

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 requiring evaluation of proposed standards; requiring
9 reports on student achievement; amending ss. 39.0016 and
10 445.049, F.S.; conforming provisions; amending s. 1000.21,
11 F.S.; revising the systemwide definition of standards;
12 conforming provisions; amending s. 1001.02, F.S.; revising
13 provisions authorizing the State Board of Education to
14 adopt rules; amending s. 1001.215, F.S.; conforming
15 provisions; amending s. 1001.41, F.S.; requiring a school
16 district to emphasize certain content in social studies
17 education; amending s. 1001.42, F.S.; conforming
18 provisions; creating s. 1001.55, F.S.; requiring certain
19 high-performing school districts to submit plans to the
20 State Board of Education and give certain authority to
21 specified school principals; requiring annual reports;
22 amending ss. 1002.33 and 1002.415, F.S.; conforming
23 provisions; amending s. 1003.03, F.S.; providing teaching
24 strategies permitted within class-size reduction
25 requirements; providing definitions; amending s. 1003.41,
26 F.S.; specifying requirements for World Class Education
27 Standards; amending s. 1003.428, F.S.; requiring school
28 districts to include a distinguished-honors notation on

29 | diplomas and academic transcripts under specified
30 | conditions; conforming provisions; amending s. 1003.43,
31 | F.S.; conforming provisions; creating s. 1003.451, F.S.;
32 | requiring the State Board of Education to adopt standards
33 | for world-language instruction and provide flexibility in
34 | foreign-language teacher certification; requiring school
35 | districts and schools in the K-8 Virtual School Program to
36 | submit plans for elementary school world-language
37 | curricula; authorizing use of instructional materials
38 | funds; creating s. 1003.59, F.S.; requiring the State
39 | Board of Education to adopt a model policy for accelerated
40 | learning opportunities for academically talented students;
41 | requiring school districts to implement an accelerated
42 | learning policy; requiring the Department of Education to
43 | submit an annual report; amending ss. 1004.04 and 1007.35,
44 | F.S.; conforming provisions; amending s. 1008.22, F.S.;
45 | requiring the Florida Comprehensive Assessment Test to
46 | assess students in social studies; requiring the content
47 | knowledge and skills of the statewide assessment program
48 | and Florida Comprehensive Assessment Test to align to the
49 | World Class Education Standards; providing for the
50 | expedited revision of the Florida Comprehensive Assessment
51 | Test; requiring the Commissioner of Education to report
52 | certain information; establishing limitations on testing
53 | schedules for the Florida Comprehensive Assessment Test;
54 | providing for a proficiency designation in a subject area
55 | for a grade level based on student scores on the Florida
56 | Comprehensive Assessment Test; creating s. 1008.222, F.S.;

57 providing requirements for end-of-course examinations;
58 establishing timelines for implementation and requiring
59 dissemination of information; amending s. 1008.25, F.S.;
60 conforming provisions; requiring remediation in social
61 studies; revising requirements for an annual report;
62 amending s. 1008.385, F.S.; conforming provisions;
63 amending s. 1011.62, F.S.; revising expenditures from the
64 guaranteed allocation for gifted students in grades 9
65 through 12; amending ss. 1012.05, 1012.28, and 1012.52,
66 F.S.; conforming provisions; amending s. 1012.56, F.S.;
67 requiring the State Board of Education to align subject
68 area examinations to the World Class Education Standards;
69 conforming provisions; amending s. 1012.585, F.S.;
70 applying certain inservice points toward renewal of an
71 educator professional certificate specialization area;
72 amending s. 1012.72, F.S.; conforming provisions; amending
73 s. 1012.98, F.S.; requiring a school district's inservice
74 activities to support state standards; directing districts
75 to align inservice activities to the World Class Education
76 Standards; providing that an individual professional
77 development plan requires instructional employees to
78 complete specified inservice activities; requiring passage
79 of an inservice examination for award of certain inservice
80 points; directing the department to establish examination
81 competencies; requiring statewide standardized delivery of
82 certain inservice activities and outcome measurement of
83 such activities; requiring the department to provide
84 specified statewide standardized professional development

85 | and requiring educators to participate therein; requiring
 86 | school districts to inventory professional development
 87 | programs; establishing priority for use of professional
 88 | development funds; requiring school districts to submit
 89 | reports; requiring the Office of Program Policy Analysis
 90 | and Government Accountability to submit reports relating
 91 | to after-school programs and gifted student education;
 92 | providing report requirements; requiring the Commissioner
 93 | of Education to submit a report on visual and performing
 94 | arts education; providing report requirements; creating
 95 | the Public-Private Partnering Task Force within the
 96 | Department of Management Services; designating members;
 97 | providing for per diem and travel expenses; requiring the
 98 | task force to submit a report to the Governor and
 99 | Legislature; providing report requirements; providing for
 100 | the future abolishment of the task force; providing an
 101 | appropriation; providing effective dates.

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

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

1001.03 Specific powers of State Board of Education.--

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

(a) The State Board of Education shall review ~~approve~~ the ~~student performance standards known as~~ the Sunshine State Standards and systematically replace them by adopting World Class Education Standards that prepare Florida's students to

113 effectively engage, communicate, and compete in a global
 114 economy. As used in this section, the term "World Class
 115 Education Standards" means curricular standards by subject area
 116 and grade level that integrate critical thinking and problem-
 117 solving skills, creativity and innovation skills, communication
 118 and information skills, collaboration skills, contextual and
 119 applied-learning skills, information and media-literacy skills,
 120 and civic-engagement skills. The World Class Education Standards
 121 shall, at a minimum:

122 1. Establish the essential content knowledge and skills,
 123 by each ~~in key academic subject areas~~ and grade level, that are
 124 necessary for student academic achievement;

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

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

130 4. Provide for the sequential development of a student's
 131 content knowledge and skills grade by grade for each subject
 132 area; and

133 5. Provide for alignment to curricula appropriate for
 134 preparing high school graduates to enter the workforce and
 135 compete in high-demand careers in Florida's global economy and
 136 to succeed in postsecondary education levels.

137 (b) By January 31, 2008, the State Board of Education
 138 shall establish an expedited a schedule for ~~to facilitate~~ the
 139 adoption ~~periodic review~~ of the World Class Education Standards,
 140 and for the periodic review and revision of the standards, to

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141 ensure ~~superior~~ adequate rigor, relevance, logical student
142 progression, and integration of reading, writing, and
143 mathematics across all subject areas. By January 1, 2009, and by
144 January 1 of each year thereafter, the state board shall submit
145 a report to the Governor, the President of the Senate, and the
146 Speaker of the House of Representatives detailing the status of
147 the adoption, implementation, and any subsequent revisions of
148 the World Class Education Standards.

149 (c) The State Board of Education shall include Florida
150 educators in the development and review of the standards. The
151 state board shall consider the recommendations of educators,
152 citizens, and members of the business community; consult
153 national or international curricular experts in each review by
154 subject area; and consider standards implemented by other states
155 or nations, which standards are regarded as exceptionally
156 rigorous by the curricular experts. The state board shall also
157 ~~must~~ include the participation of curriculum leaders in other
158 content areas, including the arts, to ensure valid content area
159 integration and to address the instructional requirements of
160 different learning styles.

161 (d) The process for adoption and revision of the World
162 Class Education Standards review and proposed revisions must
163 include leadership and input from the state's classroom teachers
164 and selected, school administrators, postsecondary institutions
165 and community colleges and universities, and from
166 representatives from business and industry representatives who
167 are identified by Enterprise Florida, Inc.

168 (e) The State Board of Education, before adopting or

169 revising the World Class Education Standards for a subject area,
 170 shall submit the proposed standards for evaluation by more than
 171 one nationally recognized foundation, institute, organization,
 172 or board with expertise in performance standards for K-12
 173 curricula. The state board shall submit the evaluations to the
 174 Governor, the President of the Senate, and the Speaker of the
 175 House of Representatives before adopting the proposed standards.

176 ~~local education foundations. A report including proposed~~
 177 ~~revisions must be submitted to the Governor, the President of~~
 178 ~~the Senate, and the Speaker of the House of Representatives~~
 179 ~~annually to coincide with the established review schedule. The~~
 180 ~~review schedule and an annual status report must be submitted to~~
 181 ~~the Governor, the President of the Senate, and the Speaker of~~
 182 ~~the House of Representatives annually not later than January 1.~~

183 (f) Beginning with the 2008-2009 school year, the State
 184 Board of Education shall submit an annual report on the
 185 achievement results of Florida's students based on instruction
 186 aligned to the World Class Education Standards. The report shall
 187 be submitted to the Governor, the President of the Senate, and
 188 the Speaker of the House of Representatives by December 30 of
 189 each year and shall include data to monitor achievement gains
 190 and to provide academic comparisons of Florida students who are
 191 achieving at or above grade level to other students nationally
 192 and to students at commensurate grade levels in other countries.

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

196 39.0016 Education of abused, neglected, and abandoned

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197 children.--

198 (4) The department shall enter into agreements with
199 district school boards or other local educational entities
200 regarding education and related services for children known to
201 the department who are of school age and children known to the
202 department who are younger than school age but who would
203 otherwise qualify for services from the district school board.
204 Such agreements shall include, but are not limited to:

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

206 1. Provide the department with a general listing of the
207 services and information available from the district school
208 board, including, but not limited to, the World Class Education
209 ~~current Sunshine State~~ Standards, the Surrogate Parent Training
210 Manual, and other resources accessible through the Department of
211 Education or local school districts to facilitate educational
212 access for a child known to the department.

213 2. Identify all educational and other services provided by
214 the school and school district which the school district
215 believes are reasonably necessary to meet the educational needs
216 of a child known to the department.

217 3. Determine whether transportation is available for a
218 child known to the department when such transportation will
219 avoid a change in school assignment due to a change in
220 residential placement. Recognizing that continued enrollment in
221 the same school throughout the time the child known to the
222 department is in out-of-home care is preferable unless
223 enrollment in the same school would be unsafe or otherwise
224 impractical, the department, the district school board, and the

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

227 4. Provide individualized student intervention or an
228 individual educational plan when a determination has been made
229 through legally appropriate criteria that intervention services
230 are required. The intervention or individual educational plan
231 must include strategies to enable the child known to the
232 department to maximize the attainment of educational goals.

233 (5) The department shall incorporate an education
234 component into all training programs of the department regarding
235 children known to the department. Such training shall be
236 coordinated with the Department of Education and the local
237 school districts. The department shall offer opportunities for
238 education personnel to participate in such training. Such
239 coordination shall include, but not be limited to, notice of
240 training sessions, opportunities to purchase training materials,
241 proposals to avoid duplication of services by offering joint
242 training, and incorporation of materials available from the
243 Department of Education and local school districts into the
244 department training when appropriate. The department training
245 components shall include:

246 (d) Training of caseworkers regarding the services and
247 information available through the Department of Education and
248 local school districts, including, but not limited to, the World
249 Class Education ~~current Sunshine State Standards~~, the Surrogate
250 Parent Training Manual, and other resources accessible through
251 the Department of Education or local school districts to
252 facilitate educational access for a child known to the

253 department.

