

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, gifted student education, and
 92 | state-level governance of early learning programs and
 93 | child care regulation; providing report requirements;
 94 | requiring the Commissioner of Education to submit a report
 95 | on visual and performing arts education; providing report
 96 | requirements; creating the Public-Private Partnering Task
 97 | Force within the Department of Management Services;
 98 | designating members; providing for per diem and travel
 99 | expenses; requiring the task force to submit a report to
 100 | the Governor and Legislature; providing report
 101 | requirements; providing for the future abolishment of the
 102 | task force; providing an appropriation; providing
 103 | effective dates.

104 |

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

106 |

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

109 | 1001.03 Specific powers of State Board of Education.--

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

111 | (a) The State Board of Education shall review ~~approve~~ the
 112 | ~~student performance standards known as the Sunshine State~~

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

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

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

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

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

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

139 (b) By January 31, 2008, the State Board of Education
 140 shall establish an expedited a schedule for to facilitate the

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

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

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

169 ~~are~~ identified by Enterprise Florida, Inc.

170 (e) The State Board of Education, before adopting or
171 revising the World Class Education Standards for a subject area,
172 shall submit the proposed standards for evaluation by more than
173 one nationally recognized foundation, institute, organization,
174 or board with expertise in performance standards for K-12
175 curricula. The state board shall submit the evaluations to the
176 Governor, the President of the Senate, and the Speaker of the
177 House of Representatives before adopting the proposed standards.
178 ~~local education foundations. A report including proposed~~
179 ~~revisions must be submitted to the Governor, the President of~~
180 ~~the Senate, and the Speaker of the House of Representatives~~
181 ~~annually to coincide with the established review schedule. The~~
182 ~~review schedule and an annual status report must be submitted to~~
183 ~~the Governor, the President of the Senate, and the Speaker of~~
184 ~~the House of Representatives annually not later than January 1.~~

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

195 Section 2. Paragraph (b) of subsection (4) and paragraph
196 (d) of subsection (5) of section 39.0016, Florida Statutes, are

197 amended to read:

198 39.0016 Education of abused, neglected, and abandoned
199 children.--

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

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

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

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

219 3. Determine whether transportation is available for a
220 child known to the department when such transportation will
221 avoid a change in school assignment due to a change in
222 residential placement. Recognizing that continued enrollment in
223 the same school throughout the time the child known to the
224 department is in out-of-home care is preferable unless

225 enrollment in the same school would be unsafe or otherwise
 226 impractical, the department, the district school board, and the
 227 Department of Education shall assess the availability of
 228 federal, charitable, or grant funding for such transportation.

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

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

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

253 the Department of Education or local school districts to
 254 facilitate educational access for a child known to the
 255 department.

256 Section 3. Paragraph (g) of subsection (7) of section
 257 445.049, Florida Statutes, is amended to read:

258 445.049 Digital Divide Council.--

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

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

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

267 1000.21 Systemwide definitions.--As used in the Florida K-
 268 20 Education Code:

269 (7) "World Class Education Sunshine State Standards" means
 270 the student content are standards, as described in ss.
 271 1001.03(1) and 1003.41, that identify what public school
 272 students are expected to should know and be able to demonstrate
 273 de. The term includes the Sunshine State Standards for a subject
 274 area until the standards are replaced under s. 1001.03(1) by the
 275 World Class Education Standards for the subject area. These
 276 standards delineate the academic achievement of students for
 277 which the state will hold its public schools accountable in
 278 grades K 2, 3 5, 6 8, and 9 12, in the subjects of language
 279 arts, mathematics, science, social studies, the arts, health and
 280 physical education, foreign languages, reading, writing,

281 ~~history, government, geography, economics, and computer~~
 282 ~~literacy.~~

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

285 1001.02 General powers of State Board of Education.--

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

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

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

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

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

308 1001.41 General powers of district school board.--The

309 district school board, after considering recommendations
 310 submitted by the district school superintendent, shall exercise
 311 the following general powers:

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

325 Section 8. Paragraph (a) of subsection (16) of section
 326 1001.42, Florida Statutes, is amended to read:

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

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

337 1008.385, 1010.01, and 1011.01. This system of school
 338 improvement and education accountability shall include, but is
 339 not limited to, the following:

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

363 1. Professional development that supports enhanced and
 364 differentiated instructional strategies to improve teaching and

365 learning.

