such instruction.

750 (3) By December 1, 2007, each district school board and
751 each school in the K-8 Virtual School Program shall develop and
752 submit to the Commissioner of Education a plan for articulated
753 world-language curricula for elementary school students
754 performing at or above grade level beginning by grade 4. The
755 plan may include the use of video conferencing, technology
756 devices with digital content, or on-line technology.

HB 7151

2007

757 (4) Notwithstanding chapter 1006, instructional materials
758 used to implement elementary school world-language curricula may
759 include technology devices with digital content and on-line
760 content. The Commissioner of Education shall prescribe uniform
761 standards for technologies that facilitate the sharing of
762 content among school districts. District school boards may use
763 up to 10 percent of instructional materials funds available for
764 the purchase of materials not on the state-adopted list for
765 purposes of this subsection.

766 Section 17. Section 1003.59, Florida Statutes, is created
767 to read:

768 1003.59 Accelerated learning opportunities for
769 academically talented students.--

770 (1) By June 30, 2008, the State Board of Education shall
771 adopt a model policy for the accelerated learning of
772 academically talented students in grades K-12, regardless of
773 whether the students are classified as gifted. The model policy
774 shall address, but not be limited to, whole-grade acceleration,
775 continuous progress exceeding chronological-age peers, subject-
776 matter acceleration, virtual-education acceleration, and early
777 postsecondary enrollment. The model policy shall include a plan
778 for:

779 (a) Providing teachers and guidance counselors with
780 professional training that addresses effective implementation of
781 the policy, strategies for identifying gifted and academically
782 talented students in the elementary grades, and methods for
783 placing the students in accelerated programming that allows them
784 to work at suitably challenging academic levels; and

HB 7151

2007

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

788 (2) Each district school board shall implement an
789 academically talented student acceleration policy beginning with
790 the 2008-2009 school year. The policy shall be either the model
791 policy adopted by the State Board of Education or a
792 substantially similar policy adopted by the school board. The
793 school board shall widely publicize and disseminate the policy
794 so that teachers, students, and parents are aware of the
795 accelerated learning opportunities. The school board shall also
796 publish the policy on the school district's Internet website.

797 Section 18. Paragraph (b) of subsection (2), paragraph (b)
798 of subsection (3), paragraph (e) of subsection (5), and
799 paragraph (c) of subsection (6) of section 1004.04, Florida
800 Statutes, are amended to read:

801 1004.04 Public accountability and state approval for
802 teacher preparation programs.--

803 (2) UNIFORM CORE CURRICULA.--

804 (b) The rules to establish uniform core curricula for each
805 state-approved teacher preparation program must include, but are
806 not limited to, a State Board of Education identified foundation
807 in scientifically researched, knowledge-based reading literacy
808 and computational skills acquisition; classroom management;
809 school safety; professional ethics; educational law; human
810 development and learning; and understanding of the World Class
811 Education ~~Sunshine State~~ Standards content measured by state
812 achievement tests, reading and interpretation of data, and use

HB 7151

2007

813 of data to improve student achievement.

814 (3) DEVELOPMENT OF TEACHER PREPARATION PROGRAMS.--A system
815 developed by the Department of Education in collaboration with
816 postsecondary educational institutions shall assist departments
817 and colleges of education in the restructuring of their programs
818 in accordance with this section to meet the need for producing
819 quality teachers now and in the future.

820 (b) Departments and colleges of education shall emphasize
821 the state system of school improvement and education
822 accountability concepts and standards, including the World Class
823 Education ~~Sunshine State~~ Standards.

824 (5) CONTINUED PROGRAM APPROVAL.--Notwithstanding
825 subsection (4), failure by a public or nonpublic teacher
826 preparation program to meet the criteria for continued program
827 approval shall result in loss of program approval. The
828 Department of Education, in collaboration with the departments
829 and colleges of education, shall develop procedures for
830 continued program approval that document the continuous
831 improvement of program processes and graduates' performance.

832 (e) Continued approval of teacher preparation programs is
833 contingent upon compliance with the student admission
834 requirements of subsection (4) and upon the receipt of at least
835 a satisfactory rating from public schools and private schools
836 that employ graduates of the program. Each teacher preparation
837 program shall guarantee the high quality of its graduates during
838 the first 2 years immediately following graduation from the
839 program or following initial certification, whichever occurs
840 first. Any educator in a Florida school who fails to demonstrate

HB 7151

2007

841 the essential skills specified in subparagraphs 1.-5. shall be
842 provided additional training by the teacher preparation program
843 at no expense to the educator or the employer. Such training
844 must consist of an individualized plan agreed upon by the school
845 district and the postsecondary educational institution that
846 includes specific learning outcomes. The postsecondary
847 educational institution assumes no responsibility for the
848 educator's employment contract with the employer. Employer
849 satisfaction shall be determined by an annually administered
850 survey instrument approved by the Department of Education that,
851 at a minimum, must include employer satisfaction of the
852 graduates' ability to do the following:

853 1. Write and speak in a logical and understandable style
854 with appropriate grammar.

855 2. Recognize signs of students' difficulty with the
856 reading and computational process and apply appropriate measures
857 to improve students' reading and computational performance.

858 3. Use and integrate appropriate technology in teaching
859 and learning processes.

860 4. Demonstrate knowledge and understanding of the World
861 Class Education Sunshine State Standards.

862 5. Maintain an orderly and disciplined classroom conducive
863 to student learning.

864 (6) PRESERVICE FIELD EXPERIENCE.--All postsecondary
865 instructors, school district personnel and instructional
866 personnel, and school sites preparing instructional personnel
867 through preservice field experience courses and internships
868 shall meet special requirements. District school boards are

HB 7151

2007

869 authorized to pay student teachers during their internships.

870 (c) Preservice field experience programs must provide
871 specific guidance and demonstration of effective classroom
872 management strategies, strategies for incorporating technology
873 into classroom instruction, strategies for incorporating
874 scientifically researched, knowledge-based reading literacy and
875 computational skills acquisition into classroom instruction, and
876 ways to link instructional plans to the World Class Education
877 ~~Sunshine State~~ Standards, as appropriate. The length of
878 structured field experiences may be extended to ensure that
879 candidates achieve the competencies needed to meet certification
880 requirements.

881 Section 19. Subsection (3) of section 1007.271, Florida
882 Statutes, is amended to read:

883 1007.271 Dual enrollment programs.--

884 (3) (a) The Department of Education shall adopt guidelines
885 designed to achieve comparability across school districts of
886 both student qualifications and teacher qualifications for dual
887 enrollment courses.

888 (b) Student qualifications must demonstrate readiness for
889 college-level coursework if the student is to be enrolled in
890 college courses. Student qualifications must demonstrate
891 readiness for career-level coursework if the student is to be
892 enrolled in career courses. In addition to the common placement
893 examination, student qualifications for enrollment in college
894 credit dual enrollment courses must include a 3.0 unweighted
895 grade point average, and student qualifications for enrollment
896 in career certificate dual enrollment courses must include a 2.0

HB 7151

2007

897 unweighted grade point average.

898 (c) Exceptions to the required grade point averages may be
899 granted if the educational entities agree and the terms of the
900 agreement are contained within the dual enrollment
901 interinstitutional articulation agreement.

902 (d) Community college boards of trustees may establish
903 additional admissions criteria, which shall be included in the
904 district interinstitutional articulation agreement developed
905 according to s. 1007.235, to ensure student readiness for
906 postsecondary instruction. Additional requirements included in
907 the agreement shall not arbitrarily prohibit students who have
908 demonstrated the ability to master advanced courses from
909 participating in dual enrollment courses. District school boards
910 may not refuse to enter into an agreement with a local community
911 college if that community college has the capacity to offer dual
912 enrollment courses.

913 (e) Student qualifications for early admission and dual
914 enrollment programs shall provide that, upon alignment of the
915 Florida Comprehensive Assessment Test to the World Class
916 Education Standards, a student is exempt from passing the common
917 placement test if the student:

918 1. Scores, within a margin of error of a passing score on
919 the common placement test, as identified by the Commissioner of
920 Education; and

921 2. Scores at Level 5 in each content area tested on the
922 grade 10 Florida Comprehensive Assessment Test.