254 Section 3. Paragraph (g) of subsection (7) of section
255 445.049, Florida Statutes, is amended to read:

256 445.049 Digital Divide Council.--

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

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

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

265 1000.21 Systemwide definitions.--As used in the Florida K-
266 20 Education Code:

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

269 1001.03(1) and 1003.41, that identify what public school
270 students are expected to ~~should~~ know and be able to demonstrate
271 ~~do~~. The term includes the Sunshine State Standards for a subject
272 area until the standards are replaced under s. 1001.03(1) by the

273 World Class Education Standards for the subject area. ~~These~~
274 ~~standards delineate the academic achievement of students for~~
275 ~~which the state will hold its public schools accountable in~~
276 ~~grades K-2, 3-5, 6-8, and 9-12, in the subjects of language~~
277 ~~arts, mathematics, science, social studies, the arts, health and~~
278 ~~physical education, foreign languages, reading, writing,~~
279 ~~history, government, geography, economics, and computer~~
280 ~~literacy.~~

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

283 1001.02 General powers of State Board of Education.--

284 (1) The State Board of Education is the chief implementing
 285 and coordinating body of public education in Florida, and it
 286 shall focus on high-level policy decisions. The state board ~~it~~
 287 has authority to adopt rules under ~~pursuant to~~ ss. 120.536(1)
 288 and 120.54 to implement the provisions of law conferring duties
 289 upon the State Board of Education, the Commissioner of
 290 Education, and the Department of Education ~~it for the~~
 291 ~~improvement of the state system of K-20 public education~~. Except
 292 as otherwise provided by law herein, the State Board of
 293 Education ~~it~~ may, as it finds appropriate, delegate its general
 294 powers to the Commissioner of Education or the directors of the
 295 divisions of the department.

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

298 1001.215 Just Read, Florida! Office.--There is created in
 299 the Department of Education the Just Read, Florida! Office. The
 300 office shall be fully accountable to the Commissioner of
 301 Education and shall:

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

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

306 1001.41 General powers of district school board.--The
 307 district school board, after considering recommendations
 308 submitted by the district school superintendent, shall exercise

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309 the following general powers:

310 (3) Prescribe and adopt standards and policies to provide
311 each student the opportunity to receive a complete education
312 program, including language arts, reading, and writing;
313 mathematics; science; social studies, including geography and
314 economics, with an emphasis on history, government, civics, and
315 United States patriotism and national sovereignty; health;
316 physical education; foreign languages; visual and performing
317 and the arts; and computer literacy, as defined by the World
318 Class Education Sunshine State Standards. The standards and
319 policies must emphasize integration and reinforcement of
320 reading, writing, and mathematics skills across all subjects,
321 including career awareness, career exploration, and career and
322 technical education.

323 Section 8. Paragraph (a) of subsection (16) of section
324 1001.42, Florida Statutes, is amended to read:

325 1001.42 Powers and duties of district school board.--The
326 district school board, acting as a board, shall exercise all
327 powers and perform all duties listed below:

328 (16) IMPLEMENT SCHOOL IMPROVEMENT AND
329 ACCOUNTABILITY.--Maintain a system of school improvement and
330 education accountability as provided by statute and State Board
331 of Education rule. This system of school improvement and
332 education accountability shall be consistent with, and
333 implemented through, the district's continuing system of
334 planning and budgeting required by this section and ss.
335 1008.385, 1010.01, and 1011.01. This system of school
336 improvement and education accountability shall include, but is

337 not limited to, the following:

338 (a) School improvement plans.--Annually approve and
 339 require implementation of a new, amended, or continuation school
 340 improvement plan for each school in the district. A district
 341 school board may establish a district school improvement plan
 342 that includes all schools in the district operating for the
 343 purpose of providing educational services to youth in Department
 344 of Juvenile Justice programs. The school improvement plan shall
 345 be designed to achieve the state education priorities under
 346 ~~pursuant to~~ s. 1000.03(5) and student proficiency on the World
 347 Class Education Sunshine State Standards under ~~pursuant to~~ s.
 348 1003.41. Each plan shall address student achievement goals and
 349 strategies based on state and school district proficiency
 350 standards. The plan may also address issues relative to other
 351 academic-related matters, as determined by district school board
 352 policy, and shall include an accurate, data-based analysis of
 353 student achievement and other school performance data. Beginning
 354 with plans approved for implementation in the 2007-2008 school
 355 year, each secondary school plan must include a redesign
 356 component based on the principles established in s. 1003.413.
 357 For each school in the district that earns a school grade of "C"
 358 or below, or is required to have a school improvement plan under
 359 federal law, the school improvement plan shall, at a minimum,
 360 also include:

- 361 1. Professional development that supports enhanced and
- 362 differentiated instructional strategies to improve teaching and
- 363 learning.
- 364 2. Continuous use of disaggregated student achievement

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365 data to determine effectiveness of instructional strategies.

366 3. Ongoing informal and formal assessments to monitor
 367 individual student progress, including progress toward mastery
 368 of the World Class Education ~~Sunshine State~~ Standards, and to
 369 redesign instruction if needed.

370 4. Alternative instructional delivery methods to support
 371 remediation, acceleration, and enrichment strategies.

372 Section 9. Section 1001.55, Florida Statutes, is created
 373 to read:

374 1001.55 Site-based management.--A school district
 375 receiving a designation for high performance from the State
 376 Board of Education under part VI of chapter 1003 that is based,
 377 at least in part, on school grades or district grades assigned
 378 under s. 1008.34 shall submit to the state board and implement a
 379 plan that gives the district's highest performing principals
 380 significant decisionmaking and budgetary authority over their
 381 respective schools. The school district shall annually audit,
 382 monitor, and report to the state board on the implementation of
 383 this section at each school site. The state board shall submit a
 384 statewide annual report to the Governor, the President of the
 385 Senate, and the Speaker of the House of Representatives on the
 386 implementation of this section. The state board may adopt rules
 387 under ss. 120.536(1) and 120.54 to administer this section.

388 Section 10. Paragraph (a) of subsection (6) and paragraph
 389 (a) of subsection (7) of section 1002.33, Florida Statutes, are
 390 amended to read:

391 1002.33 Charter schools.--

392 (6) APPLICATION PROCESS AND REVIEW.--Charter school

393 applications are subject to the following requirements:

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

396 1. Demonstrates how the school will use the guiding
 397 principles and meet the statutorily defined purpose of a charter
 398 school.

399 2. Provides a detailed curriculum plan that illustrates
 400 how students will be provided services to attain the World Class
 401 Education Sunshine State Standards.

402 3. Contains goals and objectives for improving student
 403 learning and measuring that improvement. These goals and
 404 objectives must indicate how much academic improvement students
 405 are expected to show each year, how success will be evaluated,
 406 and the specific results to be attained through instruction.

407 4. Describes the reading curriculum and differentiated
 408 strategies that will be used for students reading at grade level
 409 or higher and a separate curriculum and strategies for students
 410 who are reading below grade level. A sponsor shall deny a
 411 charter if the school does not propose a reading curriculum that
 412 is consistent with effective teaching strategies that are
 413 grounded in scientifically based reading research.

414 5. Contains an annual financial plan for each year
 415 requested by the charter for operation of the school for up to 5
 416 years. This plan must contain anticipated fund balances based on
 417 revenue projections, a spending plan based on projected revenues
 418 and expenses, and a description of controls that will safeguard
 419 finances and projected enrollment trends.

420 (7) CHARTER.--The major issues involving the operation of

421 a charter school shall be considered in advance and written into
422 the charter. The charter shall be signed by the governing body
423 of the charter school and the sponsor, following a public
424 hearing to ensure community input.

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

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

429 2. The focus of the curriculum, the instructional methods
430 to be used, any distinctive instructional techniques to be
431 employed, and identification and acquisition of appropriate
432 technologies needed to improve educational and administrative
433 performance which include a means for promoting safe, ethical,
434 and appropriate uses of technology which comply with legal and
435 professional standards. The charter shall ensure that reading is
436 a primary focus of the curriculum and that resources are
437 provided to identify and provide specialized instruction for
438 students who are reading below grade level. The curriculum and
439 instructional strategies for reading must be consistent with the
440 World Class Education ~~Sunshine State~~ Standards and grounded in
441 scientifically based reading research.

442 3. The current incoming baseline standard of student
443 academic achievement, the outcomes to be achieved, and the
444 method of measurement that will be used. The criteria listed in
445 this subparagraph shall include a detailed description for each
446 of the following:

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

449 b. How these baseline rates will be compared to rates of
450 academic progress achieved by these same students while
451 attending the charter school.

452 c. To the extent possible, how these rates of progress
453 will be evaluated and compared with rates of progress of other
454 closely comparable student populations.

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456 The district school board is required to provide academic
457 student performance data to charter schools for each of their
458 students coming from the district school system, as well as
459 rates of academic progress of comparable student populations in
460 the district school system.

461 4. The methods used to identify the educational strengths
462 and needs of students and how well educational goals and
463 performance standards are met by students attending the charter
464 school. Included in the methods is a means for the charter
465 school to ensure accountability to its constituents by analyzing
466 student performance data and by evaluating the effectiveness and
467 efficiency of its major educational programs. Students in
468 charter schools shall, at a minimum, participate in the
469 statewide assessment program created under s. 1008.22.

470 5. In secondary charter schools, a method for determining
471 that a student has satisfied the requirements for graduation in
472 s. 1003.43.

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

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

477 8. The ways by which the school will achieve a
478 racial/ethnic balance reflective of the community it serves or
479 within the racial/ethnic range of other public schools in the
480 same school district.

481 9. The financial and administrative management of the
482 school, including a reasonable demonstration of the professional
483 experience or competence of those individuals or organizations
484 applying to operate the charter school or those hired or
485 retained to perform such professional services and the
486 description of clearly delineated responsibilities and the
487 policies and practices needed to effectively manage the charter
488 school. A description of internal audit procedures and
489 establishment of controls to ensure that financial resources are
490 properly managed must be included. Both public sector and
491 private sector professional experience shall be equally valid in
492 such a consideration.

493 10. The asset and liability projections required in the
494 application which are incorporated into the charter and which
495 shall be compared with information provided in the annual report
496 of the charter school. The charter shall ensure that, if a
497 charter school internal audit or annual financial audit reveals
498 a state of financial emergency as defined in s. 218.503 or
499 deficit financial position, the auditors are required to notify
500 the charter school governing board, the sponsor, and the
501 Department of Education. The internal auditor shall report such
502 findings in the form of an exit interview to the principal or
503 the principal administrator of the charter school and the chair
504 of the governing board within 7 working days after finding the

505 state of financial emergency or deficit position. A final report
506 shall be provided to the entire governing board, the sponsor,
507 and the Department of Education within 14 working days after the
508 exit interview. When a charter school is in a state of financial
509 emergency, the charter school shall file a detailed financial
510 recovery plan with the sponsor. The department, with the
511 involvement of both sponsors and charter schools, shall
512 establish guidelines for developing such plans.

513 11. A description of procedures that identify various
514 risks and provide for a comprehensive approach to reduce the
515 impact of losses; plans to ensure the safety and security of
516 students and staff; plans to identify, minimize, and protect
517 others from violent or disruptive student behavior; and the
518 manner in which the school will be insured, including whether or
519 not the school will be required to have liability insurance,
520 and, if so, the terms and conditions thereof and the amounts of
521 coverage.