366 2. Continuous use of disaggregated student achievement
367 data to determine effectiveness of instructional strategies.

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

372 4. Alternative instructional delivery methods to support
373 remediation, acceleration, and enrichment strategies.

374 Section 9. Section 1001.55, Florida Statutes, is created
375 to read:

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

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

393 1002.33 Charter schools.--

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

395 applications are subject to the following requirements:

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

397 shall prepare an application that:

398 1. Demonstrates how the school will use the guiding

399 principles and meet the statutorily defined purpose of a charter

400 school.

401 2. Provides a detailed curriculum plan that illustrates

402 how students will be provided services to attain the World Class

403 Education ~~Sunshine State~~ Standards.

404 3. Contains goals and objectives for improving student

405 learning and measuring that improvement. These goals and

406 objectives must indicate how much academic improvement students

407 are expected to show each year, how success will be evaluated,

408 and the specific results to be attained through instruction.

409 4. Describes the reading curriculum and differentiated

410 strategies that will be used for students reading at grade level

411 or higher and a separate curriculum and strategies for students

412 who are reading below grade level. A sponsor shall deny a

413 charter if the school does not propose a reading curriculum that

414 is consistent with effective teaching strategies that are

415 grounded in scientifically based reading research.

416 5. Contains an annual financial plan for each year

417 requested by the charter for operation of the school for up to 5

418 years. This plan must contain anticipated fund balances based on

419 revenue projections, a spending plan based on projected revenues

420 and expenses, and a description of controls that will safeguard

421 finances and projected enrollment trends.

422 (7) CHARTER.--The major issues involving the operation of
 423 a charter school shall be considered in advance and written into
 424 the charter. The charter shall be signed by the governing body
 425 of the charter school and the sponsor, following a public
 426 hearing to ensure community input.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

505 the principal administrator of the charter school and the chair
506 of the governing board within 7 working days after finding the
507 state of financial emergency or deficit position. A final report
508 shall be provided to the entire governing board, the sponsor,
509 and the Department of Education within 14 working days after the
510 exit interview. When a charter school is in a state of financial
511 emergency, the charter school shall file a detailed financial
512 recovery plan with the sponsor. The department, with the
513 involvement of both sponsors and charter schools, shall
514 establish guidelines for developing such plans.

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

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

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

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

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

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

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

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

561 alternative arrangements shall not be required for current
562 teachers who choose not to teach in a charter lab school, except
563 as authorized by the employment policies of the state university
564 which grants the charter to the lab school.

565 Section 11. Paragraph (b) of subsection (2) of section
566 1002.415, Florida Statutes, is amended to read:

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

575 (2) APPLICATION.--

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

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

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

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

589 1003.03 Maximum class size.--

590 (5) TEAM-TEACHING STRATEGIES.--

591 (a) School districts may use teaching strategies that
 592 include the assignment of more than one teacher to a classroom
 593 of students and that were implemented before July 1, 2005.

594 Effective July 1, 2005, school districts may implement
 595 additional teaching strategies that include the assignment of
 596 more than one teacher to a classroom of students for the
 597 following purposes only:

598 1. Pairing teachers for the purpose of staff development.

599 2. Pairing new teachers with veteran teachers.

600 3. Reducing turnover among new teachers.

601 4. Pairing teachers who are teaching out-of-field with
 602 teachers who are in-field.

603 5. Providing for more flexibility and innovation in the
 604 classroom.

605 6. Improving learning opportunities for students,
 606 including students who have disabilities.

607 (b) Teaching strategies, including team teaching, co-
 608 teaching, or inclusion teaching, implemented on or after July 1,
 609 2005, under ~~pursuant to~~ paragraph (a) may be implemented subject
 610 to the following restrictions:

611 1. Reasonable limits shall be placed on the number of
 612 students in a classroom so that classrooms are not overcrowded.
 613 Teacher-to-student ratios within a curriculum area or grade
 614 level must not exceed constitutional limits.

615 2. At least one member of the team must have at least 3
 616 years of teaching experience.