923 Section 20. Paragraph (c) of subsection (6) of section
924 1007.35, Florida Statutes, is amended to read:

HB 7151

2007

925 1007.35 Florida Partnership for Minority and
 926 Underrepresented Student Achievement.--

927 (6) The partnership shall:

928 (c) Provide teacher training and materials that are
 929 aligned with the World Class Education ~~Sunshine State~~ Standards
 930 and are consistent with best theory and practice regarding
 931 multiple learning styles and research on learning, instructional
 932 strategies, instructional design, and classroom assessment.
 933 Curriculum materials must be based on current, accepted, and
 934 essential academic knowledge. Materials for prerequisite courses
 935 should, at a minimum, address the skills assessed on the Florida
 936 Comprehensive Assessment Test (FCAT).

937 Section 21. Paragraph (a) of subsection (1), paragraphs
 938 (a), (c), and (g) of subsection (3), and subsection (4) of
 939 section 1008.22, Florida Statutes, are amended to read:

940 1008.22 Student assessment program for public schools.--

941 (1) PURPOSE.--The primary purposes of the student
 942 assessment program are to provide information needed to improve
 943 the public schools by enhancing the learning gains of all
 944 students and to inform parents of the educational progress of
 945 their public school children. The program must be designed to:

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

949 (3) STATEWIDE ASSESSMENT PROGRAM.--The commissioner shall
 950 design and implement a statewide program of educational
 951 assessment that provides information for the improvement of the
 952 operation and management of the public schools, including

HB 7151

2007

953 schools operating for the purpose of providing educational
954 services to youth in Department of Juvenile Justice programs.
955 The commissioner may enter into contracts for the continued
956 administration of the assessment, testing, and evaluation
957 programs authorized and funded by the Legislature. Contracts may
958 be initiated in 1 fiscal year and continue into the next and may
959 be paid from the appropriations of either or both fiscal years.
960 The commissioner is authorized to negotiate for the sale or
961 lease of tests, scoring protocols, test scoring services, and
962 related materials developed pursuant to law. Pursuant to the
963 statewide assessment program, the commissioner shall:

964 (a) Submit to the State Board of Education for approval
965 the content knowledge and a list that specifies student skills
966 expected of a student by and ~~competencies to which the goals for~~
967 ~~education specified in the state plan apply, including, but not~~
968 ~~limited to, reading, writing, science, and mathematics. The~~
969 ~~skills and competencies must include problem solving and higher-~~
970 ~~order skills as appropriate and shall be known as the World~~
971 ~~Class Education Sunshine State Standards as defined in s.~~
972 ~~1000.21. The commissioner shall select such skills and~~
973 ~~competencies after receiving recommendations from educators,~~
974 ~~citizens, and members of the business community. The~~
975 ~~commissioner shall submit to the State Board of Education~~
976 ~~revisions to the list of student skills and competencies in~~
977 ~~order to maintain continuous progress toward improvements in~~
978 ~~student proficiency.~~

979 (c) Develop and implement a student achievement testing
980 program known as the Florida Comprehensive Assessment Test

HB 7151

2007

981 (FCAT) as part of the statewide assessment program to measure
982 reading;~~;~~ writing;~~;~~ science; social studies, with an emphasis on
983 history, government, civics, and United States patriotism and
984 national sovereignty;~~;~~ and mathematics. Other content areas may
985 be included as directed by the commissioner. The assessment of
986 reading and mathematics shall be administered annually in grades
987 3 through 10. The assessment of writing, ~~and~~ science, and social
988 studies shall be administered at least once at the elementary,
989 middle, and high school levels. The content knowledge and skills
990 assessed by the FCAT must be aligned to the content knowledge
991 and skills expected of a student by the World Class Education
992 Standards. As the Sunshine State Standards are replaced by the
993 World Class Education Standards under s. 1001.03(1), the
994 commissioner, to the maximum extent practicable, shall expedite
995 revision of the FCAT for alignment to the standards. The
996 commissioner shall report any barriers to expedited alignment,
997 including, but not limited to, funding and staff support, to the
998 State Board of Education, the Governor, the President of the
999 Senate, and the Speaker of the House of Representatives. The
1000 state board shall consider the use of other validated
1001 assessments, including, but not limited to, assessments
1002 administered by other states, to expedite alignment of the FCAT
1003 to the World Class Education Standards. The commissioner must
1004 document the procedures used to ensure that the versions of the
1005 FCAT which are taken by students retaking the grade 10 FCAT are
1006 equally as challenging and difficult as the tests taken by
1007 students in grade 10 which contain performance tasks. The
1008 testing program must be designed so that:

Page 36 of 75

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

hb7151-00

1009 1. The tests measure student content knowledge and skills
 1010 ~~and competencies~~ adopted by the State Board of Education as
 1011 specified in paragraph (a). The tests must measure and report
 1012 student proficiency levels of all students assessed in reading;;
 1013 writing;; mathematics;; ~~and science;~~ and social studies, with an
 1014 emphasis on history, government, civics, and United States
 1015 patriotism and national sovereignty. The commissioner shall
 1016 provide for the tests to be developed or obtained, as
 1017 appropriate, through contracts and project agreements with
 1018 private vendors, public vendors, public agencies, postsecondary
 1019 educational institutions, or school districts. The commissioner
 1020 shall obtain input for ~~with respect to~~ the design and
 1021 implementation of the testing program from state educators,
 1022 assistive technology experts, and the public.

1023 2. The testing program will include a combination of norm-
 1024 referenced and criterion-referenced tests and include, to the
 1025 extent determined by the commissioner, questions that require
 1026 the student to produce information or perform tasks in ~~such a~~
 1027 manner in which the content knowledge and ~~way that the skills~~
 1028 used by the student ~~and competencies he or she uses~~ can be
 1029 measured.

1030 3. Each testing program, whether at the elementary,
 1031 middle, or high school level, includes a test of writing in
 1032 which students are required to produce writings that are then
 1033 scored by appropriate and timely methods.

1034 4. A score is designated for each subject area tested,
 1035 below which score a student's performance is deemed inadequate.
 1036 The school districts shall provide appropriate remedial

HB 7151

2007

1037 instruction to students who score below these levels.

1038 5. Except as provided in s. 1003.428(8)(b) or s.
1039 1003.43(11)(b), students must earn a passing score on the grade
1040 10 assessment test described in this paragraph or attain
1041 concordant scores as described in subsection (9) in reading,
1042 writing, and mathematics to qualify for a standard high school
1043 diploma. The State Board of Education shall designate a passing
1044 score for each part of the grade 10 assessment test. In
1045 establishing passing scores, the state board shall consider any
1046 possible negative impact of the test on minority students. The
1047 State Board of Education shall adopt rules which specify the
1048 passing scores for the grade 10 FCAT. Any such rules, which have
1049 the effect of raising the required passing scores, shall only
1050 apply to students taking the grade 10 FCAT for the first time
1051 after such rules are adopted by the State Board of Education.

1052 6. Participation in the testing program is mandatory for
1053 all students attending public school, including students served
1054 in Department of Juvenile Justice programs, except as otherwise
1055 prescribed by the commissioner. If a student does not
1056 participate in the statewide assessment, the district must
1057 notify the student's parent and provide the parent with
1058 information regarding the implications of such nonparticipation.
1059 A parent must provide signed consent for a student to receive
1060 classroom instructional accommodations that would not be
1061 available or permitted on the statewide assessments and must
1062 acknowledge in writing that he or she understands the
1063 implications of such instructional accommodations. The State
1064 Board of Education shall adopt rules, based upon recommendations

HB 7151

2007

1065 of the commissioner, for the provision of test accommodations
 1066 for students in exceptional education programs and for students
 1067 who have limited English proficiency. Accommodations that negate
 1068 the validity of a statewide assessment are not allowable in the
 1069 administration of the FCAT. However, instructional
 1070 accommodations are allowable in the classroom if included in a
 1071 student's individual education plan. Students using
 1072 instructional accommodations in the classroom that are not
 1073 allowable as accommodations on the FCAT may have the FCAT
 1074 requirement waived under ~~pursuant to the requirements of~~ s.
 1075 1003.428(8)(b) or s. 1003.43(11)(b).

1076 7. A student seeking an adult high school diploma must
 1077 meet the same testing requirements that a regular high school
 1078 student must meet.

1079 8. District school boards must provide instruction to
 1080 prepare students to demonstrate proficiency in the content
 1081 knowledge and skills ~~and competencies~~ necessary for successful
 1082 grade-to-grade progression and high school graduation. If a
 1083 student is provided with instructional accommodations in the
 1084 classroom that are not allowable as accommodations in the
 1085 statewide assessment program, as described in the test manuals,
 1086 the district must inform the parent in writing and must provide
 1087 the parent with information regarding the impact on the
 1088 student's ability to meet expected proficiency levels in
 1089 reading, writing, ~~and~~ math, science, and social studies. The
 1090 commissioner shall conduct studies as necessary to verify that
 1091 the required content knowledge and skills ~~and competencies~~ are
 1092 part of the district instructional programs.