522 12. The term of the charter which shall provide for
523 cancellation of the charter if insufficient progress has been
524 made in attaining the student achievement objectives of the
525 charter and if it is not likely that such objectives can be
526 achieved before expiration of the charter. The initial term of a
527 charter shall be for 4 or 5 years. In order to facilitate access
528 to long-term financial resources for charter school
529 construction, charter schools that are operated by a
530 municipality or other public entity as provided by law are
531 eligible for up to a 15-year charter, subject to approval by the
532 district school board. A charter lab school is eligible for a

533 charter for a term of up to 15 years. In addition, to facilitate
534 access to long-term financial resources for charter school
535 construction, charter schools that are operated by a private,
536 not-for-profit, s. 501(c)(3) status corporation are eligible for
537 up to a 15-year charter, subject to approval by the district
538 school board. Such long-term charters remain subject to annual
539 review and may be terminated during the term of the charter, but
540 only according to the provisions set forth in subsection (8).

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

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

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

548 16. A timetable for implementing the charter which
549 addresses the implementation of each element thereof and the
550 date by which the charter shall be awarded in order to meet this
551 timetable.

552 17. In the case of an existing public school being
553 converted to charter status, alternative arrangements for
554 current students who choose not to attend the charter school and
555 for current teachers who choose not to teach in the charter
556 school after conversion in accordance with the existing
557 collective bargaining agreement or district school board rule in
558 the absence of a collective bargaining agreement. However,
559 alternative arrangements shall not be required for current
560 teachers who choose not to teach in a charter lab school, except

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561 as authorized by the employment policies of the state university
 562 which grants the charter to the lab school.

563 Section 11. Paragraph (b) of subsection (2) of section
 564 1002.415, Florida Statutes, is amended to read:

565 1002.415 K-8 Virtual School Program.--Subject to annual
 566 legislative appropriation, a kindergarten through grade 8
 567 virtual school program is established within the Department of
 568 Education for the purpose of making academic instruction
 569 available to full-time students in kindergarten through grade 8
 570 using on-line and distance learning technology. The department
 571 shall use an application process to select schools to deliver
 572 program instruction.

573 (2) APPLICATION.--

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

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

579 2. An annual financial plan for each year of operation of
 580 the school for a minimum of 3 years. The plan must contain
 581 anticipated fund balances based on revenue projections, a
 582 spending plan based on projected revenues and expenses, and a
 583 description of controls that will safeguard finances and
 584 projected enrollment trends.

585 Section 12. Subsection (5) of section 1003.03, Florida
 586 Statutes, is amended to read:

587 1003.03 Maximum class size.--

588 (5) TEAM-TEACHING STRATEGIES.--

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589 (a) School districts may use teaching strategies that
590 include the assignment of more than one teacher to a classroom
591 of students and that were implemented before July 1, 2005.
592 Effective July 1, 2005, school districts may implement
593 additional teaching strategies that include the assignment of
594 more than one teacher to a classroom of students for the
595 following purposes only:

- 596 1. Pairing teachers for the purpose of staff development.
- 597 2. Pairing new teachers with veteran teachers.
- 598 3. Reducing turnover among new teachers.
- 599 4. Pairing teachers who are teaching out-of-field with
600 teachers who are in-field.
- 601 5. Providing for more flexibility and innovation in the
602 classroom.
- 603 6. Improving learning opportunities for students,
604 including students who have disabilities.

605 (b) Teaching strategies, including team teaching, co-
606 teaching, or inclusion teaching, implemented on or after July 1,
607 2005, under ~~pursuant to~~ paragraph (a) may be implemented subject
608 to the following restrictions:

- 609 1. Reasonable limits shall be placed on the number of
610 students in a classroom so that classrooms are not overcrowded.
611 Teacher-to-student ratios within a curriculum area or grade
612 level must not exceed constitutional limits.
- 613 2. At least one member of the team must have at least 3
614 years of teaching experience.
- 615 3. At least one member of the team must be teaching in-
616 field.

617 4. The teachers must be trained in team-teaching methods
 618 within 1 year after assignment.

619 (c) As used in this subsection, the term:

620 1. "Team teaching" or "co-teaching" means two or more
 621 teachers are assigned to a group of students and each teacher is
 622 responsible for all of the students during the entire class
 623 period. In a team teaching or co-teaching arrangement, each
 624 teacher is responsible for planning, delivering, and evaluating
 625 instruction for all students in the class or subject for the
 626 entire class period.

627 2. "Inclusion teaching" means two or more teachers are
 628 assigned to a group of students, but one of the teachers is
 629 responsible for only one student or a small group of students in
 630 the classroom.

631
 632 The use of strategies implemented as outlined in this subsection
 633 meets the letter and intent of the Florida Constitution and the
 634 Florida Statutes which relate to implementing class-size
 635 reduction, and this subsection applies retroactively. A school
 636 district may not be penalized financially or otherwise as a
 637 result of the use of any legal strategy, including, but not
 638 limited to, those set forth in subsection (3) and this
 639 subsection.

640 Section 13. Section 1003.41, Florida Statutes, is amended
 641 to read:

642 1003.41 World Class Education ~~Sunshine State~~
 643 Standards.--Public K-12 educational instruction in Florida is
 644 based on the World Class Education Standards as defined in s.

645 1001.03(1). The ~~"Sunshine State Standards."~~ These standards are
 646 ~~have been~~ adopted by the State Board of Education and delineate
 647 the academic achievement of students, for which the state holds
 648 ~~will hold~~ schools accountable, in each K-12 grade level grades
 649 ~~K-2, 3-5, 6-8, and 9-12~~ in, at a minimum, the subject areas
 650 ~~subjects~~ of language arts, reading, and writing;; mathematics;;
 651 science;; social studies, including geography and economics,
 652 with an emphasis on history, government, civics, and United
 653 States patriotism and national sovereignty; visual and
 654 performing the arts;; health and physical education;; ~~and~~
 655 foreign languages; and computer literacy. The World Class
 656 Education Standards must be content oriented and knowledge based
 657 and must ~~They~~ include problem-solving and higher order skills as
 658 described in s. 1001.03(1) standards in reading, writing,
 659 ~~history, government, geography, economics, and computer~~
 660 ~~literacy.~~

661 Section 14. Subsection (7) and paragraph (a) of subsection
 662 (8) of section 1003.428, Florida Statutes, are amended to read:
 663 1003.428 General requirements for high school graduation;
 664 revised.--

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

668 (b) The standard diploma awarded to a student, and the
 669 student's high school academic transcript, shall include a
 670 notation of distinguished honors if the student earns a score
 671 demonstrating superior academic achievement, as determined by
 672 the Commissioner of Education, on the grade 10 Florida

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673 Comprehensive Assessment Test. By the beginning of the 2008-2009
674 school year, the commissioner shall widely publicize and
675 disseminate information about the distinguished-honors notation,
676 including notice to district superintendents, school principals,
677 teachers, guidance counselors, parents, and students of the
678 scores required to earn distinguished honors. The commissioner
679 shall also publish the information on the department's Internet
680 website.

681 (c)~~(b)~~ A student who completes the minimum number of
682 credits and other requirements prescribed by subsections (1),
683 (2), and (3), but who is unable to meet the standards of
684 paragraph (4) (b), paragraph (4) (c), or paragraph (4) (d), shall
685 be awarded a certificate of completion in a form prescribed by
686 the State Board of Education. However, any student who is
687 otherwise entitled to a certificate of completion may elect to
688 remain in the secondary school either as a full-time student or
689 a part-time student for up to 1 additional year and receive
690 special instruction designed to remedy his or her identified
691 deficiencies.

692 (8) (a) Each district school board must provide instruction
693 to prepare students with disabilities to demonstrate proficiency
694 in the content knowledge and skills ~~and competencies~~ necessary
695 for successful grade-to-grade progression and high school
696 graduation.

697 Section 15. Paragraph (a) of subsection (11) of section
698 1003.43, Florida Statutes, is amended to read:

699 1003.43 General requirements for high school graduation.--

700 (11) (a) Each district school board must provide

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701 instruction to prepare students with disabilities to demonstrate
702 proficiency in the content knowledge and skills ~~and competencies~~
703 necessary for successful grade-to-grade progression and high
704 school graduation.

705 Section 16. Section 1003.451, Florida Statutes, is created
706 to read:

707 1003.451 World-language curricula.--

708 (1) It is the intent of the Legislature that the state
709 move toward the goal of establishing world-language curricula
710 that begins in elementary school and continues through the
711 middle and high school grades.

712 (2) The State Board of Education shall:

713 (a) Encourage school districts to expand foreign-language
714 course offerings to include world languages commonly spoken in
715 nations actively engaged in international commerce in order to
716 prepare Florida's students to effectively engage, communicate,
717 and compete in a global economy;

718 (b) Establish content standards for world languages as
719 part of the World Class Education Standards for foreign
720 languages;

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

723 (d) Provide flexibility in foreign-language teacher
724 certification so that Florida schools may benefit from
725 instruction offered by Floridians who are fluent in world
726 languages and are available to provide such instruction.

727 (3) By December 1, 2007, each district school board and
728 each school in the K-8 Virtual School Program shall develop and

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729 submit to the Commissioner of Education a plan for articulated
730 world-language curricula beginning by grade 4 for elementary
731 school students performing at or above grade level. The plan may
732 include the use of video conferencing, technology devices with
733 digital content, or on-line technology.

734 (4) Notwithstanding chapter 1006, instructional materials
735 used to implement elementary school world-language curricula may
736 include technology devices with digital content and on-line
737 content. The Commissioner of Education shall prescribe uniform
738 standards for technologies that facilitate the sharing of
739 content among school districts. District school boards may use
740 up to 10 percent of instructional materials funds available for
741 the purchase of materials not on the state-adopted list for
742 purposes of this subsection.

743 Section 17. Section 1003.59, Florida Statutes, is created
744 to read:

745 1003.59 Accelerated learning opportunities for
746 academically talented students.--

747 (1) By June 30, 2008, the State Board of Education shall
748 adopt a model policy for the accelerated learning of
749 academically talented students in grades K-12, regardless of
750 whether the students are classified as gifted. The model policy
751 shall address, but not be limited to, whole-grade acceleration,
752 continuous progress exceeding chronological-age peers, subject-
753 matter acceleration, virtual-education acceleration, and early
754 postsecondary enrollment. The model policy shall include a plan
755 for:

756 (a) Providing teachers and guidance counselors with

757 professional training that addresses effective implementation of
758 the policy, strategies for identifying gifted and academically
759 talented students in the elementary grades, and methods for
760 placing the students in accelerated programming that allows them
761 to work at suitably challenging academic levels; and

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

765 (2) Each district school board shall implement an
766 academically talented student acceleration policy beginning with
767 the 2008-2009 school year. The school board shall widely
768 publicize and disseminate the policy so that teachers, students,
769 and parents are aware of accelerated-learning opportunities. The
770 school board shall submit the policy to the Department of
771 Education and publish the policy on the school district's
772 Internet website.

773 (3) By December 31, 2009, and by December 31 of each year
774 thereafter, the Department of Education shall submit a report to
775 the Governor, the President of the Senate, and the Speaker of
776 the House of Representatives on academically talented student
777 acceleration and gifted programs in each school district. The
778 report shall include information concerning district
779 implementation strategies and student achievement gains and
780 provide a comparison of district performance.