617 3. At least one member of the team must be teaching in-
618 field.

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

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

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

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

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

642 Section 13. Section 1003.41, Florida Statutes, is amended
643 to read:

644 1003.41 World Class Education ~~Sunshine State~~

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

663 Section 14. Subsection (7) and paragraph (a) of subsection
 664 (8) of section 1003.428, Florida Statutes, are amended to read:

665 1003.428 General requirements for high school graduation;
 666 revised.--

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

670 (b) The standard diploma awarded to a student, and the
 671 student's high school academic transcript, shall include a
 672 notation of distinguished honors if the student earns a score

673 demonstrating superior academic achievement, as determined by
674 the Commissioner of Education, on the grade 10 Florida
675 Comprehensive Assessment Test. By the beginning of the 2008-2009
676 school year, the commissioner shall widely publicize and
677 disseminate information about the distinguished-honors notation,
678 including notice to district superintendents, school principals,
679 teachers, guidance counselors, parents, and students of the
680 scores required to earn distinguished honors. The commissioner
681 shall also publish the information on the department's Internet
682 website.

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

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

699 Section 15. Paragraph (a) of subsection (11) of section
700 1003.43, Florida Statutes, is amended to read:

701 1003.43 General requirements for high school graduation.--

702 (11) (a) Each district school board must provide
 703 instruction to prepare students with disabilities to demonstrate
 704 proficiency in the content knowledge and skills ~~and competencies~~
 705 necessary for successful grade-to-grade progression and high
 706 school graduation.

707 Section 16. Section 1003.451, Florida Statutes, is created
 708 to read:

709 1003.451 World-language curricula.--

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

714 (2) The State Board of Education shall:

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

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

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

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

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

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

745 Section 17. Section 1003.59, Florida Statutes, is created
746 to read:

747 1003.59 Accelerated learning opportunities for
748 academically talented students.--

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

757 for:

758 (a) Providing teachers and guidance counselors with
759 professional training that addresses effective implementation of
760 the policy, strategies for identifying gifted and academically
761 talented students in the elementary grades, and methods for
762 placing the students in accelerated programming that allows them
763 to work at suitably challenging academic levels; and

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

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

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

783 Section 18. Paragraph (b) of subsection (2), paragraph (b)
784 of subsection (3), paragraph (e) of subsection (5), and

785 paragraph (c) of subsection (6) of section 1004.04, Florida
 786 Statutes, are amended to read:

787 1004.04 Public accountability and state approval for
 788 teacher preparation programs.--

789 (2) UNIFORM CORE CURRICULA.--

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

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

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

810 (5) CONTINUED PROGRAM APPROVAL.--Notwithstanding
 811 subsection (4), failure by a public or nonpublic teacher
 812 preparation program to meet the criteria for continued program

813 approval shall result in loss of program approval. The
814 Department of Education, in collaboration with the departments
815 and colleges of education, shall develop procedures for
816 continued program approval that document the continuous
817 improvement of program processes and graduates' performance.

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

839 1. Write and speak in a logical and understandable style
840 with appropriate grammar.

841 2. Recognize signs of students' difficulty with the
842 reading and computational process and apply appropriate measures
843 to improve students' reading and computational performance.

844 3. Use and integrate appropriate technology in teaching
845 and learning processes.

846 4. Demonstrate knowledge and understanding of the World
847 Class Education ~~Sunshine State~~ Standards.

848 5. Maintain an orderly and disciplined classroom conducive
849 to student learning.

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

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

867 Section 19. Paragraph (c) of subsection (6) of section
868 1007.35, Florida Statutes, is amended to read:

869 1007.35 Florida Partnership for Minority and
 870 Underrepresented Student Achievement.--

871 (6) The partnership shall:

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

881 Section 20. Paragraph (a) of subsection (1), paragraphs
 882 (a) and (c) of subsection (3), and subsection (4) of section
 883 1008.22, Florida Statutes, are amended to read:

884 1008.22 Student assessment program for public schools.--

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

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

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

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

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

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

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

- 952 1. The tests measure student content knowledge and skills

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

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

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

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

981 5. Except as provided in s. 1003.428(8)(b) or s.
982 1003.43(11)(b), students must earn a passing score on the grade
983 10 assessment test described in this paragraph or attain
984 concordant scores as described in subsection (9) in reading,
985 writing, and mathematics to qualify for a standard high school
986 diploma. The State Board of Education shall designate a passing
987 score for each part of the grade 10 assessment test. In
988 establishing passing scores, the state board shall consider any
989 possible negative impact of the test on minority students. The
990 State Board of Education shall adopt rules which specify the
991 passing scores for the grade 10 FCAT. Any such rules, which have
992 the effect of raising the required passing scores, shall only
993 apply to students taking the grade 10 FCAT for the first time
994 after such rules are adopted by the State Board of Education.

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

1009 for students in exceptional education programs and for students
 1010 who have limited English proficiency. Accommodations that negate
 1011 the validity of a statewide assessment are not allowable in the
 1012 administration of the FCAT. However, instructional
 1013 accommodations are allowable in the classroom if included in a
 1014 student's individual education plan. Students using
 1015 instructional accommodations in the classroom that are not
 1016 allowable as accommodations on the FCAT may have the FCAT
 1017 requirement waived under ~~pursuant to the requirements of~~ s.
 1018 1003.428(8)(b) or s. 1003.43(11)(b).

1019 7. A student seeking an adult high school diploma must
 1020 meet the same testing requirements that a regular high school
 1021 student must meet.

1022 8. District school boards must provide instruction to
 1023 prepare students to demonstrate proficiency in the content
 1024 knowledge and skills ~~and competencies~~ necessary for successful
 1025 grade-to-grade progression and high school graduation. If a
 1026 student is provided with instructional accommodations in the
 1027 classroom that are not allowable as accommodations in the
 1028 statewide assessment program, as described in the test manuals,
 1029 the district must inform the parent in writing and must provide
 1030 the parent with information regarding the impact on the
 1031 student's ability to meet expected proficiency levels in
 1032 reading, writing, mathematics, science, and social studies ~~math~~.
 1033 The commissioner shall conduct studies as necessary to verify
 1034 that the required content knowledge and skills ~~and competencies~~
 1035 are part of the district instructional programs.

1036 9. District school boards must provide opportunities for

1037 students to demonstrate an acceptable level of performance on an
 1038 alternative standardized assessment approved by the State Board
 1039 of Education following enrollment in summer academies.

1040 10. The Department of Education must develop, or select,
 1041 and implement a common battery of assessment tools that will be
 1042 used in all juvenile justice programs in the state. These tools
 1043 must accurately measure the content knowledge and skills ~~and~~
 1044 ~~competencies~~ established in the World Class Education Sunshine
 1045 ~~State Standards~~.

1046 11. For students seeking a special diploma under ~~pursuant~~
 1047 ~~to~~ s. 1003.438, the Department of Education must develop or
 1048 select and implement an alternate assessment tool that
 1049 accurately measures the content knowledge and skills ~~and~~
 1050 ~~competencies~~ established in the World Class Education Sunshine
 1051 ~~State Standards~~ for students with disabilities under s.
 1052 1003.438.

1053 12. The commissioner shall establish a testing schedule
 1054 that provides for administration of the FCAT as close to the end
 1055 of the school year as practicable while reporting test scores
 1056 before the end of the school year. The commissioner shall
 1057 consider computer-based testing and other strategies for
 1058 reducing the time for reporting test results. Beginning with the
 1059 2009-2010 school year, the FCAT Writing assessment may not be
 1060 administered before March 1 and the other FCAT assessments may
 1061 not be administered before April 15.

1062 13. A student earns the designation of "proficient" in a
 1063 subject area for a grade level if the student earns a score on
 1064 the FCAT that demonstrates proficiency in the subject area for

1065 that grade level. The commissioner shall determine scores
 1066 demonstrating proficiency in each subject area and grade level
 1067 of the FCAT. The commissioner's determination shall limit the
 1068 proficiency designation to scores earned by the highest
 1069 performing students.