HB 7151

2007

1093 9. District school boards must provide opportunities for
1094 students to demonstrate an acceptable level of performance on an
1095 alternative standardized assessment approved by the State Board
1096 of Education following enrollment in summer academies.

1097 10. The Department of Education must develop, or select,
1098 and implement a common battery of assessment tools that will be
1099 used in all juvenile justice programs in the state. These tools
1100 must accurately measure the content knowledge and skills ~~and~~
1101 ~~competencies~~ established in the World Class Education Sunshine
1102 State Standards.

1103 11. For students seeking a special diploma under ~~pursuant~~
1104 ~~to~~ s. 1003.438, the Department of Education must develop or
1105 select and implement an alternate assessment tool that
1106 accurately measures the content knowledge and skills ~~and~~
1107 ~~competencies~~ established in the World Class Education Sunshine
1108 State Standards for students with disabilities under s.
1109 1003.438.

1110 12. Test scores for the FCAT shall be reported, at a
1111 minimum, on an achievement-level scale. The achievement-level
1112 scale shall establish ranges of scores by content area and grade
1113 level for five achievement levels, Level 1 through Level 5, in
1114 which Level 5 corresponds to the highest range of scores and
1115 Level 1 corresponds to the lowest range.

1116 13. The commissioner shall establish a testing schedule
1117 that provides for administration of the FCAT as close to the end
1118 of the school year as practicable while ensuring that test
1119 scores are reported before the end of the school year. The
1120 commissioner shall consider computer-based testing, alternative

1121 approaches to norm-referenced testing, and other strategies for
 1122 reducing the time for reporting test results. Beginning with the
 1123 2009-2010 school year, the FCAT Writing assessment may not be
 1124 administered before March 1, and the other FCAT assessments may
 1125 not be administered before April 15.

1126 14. A student earns the designation of "proficient" in a
 1127 subject area for a grade level if the student earns a score on
 1128 the FCAT that demonstrates proficiency in the subject area for
 1129 that grade level. The commissioner shall determine scores
 1130 demonstrating proficiency in each subject area and grade level
 1131 of the FCAT. The commissioner's determination shall limit the
 1132 proficiency designation to scores earned by the highest
 1133 performing students to give parents and the public a clear
 1134 understanding of student performance while establishing high
 1135 standards that all students may strive to achieve.

1136
 1137 The commissioner may, based on collaboration and input from
 1138 school districts, design and implement student testing programs,
 1139 for any grade level and subject area, necessary to effectively
 1140 monitor educational achievement in the state, including the
 1141 measurement of educational achievement of the World Class
 1142 Education ~~Sunshine State~~ Standards for students with
 1143 disabilities. Development and refinement of assessments shall
 1144 include universal design principles and accessibility standards
 1145 that will prevent any unintended obstacles for students with
 1146 disabilities while ensuring the validity and reliability of the
 1147 test. These principles should be applicable to all technology
 1148 platforms and assistive devices available for the assessments.

1149 The field testing process and psychometric analyses for the
 1150 statewide assessment program must include an appropriate
 1151 percentage of students with disabilities and an evaluation or
 1152 determination of the effect of test items on such students.

1153 (g) Review the recommendations of the Office of Program
 1154 Policy Analysis and Government Accountability on high-quality
 1155 statewide study the cost and student achievement impact of
 1156 secondary end-of-course examinations and, by January 1, 2008,
 1157 submit a report to the Governor, the President of the Senate,
 1158 and the Speaker of the House of Representatives on end-of-course
 1159 examinations. The report shall contain the commissioner's
 1160 recommendations on end-of-course examinations; outline a plan
 1161 for the statewide administration of end-of-course examinations
 1162 assessments, including recommended policies, timelines, and
 1163 implementation strategies; web-based and identify implementation
 1164 issues that performance formats, and report to the department
 1165 and school districts confront in administering the examinations
 1166 ~~Legislature prior to implementation.~~

1167 (4) DISTRICT TESTING PROGRAMS.--Each district school board
 1168 shall periodically assess student performance and achievement
 1169 within each school of the district. The assessment programs must
 1170 be based upon local goals and objectives that are compatible
 1171 with the state plan for education and that supplement the
 1172 content knowledge and skills and competencies adopted by the
 1173 State Board of Education. All school districts must participate
 1174 in the statewide assessment program designed to measure annual
 1175 student learning and school performance. All district school
 1176 boards shall report assessment results as required by the state

HB 7151

2007

1177 management information system.

1178 Section 22. Subsection (1), paragraph (b) of subsection
 1179 (2), paragraphs (a) and (c) of subsection (4), paragraph (b) of
 1180 subsection (6), paragraph (b) of subsection (7), and paragraph
 1181 (a) of subsection (8) of section 1008.25, Florida Statutes, are
 1182 amended to read:

1183 1008.25 Public school student progression; remedial
 1184 instruction; reporting requirements.--

1185 (1) INTENT.--It is the intent of the Legislature that each
 1186 student's progression from one grade to another be determined,
 1187 in part, upon proficiency in reading, writing, science, social
 1188 studies, and mathematics; that district school board policies
 1189 facilitate such proficiency; and that each student and his or
 1190 her parent be informed of that student's academic progress.

1191 (2) COMPREHENSIVE PROGRAM.--Each district school board
 1192 shall establish a comprehensive program for student progression
 1193 which must include:

1194 (b) Specific levels of performance in reading, writing,
 1195 science, social studies, and mathematics for each grade level,
 1196 including the levels of performance on statewide assessments as
 1197 defined by the commissioner, below which a student must receive
 1198 remediation, or be retained within an intensive program that is
 1199 different from the previous year's program and that takes into
 1200 account the student's learning style.

1201 (4) ASSESSMENT AND REMEDIATION.--

1202 (a) Each student must participate in the statewide
 1203 assessment tests required by s. 1008.22. Each student who does
 1204 not meet specific levels of performance as determined by the

HB 7151

2007

1205 district school board in reading, writing, science, social
 1206 studies, and mathematics for each grade level, or who scores
 1207 below Level 3 in reading or math, must be provided with
 1208 additional diagnostic assessments to determine the nature of the
 1209 student's difficulty, the areas of academic need, and strategies
 1210 for appropriate intervention and instruction as described in
 1211 paragraph (b).

1212 (c) Upon subsequent evaluation, if the documented
 1213 deficiency has not been remediated, the student may be retained.
 1214 Each student who does not meet the minimum performance
 1215 expectations defined by the Commissioner of Education for the
 1216 statewide assessment tests in reading, writing, science, social
 1217 studies, and mathematics must continue to be provided with
 1218 remedial or supplemental instruction until the expectations are
 1219 met or the student graduates from high school or is not subject
 1220 to compulsory school attendance.

1221 (6) ELIMINATION OF SOCIAL PROMOTION.--

1222 (b) The district school board may only exempt students
 1223 from mandatory retention, as provided in paragraph (5)(b), for
 1224 good cause. Good cause exemptions shall be limited to the
 1225 following:

1226 1. Limited English proficient students who have had less
 1227 than 2 years of instruction in an English for Speakers of Other
 1228 Languages program.

1229 2. Students with disabilities whose individual education
 1230 plan indicates that participation in the statewide assessment
 1231 program is not appropriate, consistent with the requirements of
 1232 State Board of Education rule.

HB 7151

2007

1233 3. Students who demonstrate an acceptable level of
 1234 performance on an alternative standardized reading assessment
 1235 approved by the State Board of Education.

1236 4. Students who demonstrate, through a student portfolio,
 1237 that the student is reading on grade level as evidenced by
 1238 demonstration of mastery of the World Class Education ~~Sunshine~~
 1239 ~~State~~ Standards in reading equal to at least a Level 2
 1240 performance on the FCAT.

1241 5. Students with disabilities who participate in the FCAT
 1242 and who have an individual education plan or a Section 504 plan
 1243 that reflects that the student has received intensive
 1244 remediation in reading for more than 2 years but still
 1245 demonstrates a deficiency in reading and was previously retained
 1246 in kindergarten, grade 1, grade 2, or grade 3.