781 Section 18. Paragraph (b) of subsection (2), paragraph (b)
782 of subsection (3), paragraph (e) of subsection (5), and
783 paragraph (c) of subsection (6) of section 1004.04, Florida
784 Statutes, are amended to read:

785 1004.04 Public accountability and state approval for
 786 teacher preparation programs.--

787 (2) UNIFORM CORE CURRICULA.--

788 (b) The rules to establish uniform core curricula for each
 789 state-approved teacher preparation program must include, but are
 790 not limited to, a State Board of Education identified foundation
 791 in scientifically researched, knowledge-based reading literacy
 792 and computational skills acquisition; classroom management;
 793 school safety; professional ethics; educational law; human
 794 development and learning; and understanding of the World Class
 795 Education Sunshine State Standards content measured by state
 796 achievement tests, reading and interpretation of data, and use
 797 of data to improve student achievement.

798 (3) DEVELOPMENT OF TEACHER PREPARATION PROGRAMS.--A system
 799 developed by the Department of Education in collaboration with
 800 postsecondary educational institutions shall assist departments
 801 and colleges of education in the restructuring of their programs
 802 in accordance with this section to meet the need for producing
 803 quality teachers now and in the future.

804 (b) Departments and colleges of education shall emphasize
 805 the state system of school improvement and education
 806 accountability concepts and standards, including the World Class
 807 Education Sunshine State Standards.

808 (5) CONTINUED PROGRAM APPROVAL.--Notwithstanding
 809 subsection (4), failure by a public or nonpublic teacher
 810 preparation program to meet the criteria for continued program
 811 approval shall result in loss of program approval. The
 812 Department of Education, in collaboration with the departments

813 and colleges of education, shall develop procedures for
814 continued program approval that document the continuous
815 improvement of program processes and graduates' performance.

816 (e) Continued approval of teacher preparation programs is
817 contingent upon compliance with the student admission
818 requirements of subsection (4) and upon the receipt of at least
819 a satisfactory rating from public schools and private schools
820 that employ graduates of the program. Each teacher preparation
821 program shall guarantee the high quality of its graduates during
822 the first 2 years immediately following graduation from the
823 program or following initial certification, whichever occurs
824 first. Any educator in a Florida school who fails to demonstrate
825 the essential skills specified in subparagraphs 1.-5. shall be
826 provided additional training by the teacher preparation program
827 at no expense to the educator or the employer. Such training
828 must consist of an individualized plan agreed upon by the school
829 district and the postsecondary educational institution that
830 includes specific learning outcomes. The postsecondary
831 educational institution assumes no responsibility for the
832 educator's employment contract with the employer. Employer
833 satisfaction shall be determined by an annually administered
834 survey instrument approved by the Department of Education that,
835 at a minimum, must include employer satisfaction of the
836 graduates' ability to do the following:

837 1. Write and speak in a logical and understandable style
838 with appropriate grammar.

839 2. Recognize signs of students' difficulty with the
840 reading and computational process and apply appropriate measures

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841 to improve students' reading and computational performance.

842 3. Use and integrate appropriate technology in teaching
843 and learning processes.

844 4. Demonstrate knowledge and understanding of the World
845 Class Education ~~Sunshine State~~ Standards.

846 5. Maintain an orderly and disciplined classroom conducive
847 to student learning.

848 (6) PRESERVICE FIELD EXPERIENCE.--All postsecondary
849 instructors, school district personnel and instructional
850 personnel, and school sites preparing instructional personnel
851 through preservice field experience courses and internships
852 shall meet special requirements. District school boards are
853 authorized to pay student teachers during their internships.

854 (c) Preservice field experience programs must provide
855 specific guidance and demonstration of effective classroom
856 management strategies, strategies for incorporating technology
857 into classroom instruction, strategies for incorporating
858 scientifically researched, knowledge-based reading literacy and
859 computational skills acquisition into classroom instruction, and
860 ways to link instructional plans to the World Class Education
861 ~~Sunshine State~~ Standards, as appropriate. The length of
862 structured field experiences may be extended to ensure that
863 candidates achieve the competencies needed to meet certification
864 requirements.

865 Section 19. Paragraph (c) of subsection (6) of section
866 1007.35, Florida Statutes, is amended to read:

867 1007.35 Florida Partnership for Minority and
868 Underrepresented Student Achievement.--

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869 (6) The partnership shall:

870 (c) Provide teacher training and materials that are
871 aligned with the World Class Education ~~Sunshine State~~ Standards
872 and are consistent with best theory and practice regarding
873 multiple learning styles and research on learning, instructional
874 strategies, instructional design, and classroom assessment.
875 Curriculum materials must be based on current, accepted, and
876 essential academic knowledge. Materials for prerequisite courses
877 should, at a minimum, address the skills assessed on the Florida
878 Comprehensive Assessment Test (FCAT).

879 Section 20. Paragraph (a) of subsection (1), paragraphs
880 (a) and (c) of subsection (3), and subsection (4) of section
881 1008.22, Florida Statutes, are amended to read:

882 1008.22 Student assessment program for public schools.--

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

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

891 (3) STATEWIDE ASSESSMENT PROGRAM.--The commissioner shall
892 design and implement a statewide program of educational
893 assessment that provides information for the improvement of the
894 operation and management of the public schools, including
895 schools operating for the purpose of providing educational
896 services to youth in Department of Juvenile Justice programs.

897 The commissioner may enter into contracts for the continued
 898 administration of the assessment, testing, and evaluation
 899 programs authorized and funded by the Legislature. Contracts may
 900 be initiated in 1 fiscal year and continue into the next and may
 901 be paid from the appropriations of either or both fiscal years.
 902 The commissioner is authorized to negotiate for the sale or
 903 lease of tests, scoring protocols, test scoring services, and
 904 related materials developed pursuant to law. Pursuant to the
 905 statewide assessment program, the commissioner shall:

906 (a) Submit to the State Board of Education for approval
 907 the content knowledge and ~~a list that specifies student skills~~
 908 expected of a student by ~~and competencies to which the goals for~~
 909 ~~education specified in the state plan apply, including, but not~~
 910 ~~limited to, reading, writing, science, and mathematics. The~~
 911 ~~skills and competencies must include problem solving and higher-~~
 912 ~~order skills as appropriate and shall be known as the~~ World
 913 Class Education Sunshine State Standards as defined in s.
 914 ~~1000.21. The commissioner shall select such skills and~~
 915 ~~competencies after receiving recommendations from educators,~~
 916 ~~citizens, and members of the business community. The~~
 917 ~~commissioner shall submit to the State Board of Education~~
 918 ~~revisions to the list of student skills and competencies in~~
 919 ~~order to maintain continuous progress toward improvements in~~
 920 ~~student proficiency.~~

921 (c) Develop and implement a student achievement testing
 922 program known as the Florida Comprehensive Assessment Test
 923 (FCAT) as part of the statewide assessment program to measure
 924 reading; writing; science; social studies, with an emphasis on

925 history, government, civics, and United States patriotism and
 926 national sovereignty;~~7~~ and mathematics. Other content areas may
 927 be included as directed by the commissioner. The assessment of
 928 reading and mathematics shall be administered annually in grades
 929 3 through 10. The assessment of writing, ~~and~~ science, and social
 930 studies shall be administered at least once at the elementary,
 931 middle, and high school levels. The content knowledge and skills
 932 assessed by the FCAT must be aligned to the content knowledge
 933 and skills expected of a student by the World Class Education
 934 Standards. As the Sunshine State Standards are replaced by the
 935 World Class Education Standards under s. 1001.03(1), the
 936 commissioner, to the maximum extent practicable, shall expedite
 937 revision of the FCAT for alignment to the standards. The
 938 commissioner shall report any barriers to expedited alignment to
 939 the State Board of Education, the Governor, the President of the
 940 Senate, and the Speaker of the House of Representatives. The
 941 state board shall consider the use of other validated
 942 assessments, including, but not limited to, assessments
 943 administered by other states, to expedite alignment of the FCAT
 944 to the World Class Education Standards. The commissioner must
 945 document the procedures used to ensure that the versions of the
 946 FCAT which are taken by students retaking the grade 10 FCAT are
 947 equally as challenging and difficult as the tests taken by
 948 students in grade 10 which contain performance tasks. The
 949 testing program must be designed so that:

- 950 1. The tests measure student content knowledge and skills
 951 ~~and competencies~~ adopted by the State Board of Education as
 952 specified in paragraph (a). The tests must measure and report

953 student proficiency levels of all students assessed in reading;~~;~~
954 writing;~~;~~ mathematics;~~;~~ and science; and social studies, with an
955 emphasis on history, government, civics, and United States
956 patriotism and national sovereignty. The commissioner shall
957 provide for the tests to be developed or obtained, as
958 appropriate, through contracts and project agreements with
959 private vendors, public vendors, public agencies, postsecondary
960 educational institutions, or school districts. The commissioner
961 shall obtain input for ~~with respect to~~ the design and
962 implementation of the testing program from state educators,
963 assistive technology experts, and the public.

964 2. The testing program will include a combination of norm-
965 referenced and criterion-referenced tests and include, to the
966 extent determined by the commissioner, questions that require
967 the student to produce information or perform tasks in ~~such a~~
968 manner in which the content knowledge and way that the skills
969 used by the student ~~and competencies he or she uses~~ can be
970 measured.

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

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

979 5. Except as provided in s. 1003.428(8)(b) or s.
980 1003.43(11)(b), students must earn a passing score on the grade

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981 10 assessment test described in this paragraph or attain
982 concordant scores as described in subsection (9) in reading,
983 writing, and mathematics to qualify for a standard high school
984 diploma. The State Board of Education shall designate a passing
985 score for each part of the grade 10 assessment test. In
986 establishing passing scores, the state board shall consider any
987 possible negative impact of the test on minority students. The
988 State Board of Education shall adopt rules which specify the
989 passing scores for the grade 10 FCAT. Any such rules, which have
990 the effect of raising the required passing scores, shall only
991 apply to students taking the grade 10 FCAT for the first time
992 after such rules are adopted by the State Board of Education.

993 6. Participation in the testing program is mandatory for
994 all students attending public school, including students served
995 in Department of Juvenile Justice programs, except as otherwise
996 prescribed by the commissioner. If a student does not
997 participate in the statewide assessment, the district must
998 notify the student's parent and provide the parent with
999 information regarding the implications of such nonparticipation.
1000 A parent must provide signed consent for a student to receive
1001 classroom instructional accommodations that would not be
1002 available or permitted on the statewide assessments and must
1003 acknowledge in writing that he or she understands the
1004 implications of such instructional accommodations. The State
1005 Board of Education shall adopt rules, based upon recommendations
1006 of the commissioner, for the provision of test accommodations
1007 for students in exceptional education programs and for students
1008 who have limited English proficiency. Accommodations that negate

1009 | the validity of a statewide assessment are not allowable in the
 1010 | administration of the FCAT. However, instructional
 1011 | accommodations are allowable in the classroom if included in a
 1012 | student's individual education plan. Students using
 1013 | instructional accommodations in the classroom that are not
 1014 | allowable as accommodations on the FCAT may have the FCAT
 1015 | requirement waived under ~~pursuant to the requirements of~~ s.
 1016 | 1003.428(8)(b) or s. 1003.43(11)(b).

1017 | 7. A student seeking an adult high school diploma must
 1018 | meet the same testing requirements that a regular high school
 1019 | student must meet.