1070
 1071 The commissioner may, based on collaboration and input from
 1072 school districts, design and implement student testing programs,
 1073 for any grade level and subject area, necessary to effectively
 1074 monitor educational achievement in the state, including the
 1075 measurement of educational achievement of the World Class
 1076 Education ~~Sunshine State~~ Standards for students with
 1077 disabilities. Development and refinement of assessments shall
 1078 include universal design principles and accessibility standards
 1079 that will prevent any unintended obstacles for students with
 1080 disabilities while ensuring the validity and reliability of the
 1081 test. These principles should be applicable to all technology
 1082 platforms and assistive devices available for the assessments.
 1083 The field testing process and psychometric analyses for the
 1084 statewide assessment program must include an appropriate
 1085 percentage of students with disabilities and an evaluation or
 1086 determination of the effect of test items on such students.

1087 (4) DISTRICT TESTING PROGRAMS.--Each district school board
 1088 shall periodically assess student performance and achievement
 1089 within each school of the district. The assessment programs must
 1090 be based upon local goals and objectives that are compatible
 1091 with the state plan for education and that supplement the
 1092 content knowledge and skills ~~and competencies~~ adopted by the

1093 State Board of Education. All school districts must participate
 1094 in the statewide assessment program designed to measure annual
 1095 student learning and school performance. All district school
 1096 boards shall report assessment results as required by the state
 1097 management information system.

1098 Section 21. Section 1008.222, Florida Statutes, is created
 1099 to read:

1100 1008.222 End-of-course examinations.--

1101 (1) It is the intent of the Legislature that effective
 1102 assessment measures be developed and implemented for subject
 1103 areas that are not included within the statewide assessment
 1104 system under s. 1008.22 or included as acceptable examinations
 1105 as provided in section 2 of chapter 2007-3, Laws of Florida.

1106 (2) As used in this section, the term "end-of-course
 1107 examination" means a locally developed, state-developed, or
 1108 nationally developed comprehensive examination based on the
 1109 instructional content of a complete semester or year-long
 1110 course. Comprehensive end-of-course examinations must be aligned
 1111 to the most currently adopted state standards and must account
 1112 for at least 15 percent of a student's grade. Comprehensive end-
 1113 of-course examinations must provide for at least 50 percent of
 1114 the student assessment to be based on extended written
 1115 responses, application or performance of content skills, and
 1116 measures of critical thinking.

1117 (3) The Department of Education shall disseminate to all
 1118 school districts information regarding the most effective
 1119 practices in the development and administration of locally
 1120 developed, state-developed, and nationally developed

1121 comprehensive end-of-course examinations as described in this
 1122 section. This information must be provided to school districts
 1123 in an electronic format by July 1, 2008, and must be updated a
 1124 minimum of twice annually.

1125 (4) Beginning with the 2008-2009 school year, school
 1126 districts that administer end-of-course examinations for merit
 1127 award programs under s. 1012.225 must comply with this section.

1128 Section 22. Subsection (1), paragraph (b) of subsection
 1129 (2), paragraphs (a) and (c) of subsection (4), paragraph (b) of
 1130 subsection (6), paragraph (b) of subsection (7), and paragraph
 1131 (a) of subsection (8) of section 1008.25, Florida Statutes, are
 1132 amended to read:

1133 1008.25 Public school student progression; remedial
 1134 instruction; reporting requirements.--

1135 (1) INTENT.--It is the intent of the Legislature that each
 1136 student's progression from one grade to another be determined,
 1137 in part, upon proficiency in reading, writing, science, social
 1138 studies, and mathematics; that district school board policies
 1139 facilitate such proficiency; and that each student and his or
 1140 her parent be informed of that student's academic progress.

1141 (2) COMPREHENSIVE PROGRAM.--Each district school board
 1142 shall establish a comprehensive program for student progression
 1143 which must include:

1144 (b) Specific levels of performance in reading, writing,
 1145 science, social studies, and mathematics for each grade level,
 1146 including the levels of performance on statewide assessments as
 1147 defined by the commissioner, below which a student must receive
 1148 remediation, or be retained within an intensive program that is

1149 | different from the previous year's program and that takes into
 1150 | account the student's learning style.