1247 6. Students who have received intensive remediation in
 1248 reading for 2 or more years but still demonstrate a deficiency
 1249 in reading and who were previously retained in kindergarten,
 1250 grade 1, grade 2, or grade 3 for a total of 2 years. Intensive
 1251 reading instruction for students so promoted must include an
 1252 altered instructional day that includes specialized diagnostic
 1253 information and specific reading strategies for each student.
 1254 The district school board shall assist schools and teachers to
 1255 implement reading strategies that research has shown to be
 1256 successful in improving reading among low-performing readers.

1257 (7) SUCCESSFUL PROGRESSION FOR RETAINED READERS.--

1258 (b) Beginning with the 2004-2005 school year, each school
 1259 district shall:

1260 1. Conduct a review of student progress monitoring plans

HB 7151

2007

1261 for all students who did not score above Level 1 on the reading
1262 portion of the FCAT and did not meet the criteria for one of the
1263 good cause exemptions in paragraph (6)(b). The review shall
1264 address additional supports and services, as described in this
1265 subsection, needed to remediate the identified areas of reading
1266 deficiency. The school district shall require a student
1267 portfolio to be completed for each such student.

1268 2. Provide students who are retained under the provisions
1269 of paragraph (5)(b) with intensive instructional services and
1270 supports to remediate the identified areas of reading
1271 deficiency, including a minimum of 90 minutes of daily,
1272 uninterrupted, scientifically research-based reading instruction
1273 and other strategies prescribed by the school district, which
1274 may include, but are not limited to:

1275 a. Small group instruction.
1276 b. Reduced teacher-student ratios.
1277 c. More frequent progress monitoring.
1278 d. Tutoring or mentoring.
1279 e. Transition classes containing 3rd and 4th grade
1280 students.

1281 f. Extended school day, week, or year.
1282 g. Summer reading camps.

1283 3. Provide written notification to the parent of any
1284 student who is retained under the provisions of paragraph (5)(b)
1285 that his or her child has not met the proficiency level required
1286 for promotion and the reasons the child is not eligible for a
1287 good cause exemption as provided in paragraph (6)(b). The
1288 notification must comply with the provisions of s. 1002.20(15)

HB 7151

2007

1289 and must include a description of proposed interventions and
1290 supports that will be provided to the child to remediate the
1291 identified areas of reading deficiency.

1292 4. Implement a policy for the midyear promotion of any
1293 student retained under the provisions of paragraph (5)(b) who
1294 can demonstrate that he or she is a successful and independent
1295 reader, reading at or above grade level, and ready to be
1296 promoted to grade 4. Tools that school districts may use in
1297 reevaluating any student retained may include subsequent
1298 assessments, alternative assessments, and portfolio reviews, in
1299 accordance with rules of the State Board of Education. Students
1300 promoted during the school year after November 1 must
1301 demonstrate proficiency above that required to score at Level 2
1302 on the grade 3 FCAT, as determined by the State Board of
1303 Education. The State Board of Education shall adopt standards
1304 that provide a reasonable expectation that the student's
1305 progress is sufficient to master appropriate 4th grade level
1306 reading skills.

1307 5. Provide students who are retained under the provisions
1308 of paragraph (5)(b) with a high-performing teacher as determined
1309 by student performance data and above-satisfactory performance
1310 appraisals.

1311 6. In addition to required reading enhancement and
1312 acceleration strategies, provide parents of students to be
1313 retained with at least one of the following instructional
1314 options:

1315 a. Supplemental tutoring in scientifically research-based
1316 reading services in addition to the regular reading block,

HB 7151

2007

1317 including tutoring before and/or after school.
 1318 b. A "Read at Home" plan outlined in a parental contract,
 1319 including participation in "Families Building Better Readers
 1320 Workshops" and regular parent-guided home reading.
 1321 c. A mentor or tutor with specialized reading training.
 1322 7. Establish a Reading Enhancement and Acceleration
 1323 Development (READ) Initiative. The focus of the READ Initiative
 1324 shall be to prevent the retention of grade 3 students and to
 1325 offer intensive accelerated reading instruction to grade 3
 1326 students who failed to meet standards for promotion to grade 4
 1327 and to each K-3 student who is assessed as exhibiting a reading
 1328 deficiency. The READ Initiative shall:
 1329 a. Be provided to all K-3 students at risk of retention as
 1330 identified by the statewide assessment system used in Reading
 1331 First schools. The assessment must measure phonemic awareness,
 1332 phonics, fluency, vocabulary, and comprehension.
 1333 b. Be provided during regular school hours in addition to
 1334 the regular reading instruction.
 1335 c. Provide a state-identified reading curriculum that has
 1336 been reviewed by the Florida Center for Reading Research at
 1337 Florida State University and meets, at a minimum, the following
 1338 specifications:
 1339 (I) Assists students assessed as exhibiting a reading
 1340 deficiency in developing the ability to read at grade level.
 1341 (II) Provides skill development in phonemic awareness,
 1342 phonics, fluency, vocabulary, and comprehension.
 1343 (III) Provides scientifically based and reliable
 1344 assessment.

HB 7151

2007

1345 (IV) Provides initial and ongoing analysis of each
1346 student's reading progress.

1347 (V) Is implemented during regular school hours.

1348 (VI) Provides a curriculum in core academic subjects to
1349 assist the student in maintaining or meeting proficiency levels
1350 for the appropriate grade in all academic subjects.

1351 8. Establish at each school, where applicable, an
1352 Intensive Acceleration Class for retained grade 3 students who
1353 subsequently score at Level 1 on the reading portion of the
1354 FCAT. The focus of the Intensive Acceleration Class shall be to
1355 increase a child's reading level at least two grade levels in 1
1356 school year. The Intensive Acceleration Class shall:

1357 a. Be provided to any student in grade 3 who scores at
1358 Level 1 on the reading portion of the FCAT and who was retained
1359 in grade 3 the prior year because of scoring at Level 1 on the
1360 reading portion of the FCAT.

1361 b. Have a reduced teacher-student ratio.

1362 c. Provide uninterrupted reading instruction for the
1363 majority of student contact time each day and incorporate
1364 opportunities to master the World Class Education Standards for
1365 grade 4 ~~Sunshine State Standards~~ in other core subject areas.

1366 d. Use a reading program that is scientifically research-
1367 based and has proven results in accelerating student reading
1368 achievement within the same school year.

1369 e. Provide intensive language and vocabulary instruction
1370 using a scientifically research-based program, including use of
1371 a speech-language therapist.

1372 f. Include weekly progress monitoring measures to ensure

HB 7151

2007

1373 | progress is being made.

1374 | g. Report to the Department of Education, in the manner
1375 | described by the department, the progress of students in the
1376 | class at the end of the first semester.

1377 | 9. Report to the State Board of Education, as requested,
1378 | on the specific intensive reading interventions and supports
1379 | implemented at the school district level. The Commissioner of
1380 | Education shall annually prescribe the required components of
1381 | requested reports.

1382 | 10. Provide a student who has been retained in grade 3 and
1383 | has received intensive instructional services but is still not
1384 | ready for grade promotion, as determined by the school district,
1385 | the option of being placed in a transitional instructional
1386 | setting. Such setting shall specifically be designed to produce
1387 | learning gains sufficient to meet grade 4 performance standards
1388 | while continuing to remediate the areas of reading deficiency.

1389 | (8) ANNUAL REPORT.--

1390 | (a) In addition to the requirements in paragraph (5)(b),
1391 | each district school board must annually report to the parent of
1392 | each student the progress of the student toward achieving state
1393 | and district expectations for proficiency in reading, writing,
1394 | science, social studies, and mathematics. The district school
1395 | board must report to the parent the student's results on each
1396 | statewide assessment test. The evaluation of each student's
1397 | progress must be based upon the student's classroom work,
1398 | observations, tests, district and state assessments, and other
1399 | relevant information. Progress reporting must be provided to the
1400 | parent in writing in a format adopted by the district school

HB 7151

2007

1401 board.

1402 Section 23. Subsection (6) is added to section 1008.30,
1403 Florida Statutes, to read:

1404 1008.30 Common placement testing for public postsecondary
1405 education.--

1406 (6) Upon alignment of the Florida Comprehensive Assessment
1407 Test to the World Class Education Standards, a student is exempt
1408 from passing the common placement test if the student:

1409 (a) Scores, within a margin of error of a passing score on
1410 the common placement test, as identified by the Commissioner of
1411 Education; and

1412 (b) Scores at Level 5 in each content area tested on the
1413 grade 10 Florida Comprehensive Assessment Test.

1414 Section 24. Paragraph (b) of subsection (1) of section
1415 1008.385, Florida Statutes, is amended to read:

1416 1008.385 Educational planning and information systems.--

1417 (1) EDUCATIONAL PLANNING.--

1418 (b) Each district school board shall maintain a continuing
1419 system of planning and budgeting designed to aid in identifying
1420 and meeting the educational needs of students and the public.