1020 | 8. District school boards must provide instruction to
 1021 | prepare students to demonstrate proficiency in the content
 1022 | knowledge and skills ~~and competencies~~ necessary for successful
 1023 | grade-to-grade progression and high school graduation. If a
 1024 | student is provided with instructional accommodations in the
 1025 | classroom that are not allowable as accommodations in the
 1026 | statewide assessment program, as described in the test manuals,
 1027 | the district must inform the parent in writing and must provide
 1028 | the parent with information regarding the impact on the
 1029 | student's ability to meet expected proficiency levels in
 1030 | reading, writing, mathematics, science, and social studies ~~math~~.
 1031 | The commissioner shall conduct studies as necessary to verify
 1032 | that the required content knowledge and skills ~~and competencies~~
 1033 | are part of the district instructional programs.

1034 | 9. District school boards must provide opportunities for
 1035 | students to demonstrate an acceptable level of performance on an
 1036 | alternative standardized assessment approved by the State Board

1037 of Education following enrollment in summer academies.

1038 10. The Department of Education must develop, or select,
 1039 and implement a common battery of assessment tools that will be
 1040 used in all juvenile justice programs in the state. These tools
 1041 must accurately measure the content knowledge and skills and
 1042 ~~competencies~~ established in the World Class Education Sunshine
 1043 ~~State~~ Standards.

1044 11. For students seeking a special diploma under ~~pursuant~~
 1045 ~~to~~ s. 1003.438, the Department of Education must develop or
 1046 select and implement an alternate assessment tool that
 1047 accurately measures the content knowledge and skills and
 1048 ~~competencies~~ established in the World Class Education Sunshine
 1049 ~~State~~ Standards for students with disabilities under s.
 1050 1003.438.

1051 12. The commissioner shall establish a testing schedule
 1052 that provides for administration of the FCAT as close to the end
 1053 of the school year as practicable while reporting test scores
 1054 before the end of the school year. The commissioner shall
 1055 consider computer-based testing and other strategies for
 1056 reducing the time for reporting test results. Beginning with the
 1057 2009-2010 school year, the FCAT Writing assessment may not be
 1058 administered before March 1 and the other FCAT assessments may
 1059 not be administered before April 15.

1060 13. A student earns the designation of "proficient" in a
 1061 subject area for a grade level if the student earns a score on
 1062 the FCAT that demonstrates proficiency in the subject area for
 1063 that grade level. The commissioner shall determine scores
 1064 demonstrating proficiency in each subject area and grade level

1065 of the FCAT. The commissioner's determination shall limit the
 1066 proficiency designation to scores earned by the highest
 1067 performing students.

1068
 1069 The commissioner may, based on collaboration and input from
 1070 school districts, design and implement student testing programs,
 1071 for any grade level and subject area, necessary to effectively
 1072 monitor educational achievement in the state, including the
 1073 measurement of educational achievement of the World Class
 1074 Education Sunshine State Standards for students with
 1075 disabilities. Development and refinement of assessments shall
 1076 include universal design principles and accessibility standards
 1077 that will prevent any unintended obstacles for students with
 1078 disabilities while ensuring the validity and reliability of the
 1079 test. These principles should be applicable to all technology
 1080 platforms and assistive devices available for the assessments.
 1081 The field testing process and psychometric analyses for the
 1082 statewide assessment program must include an appropriate
 1083 percentage of students with disabilities and an evaluation or
 1084 determination of the effect of test items on such students.

1085 (4) DISTRICT TESTING PROGRAMS.--Each district school board
 1086 shall periodically assess student performance and achievement
 1087 within each school of the district. The assessment programs must
 1088 be based upon local goals and objectives that are compatible
 1089 with the state plan for education and that supplement the
 1090 content knowledge and skills ~~and competencies~~ adopted by the
 1091 State Board of Education. All school districts must participate
 1092 in the statewide assessment program designed to measure annual

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1093 student learning and school performance. All district school
1094 boards shall report assessment results as required by the state
1095 management information system.

1096 Section 21. Section 1008.222, Florida Statutes, is created
1097 to read:

1098 1008.222 End-of-course examinations.--

1099 (1) It is the intent of the Legislature that effective
1100 assessment measures be developed and implemented for subject
1101 areas that are not included within the statewide assessment
1102 system under s. 1008.22 or included as acceptable examinations
1103 as provided in section 2 of chapter 2007-3, Laws of Florida.

1104 (2) As used in this section, the term "end-of-course
1105 examination" means a locally developed, state-developed, or
1106 nationally developed comprehensive examination based on the
1107 instructional content of a complete semester or year-long
1108 course. Comprehensive end-of-course examinations must be aligned
1109 to the most currently adopted state standards and must account
1110 for at least 15 percent of a student's grade. Comprehensive end-
1111 of-course examinations must provide for at least 50 percent of
1112 the student assessment to be based on extended written
1113 responses, application or performance of content skills, and
1114 measures of critical thinking.

1115 (3) The Department of Education shall disseminate to all
1116 school districts information regarding the most effective
1117 practices in the development and administration of locally
1118 developed, state-developed, and nationally developed
1119 comprehensive end-of-course examinations as described in this
1120 section. This information must be provided to school districts

1121 in an electronic format by July 1, 2008, and must be updated a
 1122 minimum of twice annually.

1123 (4) Beginning with the 2008-2009 school year, school
 1124 districts that administer end-of-course examinations for merit
 1125 award programs under s. 1012.225 must comply with this section.

1126 Section 22. Subsection (1), paragraph (b) of subsection
 1127 (2), paragraphs (a) and (c) of subsection (4), paragraph (b) of
 1128 subsection (6), paragraph (b) of subsection (7), and paragraph
 1129 (a) of subsection (8) of section 1008.25, Florida Statutes, are
 1130 amended to read:

1131 1008.25 Public school student progression; remedial
 1132 instruction; reporting requirements.--

1133 (1) INTENT.--It is the intent of the Legislature that each
 1134 student's progression from one grade to another be determined,
 1135 in part, upon proficiency in reading, writing, science, social
 1136 studies, and mathematics; that district school board policies
 1137 facilitate such proficiency; and that each student and his or
 1138 her parent be informed of that student's academic progress.

1139 (2) COMPREHENSIVE PROGRAM.--Each district school board
 1140 shall establish a comprehensive program for student progression
 1141 which must include:

1142 (b) Specific levels of performance in reading, writing,
 1143 science, social studies, and mathematics for each grade level,
 1144 including the levels of performance on statewide assessments as
 1145 defined by the commissioner, below which a student must receive
 1146 remediation, or be retained within an intensive program that is
 1147 different from the previous year's program and that takes into
 1148 account the student's learning style.

1149 (4) ASSESSMENT AND REMEDIATION.--

1150 (a) Each student must participate in the statewide
 1151 assessment tests required by s. 1008.22. Each student who does
 1152 not meet specific levels of performance as determined by the
 1153 district school board in reading, writing, science, social
 1154 studies, and mathematics for each grade level, or who scores
 1155 below Level 3 in reading or math, must be provided with
 1156 additional diagnostic assessments to determine the nature of the
 1157 student's difficulty, the areas of academic need, and strategies
 1158 for appropriate intervention and instruction as described in
 1159 paragraph (b).

1160 (c) Upon subsequent evaluation, if the documented
 1161 deficiency has not been remediated, the student may be retained.
 1162 Each student who does not meet the minimum performance
 1163 expectations defined by the Commissioner of Education for the
 1164 statewide assessment tests in reading, writing, science, social
 1165 studies, and mathematics must continue to be provided with
 1166 remedial or supplemental instruction until the expectations are
 1167 met or the student graduates from high school or is not subject
 1168 to compulsory school attendance.

1169 (6) ELIMINATION OF SOCIAL PROMOTION.--

1170 (b) The district school board may only exempt students
 1171 from mandatory retention, as provided in paragraph (5)(b), for
 1172 good cause. Good cause exemptions shall be limited to the
 1173 following:

1174 1. Limited English proficient students who have had less
 1175 than 2 years of instruction in an English for Speakers of Other
 1176 Languages program.

1177 2. Students with disabilities whose individual education
1178 plan indicates that participation in the statewide assessment
1179 program is not appropriate, consistent with the requirements of
1180 State Board of Education rule.

1181 3. Students who demonstrate an acceptable level of
1182 performance on an alternative standardized reading assessment
1183 approved by the State Board of Education.

1184 4. Students who demonstrate, through a student portfolio,
1185 that the student is reading on grade level as evidenced by
1186 demonstration of mastery of the World Class Education Sunshine
1187 ~~State~~ Standards in reading equal to at least a Level 2
1188 performance on the FCAT.

1189 5. Students with disabilities who participate in the FCAT
1190 and who have an individual education plan or a Section 504 plan
1191 that reflects that the student has received intensive
1192 remediation in reading for more than 2 years but still
1193 demonstrates a deficiency in reading and was previously retained
1194 in kindergarten, grade 1, grade 2, or grade 3.

1195 6. Students who have received intensive remediation in
1196 reading for 2 or more years but still demonstrate a deficiency
1197 in reading and who were previously retained in kindergarten,
1198 grade 1, grade 2, or grade 3 for a total of 2 years. Intensive
1199 reading instruction for students so promoted must include an
1200 altered instructional day that includes specialized diagnostic
1201 information and specific reading strategies for each student.
1202 The district school board shall assist schools and teachers to
1203 implement reading strategies that research has shown to be
1204 successful in improving reading among low-performing readers.

1205 (7) SUCCESSFUL PROGRESSION FOR RETAINED READERS.--
 1206 (b) Beginning with the 2004-2005 school year, each school
 1207 district shall:
 1208 1. Conduct a review of student progress monitoring plans
 1209 for all students who did not score above Level 1 on the reading
 1210 portion of the FCAT and did not meet the criteria for one of the
 1211 good cause exemptions in paragraph (6)(b). The review shall
 1212 address additional supports and services, as described in this
 1213 subsection, needed to remediate the identified areas of reading
 1214 deficiency. The school district shall require a student
 1215 portfolio to be completed for each such student.
 1216 2. Provide students who are retained under the provisions
 1217 of paragraph (5)(b) with intensive instructional services and
 1218 supports to remediate the identified areas of reading
 1219 deficiency, including a minimum of 90 minutes of daily,
 1220 uninterrupted, scientifically research-based reading instruction
 1221 and other strategies prescribed by the school district, which
 1222 may include, but are not limited to:
 1223 a. Small group instruction.
 1224 b. Reduced teacher-student ratios.
 1225 c. More frequent progress monitoring.
 1226 d. Tutoring or mentoring.
 1227 e. Transition classes containing 3rd and 4th grade
 1228 students.
 1229 f. Extended school day, week, or year.
 1230 g. Summer reading camps.
 1231 3. Provide written notification to the parent of any
 1232 student who is retained under the provisions of paragraph (5)(b)

1233 that his or her child has not met the proficiency level required
1234 for promotion and the reasons the child is not eligible for a
1235 good cause exemption as provided in paragraph (6) (b). The
1236 notification must comply with the provisions of s. 1002.20(15)
1237 and must include a description of proposed interventions and
1238 supports that will be provided to the child to remediate the
1239 identified areas of reading deficiency.

1240 4. Implement a policy for the midyear promotion of any
1241 student retained under the provisions of paragraph (5) (b) who
1242 can demonstrate that he or she is a successful and independent
1243 reader, reading at or above grade level, and ready to be
1244 promoted to grade 4. Tools that school districts may use in
1245 reevaluating any student retained may include subsequent
1246 assessments, alternative assessments, and portfolio reviews, in
1247 accordance with rules of the State Board of Education. Students
1248 promoted during the school year after November 1 must
1249 demonstrate proficiency above that required to score at Level 2
1250 on the grade 3 FCAT, as determined by the State Board of
1251 Education. The State Board of Education shall adopt standards
1252 that provide a reasonable expectation that the student's
1253 progress is sufficient to master appropriate 4th grade level
1254 reading skills.