1151 | (4) ASSESSMENT AND REMEDIATION.--

1152 | (a) Each student must participate in the statewide
 1153 | assessment tests required by s. 1008.22. Each student who does
 1154 | not meet specific levels of performance as determined by the
 1155 | district school board in reading, writing, science, social
 1156 | studies, and mathematics for each grade level, or who scores
 1157 | below Level 3 in reading or math, must be provided with
 1158 | additional diagnostic assessments to determine the nature of the
 1159 | student's difficulty, the areas of academic need, and strategies
 1160 | for appropriate intervention and instruction as described in
 1161 | paragraph (b).

1162 | (c) Upon subsequent evaluation, if the documented
 1163 | deficiency has not been remediated, the student may be retained.
 1164 | Each student who does not meet the minimum performance
 1165 | expectations defined by the Commissioner of Education for the
 1166 | statewide assessment tests in reading, writing, science, social
 1167 | studies, and mathematics must continue to be provided with
 1168 | remedial or supplemental instruction until the expectations are
 1169 | met or the student graduates from high school or is not subject
 1170 | to compulsory school attendance.

1171 | (6) ELIMINATION OF SOCIAL PROMOTION.--

1172 | (b) The district school board may only exempt students
 1173 | from mandatory retention, as provided in paragraph (5)(b), for
 1174 | good cause. Good cause exemptions shall be limited to the
 1175 | following:

- 1176 | 1. Limited English proficient students who have had less

1177 than 2 years of instruction in an English for Speakers of Other
1178 Languages program.

1179 2. Students with disabilities whose individual education
1180 plan indicates that participation in the statewide assessment
1181 program is not appropriate, consistent with the requirements of
1182 State Board of Education rule.

1183 3. Students who demonstrate an acceptable level of
1184 performance on an alternative standardized reading assessment
1185 approved by the State Board of Education.

1186 4. Students who demonstrate, through a student portfolio,
1187 that the student is reading on grade level as evidenced by
1188 demonstration of mastery of the World Class Education Sunshine
1189 ~~State~~ Standards in reading equal to at least a Level 2
1190 performance on the FCAT.

1191 5. Students with disabilities who participate in the FCAT
1192 and who have an individual education plan or a Section 504 plan
1193 that reflects that the student has received intensive
1194 remediation in reading for more than 2 years but still
1195 demonstrates a deficiency in reading and was previously retained
1196 in kindergarten, grade 1, grade 2, or grade 3.

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

1205 implement reading strategies that research has shown to be
 1206 successful in improving reading among low-performing readers.

1207 (7) SUCCESSFUL PROGRESSION FOR RETAINED READERS.--

1208 (b) Beginning with the 2004-2005 school year, each school
 1209 district shall:

1210 1. Conduct a review of student progress monitoring plans
 1211 for all students who did not score above Level 1 on the reading
 1212 portion of the FCAT and did not meet the criteria for one of the
 1213 good cause exemptions in paragraph (6)(b). The review shall
 1214 address additional supports and services, as described in this
 1215 subsection, needed to remediate the identified areas of reading
 1216 deficiency. The school district shall require a student
 1217 portfolio to be completed for each such student.

1218 2. Provide students who are retained under the provisions
 1219 of paragraph (5)(b) with intensive instructional services and
 1220 supports to remediate the identified areas of reading
 1221 deficiency, including a minimum of 90 minutes of daily,
 1222 uninterrupted, scientifically research-based reading instruction
 1223 and other strategies prescribed by the school district, which
 1224 may include, but are not limited to:

- 1225 a. Small group instruction.
- 1226 b. Reduced teacher-student ratios.
- 1227 c. More frequent progress monitoring.
- 1228 d. Tutoring or mentoring.
- 1229 e. Transition classes containing 3rd and 4th grade
 1230 students.
- 1231 f. Extended school day, week, or year.
- 1232 g. Summer reading camps.

1233 3. Provide written notification to the parent of any
1234 student who is retained under the provisions of paragraph (5)(b)
1235 that his or her child has not met the proficiency level required
1236 for promotion and the reasons the child is not eligible for a
1237 good cause exemption as provided in paragraph (6)(b). The
1238 notification must comply with the provisions of s. 1002.20(15)
1239 and must include a description of proposed interventions and
1240 supports that will be provided to the child to remediate the
1241 identified areas of reading deficiency.