1421 Provision shall be made for coordination between district school
1422 boards and community college boards of trustees concerning the
1423 planning for career education and adult educational programs.

1424 The major emphasis of the system shall be upon locally
1425 determined goals and objectives, the state plan for education,
1426 and the World Class Education ~~Sunshine State~~ Standards developed
1427 by the Department of Education and adopted by the State Board of
1428 Education. The district planning and budgeting system must

HB 7151

2007

1429 include consideration of student achievement data obtained
 1430 pursuant to ss. 1008.22 and 1008.34. The system shall be
 1431 structured to meet the specific management needs of the district
 1432 and to align the budget adopted by the district school board
 1433 with the plan the board has also adopted. Each district school
 1434 board shall utilize its system of planning and budgeting to
 1435 emphasize a system of school-based management in which
 1436 individual school centers become the principal planning units
 1437 and to integrate planning and budgeting at the school level.

1438 Section 25. Subsection (1) of section 1009.534, Florida
 1439 Statutes, is amended to read:

1440 1009.534 Florida Academic Scholars award.--

1441 (1) A student is eligible for a Florida Academic Scholars
 1442 award if the student meets the general eligibility requirements
 1443 for the Florida Bright Futures Scholarship Program and the
 1444 student:

1445 (a) Has achieved a 3.5 weighted grade point average as
 1446 calculated under ~~pursuant to~~ s. 1009.531, or its equivalent, in
 1447 high school courses that are designated by the State Board of
 1448 Education as college-preparatory academic courses; and has
 1449 attained at least the score required ~~identified~~ by rules of the
 1450 State Board of Education on the combined verbal and quantitative
 1451 parts of the Scholastic Aptitude Test, the Scholastic Assessment
 1452 Test, or the recentered Scholastic Assessment Test of the
 1453 College Entrance Examination, ~~or~~ an equivalent score on the ACT
 1454 Assessment Program, or a score, within a margin of error of the
 1455 required score on any of the tests, as identified by the
 1456 Commissioner of Education, if, upon alignment of the Florida

1457 Comprehensive Assessment Test to the World Class Education
 1458 Standards, the student scores at Level 5 in each content area
 1459 tested on the grade 10 Florida Comprehensive Assessment Test; or

1460 (b) Has attended a home education program according to s.
 1461 1002.41 during grades 11 and 12 or has completed the
 1462 International Baccalaureate curriculum but failed to earn the
 1463 International Baccalaureate Diploma or has completed the
 1464 Advanced International Certificate of Education curriculum but
 1465 failed to earn the Advanced International Certificate of
 1466 Education Diploma, and has attained at least the score required
 1467 ~~identified~~ by rules of the State Board of Education on the
 1468 combined verbal and quantitative parts of the Scholastic
 1469 Aptitude Test, the Scholastic Assessment Test, or the recentered
 1470 Scholastic Assessment Test of the College Entrance Examination,
 1471 ~~or~~ an equivalent score on the ACT Assessment Program, or a
 1472 score, within a margin of error of the required score on any of
 1473 the tests, as identified by the Commissioner of Education, if,
 1474 upon alignment of the Florida Comprehensive Assessment Test to
 1475 the World Class Education Standards, the student scores at Level
 1476 5 in each content area tested on the grade 10 Florida
 1477 Comprehensive Assessment Test; or

1478 (c) Has been awarded an International Baccalaureate
 1479 Diploma from the International Baccalaureate Office or an
 1480 Advanced International Certificate of Education Diploma from the
 1481 University of Cambridge International Examinations Office; or

1482 (d) Has been recognized by the merit or achievement
 1483 programs of the National Merit Scholarship Corporation as a
 1484 scholar or finalist; or

HB 7151

2007

1485 (e) Has been recognized by the National Hispanic
 1486 Recognition Program as a scholar recipient.

1487
 1488 A student must complete a program of community service work, as
 1489 approved by the district school board or the administrators of a
 1490 nonpublic school, which shall include a minimum of 75 hours of
 1491 service work and require the student to identify a social
 1492 problem that interests him or her, develop a plan for his or her
 1493 personal involvement in addressing the problem, and, through
 1494 papers or other presentations, evaluate and reflect upon his or
 1495 her experience.

1496 Section 26. Subsection (1) of section 1009.535, Florida
 1497 Statutes, is amended to read:

1498 1009.535 Florida Medallion Scholars award.--

1499 (1) A student is eligible for a Florida Medallion Scholars
 1500 award if the student meets the general eligibility requirements
 1501 for the Florida Bright Futures Scholarship Program and the
 1502 student:

1503 (a) Has achieved a weighted grade point average of 3.0 as
 1504 calculated under ~~pursuant to~~ s. 1009.531, or the equivalent, in
 1505 high school courses that are designated by the State Board of
 1506 Education as college-preparatory academic courses; and has
 1507 attained at least the score required ~~identified~~ by rules of the
 1508 State Board of Education on the combined verbal and quantitative
 1509 parts of the Scholastic Aptitude Test, the Scholastic Assessment
 1510 Test, or the recentered Scholastic Assessment Test of the
 1511 College Entrance Examination, ~~or~~ an equivalent score on the ACT
 1512 Assessment Program, or a score, within a margin of error of the

HB 7151

2007

1513 required score on any of the tests, as identified by the
 1514 Commissioner of Education, if, upon alignment of the Florida
 1515 Comprehensive Assessment Test to the World Class Education
 1516 Standards, the student scores at Level 5 in each content area
 1517 tested on the grade 10 Florida Comprehensive Assessment Test; or

1518 (b) Has attended a home education program according to s.
 1519 1002.41 during grades 11 and 12 or has completed the
 1520 International Baccalaureate curriculum but failed to earn the
 1521 International Baccalaureate Diploma or has completed the
 1522 Advanced International Certificate of Education curriculum but
 1523 failed to earn the Advanced International Certificate of
 1524 Education Diploma, and has attained at least the score required
 1525 ~~identified~~ by rules of the State Board of Education on the
 1526 combined verbal and quantitative parts of the Scholastic
 1527 Aptitude Test, the Scholastic Assessment Test, or the recentered
 1528 Scholastic Assessment Test of the College Entrance Examination,
 1529 ~~or~~ an equivalent score on the ACT Assessment Program, or a
 1530 score, within a margin of error of the required score on any of
 1531 the tests, as identified by the Commissioner of Education, if,
 1532 upon alignment of the Florida Comprehensive Assessment Test to
 1533 the World Class Education Standards, the student scores at Level
 1534 5 in each content area tested on the grade 10 Florida
 1535 Comprehensive Assessment Test; or

1536 (c) Has been recognized by the merit or achievement
 1537 program of the National Merit Scholarship Corporation as a
 1538 scholar or finalist but has not completed a program of community
 1539 service as provided in s. 1009.534; or

1540 (d) Has been recognized by the National Hispanic

HB 7151

2007

1541 Recognition Program as a scholar, but has not completed a
 1542 program of community service as provided in s. 1009.534.

1543 Section 27. Paragraph (b) of subsection (1) of section
 1544 1009.536, Florida Statutes, is amended to read:

1545 1009.536 Florida Gold Seal Vocational Scholars award.--The
 1546 Florida Gold Seal Vocational Scholars award is created within
 1547 the Florida Bright Futures Scholarship Program to recognize and
 1548 reward academic achievement and career preparation by high
 1549 school students who wish to continue their education.

1550 (1) A student is eligible for a Florida Gold Seal
 1551 Vocational Scholars award if the student meets the general
 1552 eligibility requirements for the Florida Bright Futures
 1553 Scholarship Program and the student:

1554 (b) Demonstrates readiness for postsecondary education by:

1555 1. Earning a passing score on the Florida College Entry
 1556 Level Placement Test or its equivalent as identified by the
 1557 Department of Education; or

1558 2. Earning a score on the Florida College Level Entry
 1559 Test, which is within a margin of error of a passing score, as
 1560 identified by the Commissioner of Education, if, upon alignment
 1561 of the Florida Comprehensive Assessment Test to the World Class
 1562 Education Standards, the student scores at Level 5 in each
 1563 content area tested on the grade 10 Florida Comprehensive
 1564 Assessment Test.