1255 5. Provide students who are retained under the provisions
1256 of paragraph (5) (b) with a high-performing teacher as determined
1257 by student performance data and above-satisfactory performance
1258 appraisals.

1259 6. In addition to required reading enhancement and
1260 acceleration strategies, provide parents of students to be

1261 retained with at least one of the following instructional
 1262 options:

1263 a. Supplemental tutoring in scientifically research-based
 1264 reading services in addition to the regular reading block,
 1265 including tutoring before and/or after school.

1266 b. A "Read at Home" plan outlined in a parental contract,
 1267 including participation in "Families Building Better Readers
 1268 Workshops" and regular parent-guided home reading.

1269 c. A mentor or tutor with specialized reading training.

1270 7. Establish a Reading Enhancement and Acceleration
 1271 Development (READ) Initiative. The focus of the READ Initiative
 1272 shall be to prevent the retention of grade 3 students and to
 1273 offer intensive accelerated reading instruction to grade 3
 1274 students who failed to meet standards for promotion to grade 4
 1275 and to each K-3 student who is assessed as exhibiting a reading
 1276 deficiency. The READ Initiative shall:

1277 a. Be provided to all K-3 students at risk of retention as
 1278 identified by the statewide assessment system used in Reading
 1279 First schools. The assessment must measure phonemic awareness,
 1280 phonics, fluency, vocabulary, and comprehension.

1281 b. Be provided during regular school hours in addition to
 1282 the regular reading instruction.

1283 c. Provide a state-identified reading curriculum that has
 1284 been reviewed by the Florida Center for Reading Research at
 1285 Florida State University and meets, at a minimum, the following
 1286 specifications:

1287 (I) Assists students assessed as exhibiting a reading
 1288 deficiency in developing the ability to read at grade level.

1289 (II) Provides skill development in phonemic awareness,
1290 phonics, fluency, vocabulary, and comprehension.

1291 (III) Provides scientifically based and reliable
1292 assessment.

1293 (IV) Provides initial and ongoing analysis of each
1294 student's reading progress.

1295 (V) Is implemented during regular school hours.

1296 (VI) Provides a curriculum in core academic subjects to
1297 assist the student in maintaining or meeting proficiency levels
1298 for the appropriate grade in all academic subjects.

1299 8. Establish at each school, where applicable, an
1300 Intensive Acceleration Class for retained grade 3 students who
1301 subsequently score at Level 1 on the reading portion of the
1302 FCAT. The focus of the Intensive Acceleration Class shall be to
1303 increase a child's reading level at least two grade levels in 1
1304 school year. The Intensive Acceleration Class shall:

1305 a. Be provided to any student in grade 3 who scores at
1306 Level 1 on the reading portion of the FCAT and who was retained
1307 in grade 3 the prior year because of scoring at Level 1 on the
1308 reading portion of the FCAT.

1309 b. Have a reduced teacher-student ratio.

1310 c. Provide uninterrupted reading instruction for the
1311 majority of student contact time each day and incorporate
1312 opportunities to master the World Class Education Standards for
1313 grade 4 ~~Sunshine State Standards~~ in other core subject areas.

1314 d. Use a reading program that is scientifically research-
1315 based and has proven results in accelerating student reading
1316 achievement within the same school year.

1317 e. Provide intensive language and vocabulary instruction
 1318 using a scientifically research-based program, including use of
 1319 a speech-language therapist.

1320 f. Include weekly progress monitoring measures to ensure
 1321 progress is being made.

1322 g. Report to the Department of Education, in the manner
 1323 described by the department, the progress of students in the
 1324 class at the end of the first semester.

1325 9. Report to the State Board of Education, as requested,
 1326 on the specific intensive reading interventions and supports
 1327 implemented at the school district level. The Commissioner of
 1328 Education shall annually prescribe the required components of
 1329 requested reports.

1330 10. Provide a student who has been retained in grade 3 and
 1331 has received intensive instructional services but is still not
 1332 ready for grade promotion, as determined by the school district,
 1333 the option of being placed in a transitional instructional
 1334 setting. Such setting shall specifically be designed to produce
 1335 learning gains sufficient to meet grade 4 performance standards
 1336 while continuing to remediate the areas of reading deficiency.

1337 (8) ANNUAL REPORT.--

1338 (a) In addition to the requirements in paragraph (5)(b),
 1339 each district school board must annually report to the parent of
 1340 each student the progress of the student toward achieving state
 1341 and district expectations for proficiency in reading, writing,
 1342 science, social studies, and mathematics. The district school
 1343 board must report to the parent the student's results on each
 1344 statewide assessment test. The evaluation of each student's

1345 progress must be based upon the student's classroom work,
 1346 observations, tests, district and state assessments, and other
 1347 relevant information. Progress reporting must be provided to the
 1348 parent in writing in a format adopted by the district school
 1349 board.

1350 Section 23. Paragraph (b) of subsection (1) of section
 1351 1008.385, Florida Statutes, is amended to read:

1352 1008.385 Educational planning and information systems.--

1353 (1) EDUCATIONAL PLANNING.--

1354 (b) Each district school board shall maintain a continuing
 1355 system of planning and budgeting designed to aid in identifying
 1356 and meeting the educational needs of students and the public.
 1357 Provision shall be made for coordination between district school
 1358 boards and community college boards of trustees concerning the
 1359 planning for career education and adult educational programs.
 1360 The major emphasis of the system shall be upon locally
 1361 determined goals and objectives, the state plan for education,
 1362 and the World Class Education ~~Sunshine State~~ Standards developed
 1363 by the Department of Education and adopted by the State Board of
 1364 Education. The district planning and budgeting system must
 1365 include consideration of student achievement data obtained
 1366 pursuant to ss. 1008.22 and 1008.34. The system shall be
 1367 structured to meet the specific management needs of the district
 1368 and to align the budget adopted by the district school board
 1369 with the plan the board has also adopted. Each district school
 1370 board shall utilize its system of planning and budgeting to
 1371 emphasize a system of school-based management in which
 1372 individual school centers become the principal planning units

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1373 and to integrate planning and budgeting at the school level.

1374 Section 24. Paragraph (e) of subsection (1) of section
1375 1011.62, Florida Statutes, is amended to read:

1376 1011.62 Funds for operation of schools.--If the annual
1377 allocation from the Florida Education Finance Program to each
1378 district for operation of schools is not determined in the
1379 annual appropriations act or the substantive bill implementing
1380 the annual appropriations act, it shall be determined as
1381 follows:

1382 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR
1383 OPERATION.--The following procedure shall be followed in
1384 determining the annual allocation to each district for
1385 operation:

1386 (e) Funding model for exceptional student education
1387 programs.--

1388 1.a. The funding model uses basic, at-risk, support levels
1389 IV and V for exceptional students and career Florida Education
1390 Finance Program cost factors, and a guaranteed allocation for
1391 exceptional student education programs. Exceptional education
1392 cost factors are determined by using a matrix of services to
1393 document the services that each exceptional student will
1394 receive. The nature and intensity of the services indicated on
1395 the matrix shall be consistent with the services described in
1396 each exceptional student's individual educational plan.

1397 b. In order to generate funds using one of the two
1398 weighted cost factors, a matrix of services must be completed at
1399 the time of the student's initial placement into an exceptional
1400 student education program and at least once every 3 years by

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1401 personnel who have received approved training. Nothing listed in
1402 the matrix shall be construed as limiting the services a school
1403 district must provide in order to ensure that exceptional
1404 students are provided a free, appropriate public education.

1405 c. Students identified as exceptional, in accordance with
1406 chapter 6A-6, Florida Administrative Code, who do not have a
1407 matrix of services as specified in sub-subparagraph b. shall
1408 generate funds on the basis of full-time-equivalent student
1409 membership in the Florida Education Finance Program at the same
1410 funding level per student as provided for basic students.

1411 Additional funds for these exceptional students will be provided
1412 through the guaranteed allocation designated in subparagraph 2.

1413 2. For students identified as exceptional who do not have
1414 a matrix of services, there is created a guaranteed allocation
1415 to provide these students with a free appropriate public
1416 education, in accordance with s. 1001.42(4)(m) and rules of the
1417 State Board of Education, which shall be allocated annually to
1418 each school district in the amount provided in the General
1419 Appropriations Act. These funds shall be in addition to the
1420 funds appropriated on the basis of FTE student membership in the
1421 Florida Education Finance Program, and the amount allocated for
1422 each school district shall not be recalculated during the year.
1423 These funds shall be used to provide special education and
1424 related services for exceptional students. Beginning with the
1425 2007-2008 fiscal year, a school district's expenditure of funds
1426 from the guaranteed allocation for students in grades 9 through
1427 12 who are gifted may not be greater than the amount expended
1428 during the 2006-2007 fiscal year for gifted students in grades 9

1429 through 12.

1430 Section 25. Paragraph (o) of subsection (2) of section
1431 1012.05, Florida Statutes, is amended to read:

1432 1012.05 Teacher recruitment and retention.--

1433 (2) The Department of Education shall:

1434 (o) Develop and implement an online Teacher Toolkit that
1435 contains a menu of resources, based on the World Class Education
1436 ~~Sunshine State~~ Standards, that all teachers can use to enhance
1437 classroom instruction and increase teacher effectiveness, thus
1438 resulting in improved student achievement.

1439 Section 26. Subsection (5) of section 1012.28, Florida
1440 Statutes, is amended to read:

1441 1012.28 Public school personnel; duties of school
1442 principals.--

1443 (5) Each school principal shall perform such duties as may
1444 be assigned by the district school superintendent, pursuant to
1445 the rules of the district school board. Such rules shall
1446 include, but are not limited to, rules relating to
1447 administrative responsibility, instructional leadership in
1448 implementing the World Class Education ~~Sunshine State~~ Standards
1449 and the overall educational program of the school to which the
1450 school principal is assigned, submission of personnel
1451 recommendations to the district school superintendent,
1452 administrative responsibility for records and reports,
1453 administration of corporal punishment, and student suspension.

1454 Section 27. Subsection (1) of section 1012.52, Florida
1455 Statutes, is amended to read:

1456 1012.52 Teacher quality; legislative findings.--

1457 (1) The Legislature intends to implement a comprehensive
 1458 approach to increase students' academic achievement and improve
 1459 teaching quality. The Legislature recognizes that professional
 1460 educators play an important role in shaping the future of this
 1461 state and the nation by developing the knowledge and skills of
 1462 our future workforce and laying the foundation for good
 1463 citizenship and full participation in community and civic life.
 1464 The Legislature also recognizes its role in meeting the state's
 1465 educational priorities so as to provide opportunity for all
 1466 students to achieve at the levels set by the World Class
 1467 Education Sunshine State Standards.