1242 4. Implement a policy for the midyear promotion of any
1243 student retained under the provisions of paragraph (5)(b) who
1244 can demonstrate that he or she is a successful and independent
1245 reader, reading at or above grade level, and ready to be
1246 promoted to grade 4. Tools that school districts may use in
1247 reevaluating any student retained may include subsequent
1248 assessments, alternative assessments, and portfolio reviews, in
1249 accordance with rules of the State Board of Education. Students
1250 promoted during the school year after November 1 must
1251 demonstrate proficiency above that required to score at Level 2
1252 on the grade 3 FCAT, as determined by the State Board of
1253 Education. The State Board of Education shall adopt standards
1254 that provide a reasonable expectation that the student's
1255 progress is sufficient to master appropriate 4th grade level
1256 reading skills.

1257 5. Provide students who are retained under the provisions
1258 of paragraph (5)(b) with a high-performing teacher as determined
1259 by student performance data and above-satisfactory performance
1260 appraisals.

1261 6. In addition to required reading enhancement and
 1262 acceleration strategies, provide parents of students to be
 1263 retained with at least one of the following instructional
 1264 options:

1265 a. Supplemental tutoring in scientifically research-based
 1266 reading services in addition to the regular reading block,
 1267 including tutoring before and/or after school.

1268 b. A "Read at Home" plan outlined in a parental contract,
 1269 including participation in "Families Building Better Readers
 1270 Workshops" and regular parent-guided home reading.

1271 c. A mentor or tutor with specialized reading training.

1272 7. Establish a Reading Enhancement and Acceleration
 1273 Development (READ) Initiative. The focus of the READ Initiative
 1274 shall be to prevent the retention of grade 3 students and to
 1275 offer intensive accelerated reading instruction to grade 3
 1276 students who failed to meet standards for promotion to grade 4
 1277 and to each K-3 student who is assessed as exhibiting a reading
 1278 deficiency. The READ Initiative shall:

1279 a. Be provided to all K-3 students at risk of retention as
 1280 identified by the statewide assessment system used in Reading
 1281 First schools. The assessment must measure phonemic awareness,
 1282 phonics, fluency, vocabulary, and comprehension.

1283 b. Be provided during regular school hours in addition to
 1284 the regular reading instruction.

1285 c. Provide a state-identified reading curriculum that has
 1286 been reviewed by the Florida Center for Reading Research at
 1287 Florida State University and meets, at a minimum, the following
 1288 specifications:

1289 (I) Assists students assessed as exhibiting a reading
 1290 deficiency in developing the ability to read at grade level.

1291 (II) Provides skill development in phonemic awareness,
 1292 phonics, fluency, vocabulary, and comprehension.

1293 (III) Provides scientifically based and reliable
 1294 assessment.

1295 (IV) Provides initial and ongoing analysis of each
 1296 student's reading progress.

1297 (V) Is implemented during regular school hours.

1298 (VI) Provides a curriculum in core academic subjects to
 1299 assist the student in maintaining or meeting proficiency levels
 1300 for the appropriate grade in all academic subjects.

1301 8. Establish at each school, where applicable, an
 1302 Intensive Acceleration Class for retained grade 3 students who
 1303 subsequently score at Level 1 on the reading portion of the
 1304 FCAT. The focus of the Intensive Acceleration Class shall be to
 1305 increase a child's reading level at least two grade levels in 1
 1306 school year. The Intensive Acceleration Class shall:

1307 a. Be provided to any student in grade 3 who scores at
 1308 Level 1 on the reading portion of the FCAT and who was retained
 1309 in grade 3 the prior year because of scoring at Level 1 on the
 1310 reading portion of the FCAT.

1311 b. Have a reduced teacher-student ratio.

1312 c. Provide uninterrupted reading instruction for the
 1313 majority of student contact time each day and incorporate
 1314 opportunities to master the World Class Education Standards for
 1315 grade 4 ~~Sunshine State Standards~~ in other core subject areas.

1316 d. Use a reading program that is scientifically research-

1317 based and has proven results in accelerating student reading
1318 achievement within the same school year.

1319 e. Provide intensive language and vocabulary instruction
1320 using a scientifically research-based program, including use of
1321 a speech-language therapist.