1565 Section 28. Paragraph (o) of subsection (2) of section
 1566 1012.05, Florida Statutes, is amended to read:

1567 1012.05 Teacher recruitment and retention.--

1568 (2) The Department of Education shall:

HB 7151

2007

1569 (o) Develop and implement an online Teacher Toolkit that
 1570 contains a menu of resources, based on the World Class Education
 1571 ~~Sunshine State~~ Standards, that all teachers can use to enhance
 1572 classroom instruction and increase teacher effectiveness, thus
 1573 resulting in improved student achievement.

1574 Section 29. Subsection (5) of section 1012.28, Florida
 1575 Statutes, is amended to read:

1576 1012.28 Public school personnel; duties of school
 1577 principals.--

1578 (5) Each school principal shall perform such duties as may
 1579 be assigned by the district school superintendent, pursuant to
 1580 the rules of the district school board. Such rules shall
 1581 include, but are not limited to, rules relating to
 1582 administrative responsibility, instructional leadership in
 1583 implementing the World Class Education ~~Sunshine State~~ Standards
 1584 and the overall educational program of the school to which the
 1585 school principal is assigned, submission of personnel
 1586 recommendations to the district school superintendent,
 1587 administrative responsibility for records and reports,
 1588 administration of corporal punishment, and student suspension.

1589 Section 30. Subsection (1) of section 1012.52, Florida
 1590 Statutes, is amended to read:

1591 1012.52 Teacher quality; legislative findings.--

1592 (1) The Legislature intends to implement a comprehensive
 1593 approach to increase students' academic achievement and improve
 1594 teaching quality. The Legislature recognizes that professional
 1595 educators play an important role in shaping the future of this
 1596 state and the nation by developing the knowledge and skills of

1597 our future workforce and laying the foundation for good
 1598 citizenship and full participation in community and civic life.
 1599 The Legislature also recognizes its role in meeting the state's
 1600 educational priorities so as to provide opportunity for all
 1601 students to achieve at the levels set by the World Class
 1602 Education Sunshine State Standards.

1603 Section 31. Subsections (3) and (4) and paragraph (a) of
 1604 subsection (7) of section 1012.56, Florida Statutes, are amended
 1605 to read:

1606 1012.56 Educator certification requirements.--

1607 (3) MASTERY OF GENERAL KNOWLEDGE.--Acceptable means of
 1608 demonstrating mastery of general knowledge are:

1609 (a) Achievement of passing scores on a basic skills
 1610 examination required by state board rule for persons seeking
 1611 initial certification before July 1, 2009;

1612 (b) Achievement of passing scores on an examination that
 1613 demonstrates mastery of a college-level general education
 1614 curriculum required by state board rule for persons seeking
 1615 initial certification on or after July 1, 2009 ~~the College Level~~
 1616 ~~Academic Skills Test earned prior to July 1, 2002;~~

1617 (c) A valid professional standard teaching certificate
 1618 issued by another state;

1619 (d) A valid certificate issued by the National Board for
 1620 Professional Teaching Standards or a national educator
 1621 credentialing board approved by the State Board of Education; or

1622 (e) Documentation of two semesters of successful teaching
 1623 in a community college, state university, or private college or
 1624 university that awards an associate or higher degree and is an

HB 7151

2007

1625 accredited institution or an institution of higher education
1626 identified by the Department of Education as having a quality
1627 program.

1628 (4) MASTERY OF SUBJECT AREA KNOWLEDGE.--Acceptable means
1629 of demonstrating mastery of subject area knowledge are:

1630 (a) Achievement of passing scores on subject area
1631 examinations required by state board rule;

1632 (b) Completion of the subject area specialization
1633 requirements specified in state board rule and verification of
1634 the attainment of the essential subject matter competencies by
1635 the district school superintendent of the employing school
1636 district or chief administrative officer of the employing state-
1637 supported or private school for a subject area for which a
1638 subject area examination has not been developed and required by
1639 state board rule;

1640 (c) Completion of the subject area specialization
1641 requirements specified in state board rule for a subject
1642 coverage requiring a master's or higher degree and achievement
1643 of a passing score on the subject area examination specified in
1644 state board rule;

1645 (d) A valid professional standard teaching certificate
1646 issued by another state; or

1647 (e) A valid certificate issued by the National Board for
1648 Professional Teaching Standards or a national educator
1649 credentialing board approved by the State Board of Education.

1650

1651 School districts are encouraged to provide mechanisms for those
1652 middle school teachers holding only a K-6 teaching certificate

HB 7151

2007

1653 to obtain a subject area coverage for middle grades through
 1654 postsecondary coursework or district add-on certification. As
 1655 the Sunshine State Standards are replaced by the World Class
 1656 Education Standards under s. 1001.03(1), the State Board of
 1657 Education shall align the subject area examinations to the World
 1658 Class Education Standards.

1659 (7) PROFESSIONAL PREPARATION ALTERNATIVE CERTIFICATION AND
 1660 EDUCATION COMPETENCY PROGRAM.--

1661 (a) The Department of Education shall develop and each
 1662 school district must provide a cohesive competency-based
 1663 professional preparation alternative certification program by
 1664 which members of a school district's instructional staff may
 1665 satisfy the mastery of professional preparation and education
 1666 competence requirements specified in this subsection and rules
 1667 of the State Board of Education. Participants must hold a state-
 1668 issued temporary certificate. A school district shall provide a
 1669 competency-based alternative certification preparation program
 1670 developed by the Department of Education or developed by the
 1671 district and approved by the Department of Education. The
 1672 program shall include the following components:

- 1673 1. A minimum period of initial preparation prior to
 1674 assuming duties as the teacher of record.
- 1675 2. An option for collaboration between school districts
 1676 and other supporting agencies for implementation.
- 1677 3. Experienced peer mentors.
- 1678 4. An assessment that provides for:
 - 1679 a. An initial evaluation of each educator's competencies
 1680 to determine an appropriate individualized professional

1681 development plan.

1682 b. A postevaluation to assure successful completion of the

1683 program.

1684 5. Professional education preparation content knowledge

1685 that includes, but is not limited to, the following:

1686 a. Requirements specified in state board rule for

1687 professional preparation.

1688 b. The educator-accomplished practices approved by the

1689 state board.

1690 c. A variety of data indicators for student progress.

1691 d. Methodologies, including technology-based

1692 methodologies, for teaching subject content that supports the

1693 World Class Education ~~Sunshine State~~ Standards for students.

1694 e. Techniques for effective classroom management.

1695 f. Techniques and strategies for operationalizing the role

1696 of the teacher in assuring a safe learning environment for

1697 students.

1698 g. Methodologies for assuring the ability of all students

1699 to read, write, and compute.

1700 6. Required achievement of passing scores on the

1701 professional education competency examination required by state

1702 board rule.

1703 Section 32. Paragraph (a) of subsection (3) of section

1704 1012.585, Florida Statutes, is amended to read:

1705 1012.585 Process for renewal of professional

1706 certificates.--

1707 (3) For the renewal of a professional certificate, the

1708 following requirements must be met:

HB 7151

2007

1709 (a) The applicant must earn a minimum of 6 college credits
1710 or 120 inservice points or a combination thereof. For each area
1711 of specialization to be retained on a certificate, the applicant
1712 must earn at least 3 of the required credit hours or equivalent
1713 inservice points in the specialization area. Education in
1714 "clinical educator" training under ~~pursuant to~~ s. 1004.04(6)(b)
1715 and credits or points that provide training in the area of
1716 scientifically researched, knowledge-based reading literacy and
1717 computational skills acquisition, exceptional student education,
1718 normal child development, and the disorders of development may
1719 be applied toward any specialization area. Credits or points
1720 that provide training in the areas of drug abuse, child abuse
1721 and neglect, strategies in teaching students having limited
1722 proficiency in English, or dropout prevention, or training in
1723 areas identified in the educational goals and performance
1724 standards adopted under ~~pursuant to~~ ss. 1000.03(5) and 1008.345
1725 may be applied toward any specialization area. Credits or points
1726 earned through approved summer institutes may be applied toward
1727 the fulfillment of these requirements. Inservice points earned
1728 under s. 1012.98(4)(b)5.d. for inservice activities on the
1729 content and instruction of the World Class Education Standards
1730 may be applied toward any specialization area. Inservice points
1731 may also be earned by participation in professional growth
1732 components approved by the State Board of Education and
1733 specified under ~~pursuant to~~ s. 1012.98 in the district's
1734 approved master plan for inservice educational training,
1735 including, but not limited to, serving as a trainer in an
1736 approved teacher training activity, serving on an instructional

HB 7151

2007

1737 materials committee or a state board or commission that deals
 1738 with educational issues, or serving on an advisory council
 1739 created under ~~pursuant to~~ s. 1001.452.