1468 Section 28. Subsection (4) and paragraph (a) of subsection
 1469 (7) of section 1012.56, Florida Statutes, are amended to read:

1470 1012.56 Educator certification requirements.--

1471 (4) MASTERY OF SUBJECT AREA KNOWLEDGE.--Acceptable means
 1472 of demonstrating mastery of subject area knowledge are:

1473 (a) Achievement of passing scores on subject area
 1474 examinations required by state board rule;

1475 (b) Completion of the subject area specialization
 1476 requirements specified in state board rule and verification of
 1477 the attainment of the essential subject matter competencies by
 1478 the district school superintendent of the employing school
 1479 district or chief administrative officer of the employing state-
 1480 supported or private school for a subject area for which a
 1481 subject area examination has not been developed and required by
 1482 state board rule;

1483 (c) Completion of the subject area specialization
 1484 requirements specified in state board rule for a subject

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1485 coverage requiring a master's or higher degree and achievement
 1486 of a passing score on the subject area examination specified in
 1487 state board rule;

1488 (d) A valid professional standard teaching certificate
 1489 issued by another state; or

1490 (e) A valid certificate issued by the National Board for
 1491 Professional Teaching Standards or a national educator
 1492 credentialing board approved by the State Board of Education.

1493
 1494 School districts are encouraged to provide mechanisms for those
 1495 middle school teachers holding only a K-6 teaching certificate
 1496 to obtain a subject area coverage for middle grades through
 1497 postsecondary coursework or district add-on certification. As
 1498 the Sunshine State Standards are replaced by the World Class
 1499 Education Standards under s. 1001.03(1), the State Board of
 1500 Education shall align the subject area examinations to the World
 1501 Class Education Standards.

1502 (7) PROFESSIONAL PREPARATION ALTERNATIVE CERTIFICATION AND
 1503 EDUCATION COMPETENCY PROGRAM.--

1504 (a) The Department of Education shall develop and each
 1505 school district must provide a cohesive competency-based
 1506 professional preparation alternative certification program by
 1507 which members of a school district's instructional staff may
 1508 satisfy the mastery of professional preparation and education
 1509 competence requirements specified in this subsection and rules
 1510 of the State Board of Education. Participants must hold a state-
 1511 issued temporary certificate. A school district shall provide a
 1512 competency-based alternative certification preparation program

1513 developed by the Department of Education or developed by the
 1514 district and approved by the Department of Education. The
 1515 program shall include the following components:

- 1516 1. A minimum period of initial preparation prior to
 1517 assuming duties as the teacher of record.
- 1518 2. An option for collaboration between school districts
 1519 and other supporting agencies for implementation.
- 1520 3. Experienced peer mentors.
- 1521 4. An assessment that provides for:
 - 1522 a. An initial evaluation of each educator's competencies
 1523 to determine an appropriate individualized professional
 1524 development plan.
 - 1525 b. A postevaluation to assure successful completion of the
 1526 program.
- 1527 5. Professional education preparation content knowledge
 1528 that includes, but is not limited to, the following:
 - 1529 a. Requirements specified in state board rule for
 1530 professional preparation.
 - 1531 b. The educator-accomplished practices approved by the
 1532 state board.
 - 1533 c. A variety of data indicators for student progress.
 - 1534 d. Methodologies, including technology-based
 1535 methodologies, for teaching subject content that supports the
 1536 World Class Education ~~Sunshine State~~ Standards for students.
 - 1537 e. Techniques for effective classroom management.
 - 1538 f. Techniques and strategies for operationalizing the role
 1539 of the teacher in assuring a safe learning environment for
 1540 students.

1541 g. Methodologies for assuring the ability of all students
 1542 to read, write, and compute.

1543 6. Required achievement of passing scores on the
 1544 professional education competency examination required by state
 1545 board rule.

1546 Section 29. Paragraph (a) of subsection (3) of section
 1547 1012.585, Florida Statutes, is amended to read:

1548 1012.585 Process for renewal of professional
 1549 certificates.--

1550 (3) For the renewal of a professional certificate, the
 1551 following requirements must be met:

1552 (a) The applicant must earn a minimum of 6 college credits
 1553 or 120 inservice points or a combination thereof. For each area
 1554 of specialization to be retained on a certificate, the applicant
 1555 must earn at least 3 of the required credit hours or equivalent
 1556 inservice points in the specialization area. Education in
 1557 "clinical educator" training under ~~pursuant to~~ s. 1004.04(6)(b)
 1558 and credits or points that provide training in the area of
 1559 scientifically researched, knowledge-based reading literacy and
 1560 computational skills acquisition, exceptional student education,
 1561 normal child development, and the disorders of development may
 1562 be applied toward any specialization area. Credits or points
 1563 that provide training in the areas of drug abuse, child abuse
 1564 and neglect, strategies in teaching students having limited
 1565 proficiency in English, or dropout prevention, or training in
 1566 areas identified in the educational goals and performance
 1567 standards adopted under ~~pursuant to~~ ss. 1000.03(5) and 1008.345
 1568 may be applied toward any specialization area. Credits or points

1569 earned through approved summer institutes may be applied toward
 1570 the fulfillment of these requirements. Inservice points earned
 1571 under s. 1012.98(4)(b)5.d. for inservice activities on the
 1572 content and instruction of the World Class Education Standards
 1573 may be applied toward any specialization area. Inservice points
 1574 may also be earned by participation in professional growth
 1575 components approved by the State Board of Education and
 1576 specified under ~~pursuant to~~ s. 1012.98 in the district's
 1577 approved master plan for inservice educational training,
 1578 including, but not limited to, serving as a trainer in an
 1579 approved teacher training activity, serving on an instructional
 1580 materials committee or a state board or commission that deals
 1581 with educational issues, or serving on an advisory council
 1582 created under ~~pursuant to~~ s. 1001.452.

1583 Section 30. Subsection (1) of section 1012.72, Florida
 1584 Statutes, is amended to read:

1585 1012.72 Dale Hickam Excellent Teaching Program.--

1586 (1) The Legislature recognizes that teachers play a
 1587 critical role in preparing students to achieve the high levels
 1588 of academic performance expected by the World Class Education
 1589 ~~Sunshine State~~ Standards. The Legislature further recognizes the
 1590 importance of identifying and rewarding teaching excellence and
 1591 of encouraging good teachers to become excellent teachers. The
 1592 Legislature finds that the National Board of Professional
 1593 Teaching Standards (NBPTS) has established high and rigorous
 1594 standards for accomplished teaching and has developed a national
 1595 voluntary system for assessing and certifying teachers who
 1596 demonstrate teaching excellence by meeting those standards. It

1597 is therefore the Legislature's intent to provide incentives for
 1598 teachers to seek NBPTS certification and to reward teachers who
 1599 demonstrate teaching excellence by attaining NBPTS certification
 1600 and sharing their expertise with other teachers.

1601 Section 31. Subsection (1) and paragraph (b) of subsection
 1602 (4) of section 1012.98, Florida Statutes, are amended, and
 1603 subsections (12) and (13) are added to that section, to read:

1604 1012.98 School Community Professional Development Act.--

1605 (1) The Department of Education, public postsecondary
 1606 educational institutions, public school districts, public
 1607 schools, state education foundations, consortia, and
 1608 professional organizations in this state shall work
 1609 collaboratively to establish a coordinated system of
 1610 professional development. The purpose of the professional
 1611 development system is to increase student achievement, enhance
 1612 classroom instructional strategies that promote rigor and
 1613 relevance throughout the curriculum, and prepare students for
 1614 continuing education and the workforce. The system of
 1615 professional development must align to the World Class Education
 1616 ~~Standards adopted by the state~~ and support the framework for
 1617 standards adopted by the National Staff Development Council.

1618 (4) The Department of Education, school districts,
 1619 schools, community colleges, and state universities share the
 1620 responsibilities described in this section. These
 1621 responsibilities include the following:

1622 (b) Each school district shall develop a professional
 1623 development system as specified in subsection (3). The system
 1624 shall be developed in consultation with teachers, teacher-

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1625 educators of community colleges and state universities, business
1626 and community representatives, and local education foundations,
1627 consortia, and professional organizations. The professional
1628 development system must:

1629 1. Be approved by the department. All substantial
1630 revisions to the system must ~~shall~~ be submitted to the
1631 department for review for continued approval.

1632 2. Be based on analyses of student achievement data and
1633 instructional strategies and methods that support rigorous,
1634 relevant, and challenging curricula for all students. Schools
1635 and districts, in developing and refining the professional
1636 development system, shall also review and monitor school
1637 discipline data; school environment surveys; assessments of
1638 parental satisfaction; performance appraisal data of teachers,
1639 managers, and administrative personnel; and other performance
1640 indicators to identify school and student needs that can be met
1641 by improved professional performance.

1642 3. Provide inservice activities coupled with followup
1643 support appropriate to accomplish state, district, ~~district-~~
1644 ~~level~~ and school ~~school-level~~ improvement goals and standards.
1645 The inservice activities for instructional personnel shall focus
1646 on analysis of student achievement data, ongoing formal and
1647 informal assessments of student achievement, identification and
1648 use of enhanced and differentiated instructional strategies that
1649 emphasize rigor, relevance, and reading in the content areas,
1650 enhancement of subject content expertise, integrated use of
1651 classroom technology that enhances teaching and learning,
1652 classroom management, parent involvement, and school safety. As

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1653 the Sunshine State Standards are replaced by the World Class
1654 Education Standards under s. 1001.03(1), a school district must
1655 align its inservice activities to the World Class Education
1656 Standards.

1657 4. Include a master plan for inservice activities, in
1658 accordance with ~~pursuant to~~ rules of the State Board of
1659 Education, for all district employees from all fund sources. The
1660 master plan shall be updated annually by September 1, must be
1661 based on input from teachers and district and school
1662 instructional leaders, and must use the latest available student
1663 achievement data and research to enhance rigor and relevance in
1664 the classroom. Each district inservice plan must be aligned to
1665 and support the school-based inservice plans and school
1666 improvement plans under ~~pursuant to~~ s. 1001.42(16). District
1667 plans must be approved by the district school board annually in
1668 order to ensure compliance with subsection (1) and to allow for
1669 dissemination of research-based best practices to other
1670 districts. District school boards must submit verification of
1671 their approval to the Commissioner of Education by ~~no later than~~
1672 October 1 of each year, ~~annually.~~

1673 5. Require each school principal to establish and maintain
1674 an individual professional development plan for each
1675 instructional employee assigned to the school as a seamless
1676 component to the school improvement plans developed under
1677 ~~pursuant to~~ s. 1001.42(16). The individual professional
1678 development plan must:

1679 a. Be related to specific performance data for the
1680 students to whom the teacher is assigned.

1681 b. Define the inservice objectives and specific measurable
1682 improvements expected in student performance as a result of the
1683 inservice activity.

1684 c. Include an evaluation component that determines the
1685 effectiveness of the professional development plan.

1686 d. Require the instructional employee to earn at least 20
1687 inservice points for inservice activities on the content and
1688 instruction of the World Class Education Standards. The award of
1689 inservice points is conditioned upon the employee's passage of
1690 an inservice examination of the knowledge and skills presented
1691 through the inservice activities. An instructional employee is
1692 required to take only those parts of an inservice examination on
1693 subject areas for which the employee holds certification or
1694 endorsement. If an instructional employee passes the inservice
1695 examination after completing less than 20 inservice hours, the
1696 employee is awarded a total of 20 inservice points. The
1697 Department of Education shall establish minimum competencies for
1698 the inservice examinations. An instructional employee must earn
1699 the inservice points for at least one subject area by the end of
1700 the next school year after:

1701 (I) Initial adoption of the World Class Education
1702 Standards for the subject area; and

1703 (II) Subsequent adoption of the World Class Education
1704 Standards for the subject area if the Commissioner of Education
1705 determines that the standards for the subject area are
1706 substantially revised from the previously adopted standards.