1740 Section 33. Subsection (1) of section 1012.72, Florida
 1741 Statutes, is amended to read:

1742 1012.72 Dale Hickam Excellent Teaching Program.--

1743 (1) The Legislature recognizes that teachers play a
 1744 critical role in preparing students to achieve the high levels
 1745 of academic performance expected by the World Class Education
 1746 ~~Sunshine State~~ Standards. The Legislature further recognizes the
 1747 importance of identifying and rewarding teaching excellence and
 1748 of encouraging good teachers to become excellent teachers. The
 1749 Legislature finds that the National Board of Professional
 1750 Teaching Standards (NBPTS) has established high and rigorous
 1751 standards for accomplished teaching and has developed a national
 1752 voluntary system for assessing and certifying teachers who
 1753 demonstrate teaching excellence by meeting those standards. It
 1754 is therefore the Legislature's intent to provide incentives for
 1755 teachers to seek NBPTS certification and to reward teachers who
 1756 demonstrate teaching excellence by attaining NBPTS certification
 1757 and sharing their expertise with other teachers.

1758 Section 34. Subsection (1) and paragraph (b) of subsection
 1759 (4) of section 1012.98, Florida Statutes, are amended, and
 1760 subsections (12) and (13) are added to that section, to read:

1761 1012.98 School Community Professional Development Act.--

1762 (1) The Department of Education, public postsecondary
 1763 educational institutions, public school districts, public
 1764 schools, state education foundations, consortia, and

1765 professional organizations in this state shall work
 1766 collaboratively to establish a coordinated system of
 1767 professional development. The purpose of the professional
 1768 development system is to increase student achievement, enhance
 1769 classroom instructional strategies that promote rigor and
 1770 relevance throughout the curriculum, and prepare students for
 1771 continuing education and the workforce. The system of
 1772 professional development must align to the World Class Education
 1773 ~~Standards adopted by the state~~ and support the framework for
 1774 standards adopted by the National Staff Development Council.

1775 (4) The Department of Education, school districts,
 1776 schools, community colleges, and state universities share the
 1777 responsibilities described in this section. These
 1778 responsibilities include the following:

1779 (b) Each school district shall develop a professional
 1780 development system as specified in subsection (3). The system
 1781 shall be developed in consultation with teachers, teacher-
 1782 educators of community colleges and state universities, business
 1783 and community representatives, and local education foundations,
 1784 consortia, and professional organizations. The professional
 1785 development system must:

1786 1. Be approved by the department. All substantial
 1787 revisions to the system must ~~shall~~ be submitted to the
 1788 department for review for continued approval.

1789 2. Be based on analyses of student achievement data and
 1790 instructional strategies and methods that support rigorous,
 1791 relevant, and challenging curricula for all students. Schools
 1792 and districts, in developing and refining the professional

HB 7151

2007

1793 development system, shall also review and monitor school
 1794 discipline data; school environment surveys; assessments of
 1795 parental satisfaction; performance appraisal data of teachers,
 1796 managers, and administrative personnel; and other performance
 1797 indicators to identify school and student needs that can be met
 1798 by improved professional performance.

1799 3. Provide inservice activities coupled with followup
 1800 support appropriate to accomplish state, district, ~~district-~~
 1801 ~~level~~ and school ~~school-level~~ improvement goals and standards.
 1802 The inservice activities for instructional personnel shall focus
 1803 on analysis of student achievement data, ongoing formal and
 1804 informal assessments of student achievement, identification and
 1805 use of enhanced and differentiated instructional strategies that
 1806 emphasize rigor, relevance, and reading in the content areas,
 1807 enhancement of subject content expertise, integrated use of
 1808 classroom technology that enhances teaching and learning,
 1809 classroom management, parent involvement, and school safety. As
 1810 the Sunshine State Standards are replaced by the World Class
 1811 Education Standards under s. 1001.03(1), a school district must
 1812 align its inservice activities to the World Class Education
 1813 Standards.

1814 4. Include a master plan for inservice activities, in
 1815 accordance with ~~pursuant to~~ rules of the State Board of
 1816 Education, for all district employees from all fund sources. The
 1817 master plan shall be updated annually by September 1, must be
 1818 based on input from teachers and district and school
 1819 instructional leaders, and must use the latest available student
 1820 achievement data and research to enhance rigor and relevance in

HB 7151

2007

1821 the classroom. Each district inservice plan must be aligned to
 1822 and support the school-based inservice plans and school
 1823 improvement plans under ~~pursuant to~~ s. 1001.42(16). District
 1824 plans must be approved by the district school board annually in
 1825 order to ensure compliance with subsection (1) and to allow for
 1826 dissemination of research-based best practices to other
 1827 districts. District school boards must submit verification of
 1828 their approval to the Commissioner of Education by ~~no later than~~
 1829 October 1 of each year, ~~annually~~.

1830 5. Require each school principal to establish and maintain
 1831 an individual professional development plan for each
 1832 instructional employee assigned to the school as a seamless
 1833 component to the school improvement plans developed under
 1834 ~~pursuant to~~ s. 1001.42(16). The individual professional
 1835 development plan must:

1836 a. Be related to specific performance data for the
 1837 students to whom the teacher is assigned.

1838 b. Define the inservice objectives and specific measurable
 1839 improvements expected in student performance as a result of the
 1840 inservice activity.

1841 c. Include an evaluation component that determines the
 1842 effectiveness of the professional development plan.

1843 d. Require the instructional employee to earn at least 20
 1844 inservice points for inservice activities on the content and
 1845 instruction of the World Class Education Standards. The award of
 1846 inservice points is conditioned upon the employee's passage of
 1847 an inservice examination of the knowledge and skills presented
 1848 through the inservice activities. An instructional employee is

1849 required to take only those parts of an inservice examination on
 1850 subject areas for which the employee holds certification or
 1851 endorsement. If an instructional employee passes the inservice
 1852 examination after completing less than 20 inservice hours, the
 1853 employee is awarded a total of 20 inservice points. The
 1854 Department of Education shall establish minimum competencies for
 1855 the inservice examinations. An instructional employee must earn
 1856 the inservice points for a subject area by the end of the next
 1857 school year after:

1858 (I) Initial adoption of the World Class Education
 1859 Standards for the subject area; and

1860 (II) Subsequent adoption of the World Class Education
 1861 Standards for the subject area if the Commissioner of Education
 1862 determines that the standards for the subject area are
 1863 substantially revised from the previously adopted standards.

1864 6. Include inservice activities for school administrative
 1865 personnel that address updated skills necessary for
 1866 instructional leadership and effective school management under
 1867 ~~pursuant to~~ s. 1012.986.

1868 7. Provide for systematic consultation with regional and
 1869 state personnel designated to provide technical assistance and
 1870 evaluation of local professional development programs.

1871 8. Provide for delivery of professional development by
 1872 distance learning and other technology-based delivery systems to
 1873 reach more educators at lower costs.

1874 9. Provide for the continuous evaluation of the quality
 1875 and effectiveness of professional development programs in order
 1876 to eliminate ineffective programs and strategies and to expand

HB 7151

2007

1877 effective ones. Evaluations must consider the impact of such
1878 activities on the performance of participating educators and
1879 their students' achievement and behavior.

1880 (12) The State Board of Education shall require the
1881 statewide standardized delivery of inservice activities for
1882 Florida educators on the content and instruction of the World
1883 Class Education Standards. The effectiveness of the inservice
1884 activities shall be evaluated using performance outcomes of both
1885 the educator and the educator's students. The Department of
1886 Education shall use the inservice examinations required under
1887 sub-subparagraph (4)(b)5.d. as the primary outcome measure for
1888 the educator. The department shall use annual gains in student
1889 academic performance as the primary outcome measure for the
1890 educator's students.

1891 (13) The Department of Education shall provide statewide
1892 standardized professional development for educators on the
1893 Florida Comprehensive Assessment Test, and all Florida educators
1894 must participate in the professional development. The
1895 professional development shall include, at a minimum, how the
1896 Florida Comprehensive Assessment Test is developed and scored,
1897 what information is available to parents and students about the
1898 test, how to use the test specifications and other resources for
1899 teaching students, the ethics of testing, and the process used
1900 in grading schools for the state's accountability system.

1901 Section 35. Funding for professional development.--

1902 (1) By January 15, 2008, each school district shall submit
1903 to the Department of Education, in the format prescribed by the
1904 department, an inventory of all professional development

HB 7151

2007

1905 programs offered by the district during the 2006-2007 fiscal
 1906 year. The department shall compile a statewide inventory of the
 1907 programs using the information submitted by each district.