1707
1708 If the instructional employee holds certification or endorsement

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1709 in more than one subject area, the employee must earn the
1710 required inservice points for the remaining subject areas before
1711 the employee's educator certificate is required to be renewed.
1712 However, if this sub-subparagraph requires the instructional
1713 employee to earn the inservice points within the last 2 years of
1714 the employee's recertification period, the employee must earn
1715 the inservice points for at least one subject area per year and
1716 must earn all of the inservice points for the remaining subject
1717 areas within 2 years after the employee's educator certificate
1718 is required to be renewed.

1719 6. Include inservice activities for school administrative
1720 personnel that address updated skills necessary for
1721 instructional leadership and effective school management under
1722 ~~pursuant to~~ s. 1012.986.

1723 7. Provide for systematic consultation with regional and
1724 state personnel designated to provide technical assistance and
1725 evaluation of local professional development programs.

1726 8. Provide for delivery of professional development by
1727 distance learning and other technology-based delivery systems to
1728 reach more educators at lower costs.

1729 9. Provide for the continuous evaluation of the quality
1730 and effectiveness of professional development programs in order
1731 to eliminate ineffective programs and strategies and to expand
1732 effective ones. Evaluations must consider the impact of such
1733 activities on the performance of participating educators and
1734 their students' achievement and behavior.

1735 (12) The State Board of Education shall require the
1736 statewide standardized delivery of inservice activities for

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1737 Florida educators on the content and instruction of the World
1738 Class Education Standards. The effectiveness of the inservice
1739 activities shall be evaluated using performance outcomes of both
1740 the educator and the educator's students.

1741 (13) The Department of Education shall provide statewide
1742 standardized professional development for educators on the
1743 Florida Comprehensive Assessment Test, and all Florida educators
1744 must participate in the professional development. The
1745 professional development shall include, at a minimum,
1746 instruction on how the Florida Comprehensive Assessment Test is
1747 developed and scored, what information is available to parents
1748 and students about the test, the ethical and professional
1749 standards of instruction aligned to state-adopted standards and
1750 the importance of not teaching to the test, and the process used
1751 in grading schools for the state's accountability system.

1752 Section 32. Funding for professional development.--

1753 (1) By January 15, 2008, each school district shall submit
1754 to the Department of Education, in the format prescribed by the
1755 department, an inventory of all professional development
1756 programs offered by the district during the 2006-2007 fiscal
1757 year. The department shall compile a statewide inventory of the
1758 programs using the information submitted by each district.

1759 (2) (a) The Department of Education and school districts
1760 shall give priority in the allocation and use of professional
1761 development funds provided for the 2008-2009 fiscal year to
1762 professional development programs on the World Class Education
1763 Standards that have measurable outcomes, with an emphasis on
1764 programs delivered through the use of information technology.

1765 (b) By December 31, 2009, each school district shall
1766 submit to the Department of Education, in the format prescribed
1767 by the department, a report detailing the district's use of
1768 professional development funds during the 2008-2009 fiscal year.
1769 The report, at a minimum, shall identify each program within the
1770 district that is provided state funds, the portion of the
1771 program devoted to professional development on the World Class
1772 Education Standards, and the measurable outcomes of the program.

1773 Section 33. After-school programs.--

1774 (1) The Office of Program Policy Analysis and Government
1775 Accountability, by January 1, 2008, shall submit a report to the
1776 Governor, the President of the Senate, and the Speaker of the
1777 House of Representatives on after-school programs. The report
1778 shall:

1779 (a) Review different types of public and private after-
1780 school programs available for families;

1781 (b) Identify strong accountability measures, including
1782 outcomes, that could be used to measure the success of after-
1783 school programs;

1784 (c) Review existing research that analyzes the types of
1785 after-school programs that provide important educational
1786 benefits for students and families;

1787 (d) Include options for providing incentives to create
1788 public-private partnerships to expand after-school programs;

1789 (e) Review how the state could maximize federal funding of
1790 after-school programs, including, but not limited to, an
1791 examination of current methods for obtaining funding from the
1792 Federal Government, including grants, and other methods for

1793 obtaining federal funding; and

1794 (f) Provide options for correcting the state's
 1795 deficiencies in obtaining federal funding for after-school
 1796 programs, if the report finds any deficiencies, and the
 1797 projected cost of implementing those options.

1798 (2) The Office of Program Policy Analysis and Government
 1799 Accountability, in conducting research for the report, shall
 1800 consult with the Department of Education, the Department of
 1801 Children and Family Services, and other interested entities that
 1802 may offer unique experiences and perspectives on after-school
 1803 programs.

1804 Section 34. Gifted student education.--

1805 (1) By December 1, 2007, the Office of Program Policy
 1806 Analysis and Government Accountability shall submit a report to
 1807 the Governor, the President of the Senate, the Speaker of the
 1808 House of Representatives, and the Commissioner of Education on
 1809 gifted services and programming provided to public school
 1810 students in kindergarten through grade 12. The report shall
 1811 include findings based on the following:

1812 (a) A survey of each school district to identify:

1813 1. The methods used to identify gifted students, which may
 1814 include, but are not limited to, screenings of the general
 1815 population and referral-based intelligence quotient testing, and
 1816 the grade levels and number of schools using each method.

1817 2. The number of gifted students identified under each of
 1818 the methods specified under subparagraph 1. during the 2005-2006
 1819 and 2006-2007 school years.

1820 3. Whether the district implements a plan under rule 6A-

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1821 6.03019(2)(b), Florida Administrative Code, to increase the
1822 participation of students from underrepresented groups in gifted
1823 programming and the number of students by grade level who were
1824 identified as gifted under such a plan in the 2005-2006 and
1825 2006-2007 school years.

1826 4. The types of services and programming provided to
1827 gifted students according to grade level, the number of schools
1828 in which the services and programming are offered, and the
1829 number of students by grade level who received the services and
1830 programming during the 2005-2006 and 2006-2007 school years.
1831 Services and programming identified for high school students
1832 shall be limited to core courses coded with state course code
1833 numbers identifying the courses as honors or gifted.

1834 5. The amount of the exceptional student education
1835 guaranteed allocation expended by the district during the 2005-
1836 2006 and 2006-2007 school years for gifted services and
1837 programming according to each grade level and school within the
1838 district.

1839 (b) An assessment of the advantages and disadvantages of
1840 current Florida law that classifies gifted students as
1841 exceptional students.

1842 (c) An evaluation of the gifted eligibility criteria in
1843 rule 6A-6.03019, Florida Administrative Code, and in school
1844 district plans under paragraph (2)(b) of that rule and a
1845 determination of the effect that applying the criteria has on
1846 the racial and ethnic diversity of gifted services and
1847 programming.

1848 (d) A review of the practices of other states for

1849 identifying gifted students and for providing and funding gifted
1850 services and programming.

1851 (e) An examination of peer-reviewed literature concerning
1852 best practices for serving gifted and otherwise academically
1853 talented students.

1854 (2) The report shall include, but is not limited to, a
1855 summary, discussion, and evaluation of the findings under
1856 subsection (1); recommendations for the improvement of gifted
1857 identification practices and services and programming provided
1858 to students in kindergarten through grade 12 who are gifted or
1859 otherwise academically talented; and proposed statutory changes
1860 to implement the report's recommendations.

1861 Section 35. Visual and performing arts education.--By
1862 February 1, 2008, the Commissioner of Education shall submit a
1863 report to the Governor, the President of the Senate, and the
1864 Speaker of the House of Representatives on the opportunities
1865 available to students in this state for participation in visual
1866 and performing arts education in K-12 public schools. The report
1867 shall include the following elements:

1868 (1) Enrollment data for students enrolled in visual and
1869 performing arts courses for the previous 5 school years,
1870 reported separately for music, visual arts, theatre, and dance
1871 by grade level; and

1872 (2) An analysis of the correlation between a student's
1873 participation in visual and performing arts education and
1874 overall student performance. The analysis shall examine the
1875 number of credits in visual and performing arts taken by grade
1876 12 students in public high school during the previous 5 school

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1877 years compared to the students' high school graduation rates,
1878 grade point averages, and attendance.

1879 Section 36. Public-Private Partnering Task Force.--

1880 (1) Effective upon this act becoming a law, there is
1881 created the Public-Private Partnering Task Force. The task force
1882 is composed of the following members: the Secretary of
1883 Management Services or the secretary's designee, who shall serve
1884 as chair; the chair of the State Board of Education or the
1885 chair's designee, who shall serve as vice chair; and five
1886 members who are not members of the Legislature or school
1887 district officers or employees and who have a broad variety of
1888 business experience in public-private partnering, one of whom
1889 shall be appointed by the Governor, two of whom shall be
1890 appointed by the President of the Senate, and two of whom shall
1891 be appointed by Speaker of the House of Representatives.

1892 (2) The members of the task force shall be appointed by
1893 July 1, 2007, and shall convene the initial meeting of the task
1894 force by August 1, 2007.

1895 (3) The task force is assigned to the Department of
1896 Management Services for administrative purposes. Members of the
1897 task force are entitled to per diem and travel expenses under s.
1898 112.061, Florida Statutes, and are subject to the Code of Ethics
1899 for Public Officers and Employees under part III of chapter 112,
1900 Florida Statutes.

1901 (4) By February 1, 2008, the task force shall submit
1902 recommendations to the Governor, the President of the Senate,
1903 and the Speaker of the House of Representatives. The
1904 recommendations shall include, but are not limited to, the

1905 following:

1906 (a) Recommendations on public-private partnering for
 1907 school construction, leasing, and maintenance that relate to:

1908 1. The feasibility and advisability of, and possible
 1909 methodologies for, achieving greater facilities construction and
 1910 maintenance cost efficiencies and reducing construction times
 1911 through public-private partnering.

1912 2. Optimal design and performance standards for safe and
 1913 functional school facilities that are space efficient and
 1914 technologically advanced.

1915 3. Optimal construction standards that ensure appropriate
 1916 industry standards and optimal life cycles, including, but not
 1917 limited to, standards for optimal size of core facility space,
 1918 design-build performance contracting, energy efficiency, and
 1919 life-cycle systems costing.

1920 4. Maintenance, repair, renovation, remodeling, and site
 1921 acquisition standards, guidelines, and protocols.

1922 5. Optimal use of permanent versus relocatable facilities
 1923 and protocols for decisionmaking regarding both facility
 1924 options.

1925 6. Protocols for regular assessments of facility capacity
 1926 to ensure maximization of space utilization.

1927 7. Energy performance contracting with guaranteed annual
 1928 energy savings.

1929 (b) Recommendations on public-private partnering for
 1930 school transportation services that relate to:

1931 1. Fuel and bus efficiencies.

1932 2. Route planning, times, and design efficiencies.

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1933 (c) Recommendations on public-private partnering for
 1934 school food services that relate to:
 1935 1. Relevant federal law and implications.
 1936 2. Potential liability issues.
 1937 3. Quality control.
 1938 (5) Upon delivery of its final report and recommendations,
 1939 the task force is abolished.
 1940 Section 37. The sum of \$2,525,000 is appropriated from the
 1941 General Revenue Fund to the Department of Education for the
 1942 2007-2008 fiscal year for purposes of implementing this act.
 1943 Section 38. Except as otherwise expressly provided in this
 1944 act, this act shall take effect July 1, 2007.