1908 (2) (a) The Department of Education and school districts
 1909 shall give priority in the allocation and use of professional
 1910 development funds provided for the 2008-2009 fiscal year to
 1911 professional development programs on the World Class Education
 1912 Standards that have measurable outcomes, with an emphasis on
 1913 programs delivered through the use of information technology.

1914 (b) By December 31, 2009, each school district shall
 1915 submit to the Department of Education, in the format prescribed
 1916 by the department, a report detailing the district's use of
 1917 professional development funds during the 2008-2009 fiscal year.
 1918 The report, at a minimum, shall identify each program within the
 1919 district that is provided state funds, the portion of the
 1920 program devoted to professional development on the World Class
 1921 Education Standards, and the measurable outcomes of the program.

1922 Section 36. Statewide end-of-course examinations.--

1923 (1) It is the intent of the Legislature that, to enhance
 1924 the goal of student mastery of the essential content knowledge
 1925 and skills expected by the World Class Education Standards, the
 1926 state shall establish high-quality statewide end-of-course
 1927 examinations.

1928 (2) The Office of Program Policy Analysis and Government
 1929 Accountability shall, by December 1, 2007, submit a report to
 1930 the Governor, the Commissioner of Education, the President of
 1931 the Senate, and the Speaker of the House of Representatives on
 1932 statewide end-of-course examinations. The report shall:

- 1933 (a) Review the use by other states of statewide end-of-
 1934 course examinations;
- 1935 (b) Identify the benefits and challenges of implementing
 1936 statewide end-of-course examinations in this state;
- 1937 (c) Identify school districts in this state that currently
 1938 administer end-of-course examinations and describe the
 1939 districts' implementation framework, including, but not limited
 1940 to, how the districts use the examination results; the use of
 1941 technology in administering the examinations; the districts'
 1942 strategies for ensuring the rigor of the examinations, test
 1943 security, and updating of the examinations; and the
 1944 implementation issues confronted by the districts;
- 1945 (d) Estimate the costs associated with the statewide
 1946 administration of end-of-course examinations; and
- 1947 (e) Identify implementation issues that Florida confronts
 1948 in administering statewide end-of-course examinations.
- 1949 Section 37. After-school programs.--
- 1950 (1) The Office of Program Policy Analysis and Government
 1951 Accountability, by January 1, 2008, shall submit a report to the
 1952 Governor, the President of the Senate, and the Speaker of the
 1953 House of Representatives on after-school programs. The report
 1954 shall:
- 1955 (a) Review different types of public and private after-
 1956 school programs available for families;
- 1957 (b) Identify strong accountability measures, including
 1958 outcomes, that could be used to measure the success of after-
 1959 school programs;
- 1960 (c) Review existing research that analyzes the types of

HB 7151

2007

1961 after-school programs that provide important educational
1962 benefits for students and families;

1963 (d) Provide options for providing incentives to create
1964 public-private partnerships to expand after-school programs;

1965 (e) Review how Florida could maximize federal funding of
1966 after-school programs, including, but not limited to, an
1967 examination of current methods for obtaining funding from the
1968 Federal Government, including grants, and other methods to
1969 obtain federal funding; and

1970 (f) Provide options for correcting the state's
1971 deficiencies in obtaining federal funding for after-school
1972 programs, if the report finds any deficiencies, and the
1973 projected cost of implementing the options.

1974 (2) The Office of Program Policy Analysis and Government
1975 Accountability, in conducting research for the report, shall
1976 consult with the Department of Education, the Department of
1977 Children and Family Services, and other interested entities that
1978 may offer unique experiences and perspectives on after-school
1979 programs.

1980 Section 38. Visual and performing arts education.--By
1981 February 1, 2008, the Commissioner of Education shall submit a
1982 report to the Governor, the President of the Senate, and the
1983 Speaker of the House of Representatives on the opportunities
1984 available to students in this state for participation in visual
1985 and performing arts education in K-12 public schools. The report
1986 shall include the following elements:

1987 (1) Enrollment data for students enrolled in visual and
1988 performing arts courses for the previous 5 school years,

HB 7151

2007

1989 reported separately for music, visual arts, theatre, and dance
 1990 by grade level; and

1991 (2) An analysis of the correlation between a student's
 1992 participation in visual and performing arts education and
 1993 overall student performance. The analysis shall examine the
 1994 number of credits in visual and performing arts taken by grade
 1995 12 students in public high school during the previous 5 school
 1996 years compared to the students' high school graduation rates,
 1997 grade point averages, and attendance.

1998 Section 39. Sales tax on school facilities
 1999 construction.--The Office of Program Policy Analysis and
 2000 Government Accountability, by December 1, 2007, shall submit a
 2001 report to the Governor, the President of the Senate, and the
 2002 Speaker of the House of Representatives on facilities
 2003 construction by school districts. The report shall:

2004 (1) Review the amount of sales tax paid by contractors
 2005 when building public school facilities;

2006 (2) Review the estimated impact on sales taxes of
 2007 construction costs; and

2008 (3) Identify mechanisms that the state could use to
 2009 provide tax exemptions for contractors building public school
 2010 facilities.

2011 Section 40. Public-Private Partnering Task Force.--

2012 (1) Effective upon this act becoming a law, there is
 2013 created the Public-Private Partnering Task Force. The task force
 2014 is composed of the following members: the Secretary of
 2015 Management Services or the secretary's designee, who shall serve
 2016 as chair; the chair of the State Board of Education or the

HB 7151

2007

2017 chair's designee, who shall serve as vice chair; and five
2018 members who are not members of the Legislature or school
2019 district officers or employees and who have a broad variety of
2020 business experience in public-private partnering, one of whom
2021 shall be appointed by the Governor, two of whom shall be
2022 appointed by the President of the Senate, and two of whom shall
2023 be appointed by Speaker of the House of Representatives.

2024 (2) The members of the task force shall be appointed by
2025 July 1, 2007, and shall convene the initial meeting of the task
2026 force by August 1, 2007.

2027 (3) The task force is assigned to the Department of
2028 Management Services for administrative purposes. Members of the
2029 task force are entitled to per diem and travel expenses under s.
2030 112.061, Florida Statutes, and are subject to the Code of Ethics
2031 for Public Officers and Employees under part III of chapter 112,
2032 Florida Statutes.

2033 (4) By February 1, 2008, the task force shall submit
2034 recommendations to the Governor, the President of the Senate,
2035 and the Speaker of the House of Representatives. The
2036 recommendations shall include, but are not limited to, the
2037 following:

2038 (a) Recommendations on public-private partnering for
2039 school construction, leasing, and maintenance that relate to:

2040 1. The feasibility and advisability of, and possible
2041 methodologies for, achieving greater facilities construction and
2042 maintenance cost efficiencies and reducing construction times
2043 through public-private partnering.

2044 2. Optimal design and performance standards for safe and

HB 7151

2007

2045 functional school facilities that are space efficient and
 2046 technologically advanced.

2047 3. Optimal construction standards that ensure appropriate
 2048 industry standards and optimal life cycles, including, but not
 2049 limited to, standards for optimal size of core facility space,
 2050 design-build performance contracting, energy efficiency, and
 2051 life-cycle systems costing.

2052 4. Maintenance, repair, renovation, remodeling, and site
 2053 acquisition standards, guidelines, and protocols.

2054 5. Optimal use of permanent versus relocatable facilities
 2055 and protocols for decisionmaking regarding both facility
 2056 options.

2057 6. Protocols for regular assessments of facility capacity
 2058 to ensure maximization of space utilization.

2059 7. Energy performance contracting with guaranteed annual
 2060 energy savings.

2061 (b) Recommendations on public-private partnering for
 2062 school transportation services that relate to:

2063 1. Fuel and bus efficiencies.
 2064 2. Route planning, times, and design efficiencies.

2065 (c) Recommendations on public-private partnering for
 2066 school food services that relate to:

2067 1. Relevant federal law and implications.
 2068 2. Potential liability issues.
 2069 3. Quality control.

2070 (5) Upon delivery of its final report and recommendations,
 2071 the task force is abolished.

2072 Section 41. The sum of \$ 2,525,000 is provided from the

HB 7151

2007

2073 | General Revenue Fund to the Department of Education for the
2074 | 2007-2008 fiscal year for purposes of implementing this act.

2075 | Section 42. Except as otherwise expressly provided in this
2076 | act, this act shall take effect July 1, 2007.