1322 f. Include weekly progress monitoring measures to ensure
1323 progress is being made.

1324 g. Report to the Department of Education, in the manner
1325 described by the department, the progress of students in the
1326 class at the end of the first semester.

1327 9. Report to the State Board of Education, as requested,
1328 on the specific intensive reading interventions and supports
1329 implemented at the school district level. The Commissioner of
1330 Education shall annually prescribe the required components of
1331 requested reports.

1332 10. Provide a student who has been retained in grade 3 and
1333 has received intensive instructional services but is still not
1334 ready for grade promotion, as determined by the school district,
1335 the option of being placed in a transitional instructional
1336 setting. Such setting shall specifically be designed to produce
1337 learning gains sufficient to meet grade 4 performance standards
1338 while continuing to remediate the areas of reading deficiency.

1339 (8) ANNUAL REPORT.--

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

1345 board must report to the parent the student's results on each
 1346 statewide assessment test. The evaluation of each student's
 1347 progress must be based upon the student's classroom work,
 1348 observations, tests, district and state assessments, and other
 1349 relevant information. Progress reporting must be provided to the
 1350 parent in writing in a format adopted by the district school
 1351 board.

1352 Section 23. Paragraph (b) of subsection (1) of section
 1353 1008.385, Florida Statutes, is amended to read:

1354 1008.385 Educational planning and information systems.--

1355 (1) EDUCATIONAL PLANNING.--

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

1373 emphasize a system of school-based management in which
 1374 individual school centers become the principal planning units
 1375 and to integrate planning and budgeting at the school level.

1376 Section 24. Paragraph (e) of subsection (1) of section
 1377 1011.62, Florida Statutes, is amended to read:

1378 1011.62 Funds for operation of schools.--If the annual
 1379 allocation from the Florida Education Finance Program to each
 1380 district for operation of schools is not determined in the
 1381 annual appropriations act or the substantive bill implementing
 1382 the annual appropriations act, it shall be determined as
 1383 follows:

1384 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR
 1385 OPERATION.--The following procedure shall be followed in
 1386 determining the annual allocation to each district for
 1387 operation:

1388 (e) Funding model for exceptional student education
 1389 programs.--

1390 1.a. The funding model uses basic, at-risk, support levels
 1391 IV and V for exceptional students and career Florida Education
 1392 Finance Program cost factors, and a guaranteed allocation for
 1393 exceptional student education programs. Exceptional education
 1394 cost factors are determined by using a matrix of services to
 1395 document the services that each exceptional student will
 1396 receive. The nature and intensity of the services indicated on
 1397 the matrix shall be consistent with the services described in
 1398 each exceptional student's individual educational plan.

1399 b. In order to generate funds using one of the two
 1400 weighted cost factors, a matrix of services must be completed at

1401 the time of the student's initial placement into an exceptional
1402 student education program and at least once every 3 years by
1403 personnel who have received approved training. Nothing listed in
1404 the matrix shall be construed as limiting the services a school
1405 district must provide in order to ensure that exceptional
1406 students are provided a free, appropriate public education.

1407 c. Students identified as exceptional, in accordance with
1408 chapter 6A-6, Florida Administrative Code, who do not have a
1409 matrix of services as specified in sub-subparagraph b. shall
1410 generate funds on the basis of full-time-equivalent student
1411 membership in the Florida Education Finance Program at the same
1412 funding level per student as provided for basic students.

1413 Additional funds for these exceptional students will be provided
1414 through the guaranteed allocation designated in subparagraph 2.

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

1429 12 who are gifted may not be greater than the amount expended
 1430 during the 2006-2007 fiscal year for gifted students in grades 9
 1431 through 12.

1432 Section 25. Paragraph (o) of subsection (2) of section
 1433 1012.05, Florida Statutes, is amended to read:

1434 1012.05 Teacher recruitment and retention.--

1435 (2) The Department of Education shall:

1436 (o) Develop and implement an online Teacher Toolkit that
 1437 contains a menu of resources, based on the World Class Education
 1438 ~~Sunshine State~~ Standards, that all teachers can use to enhance
 1439 classroom instruction and increase teacher effectiveness, thus
 1440 resulting in improved student achievement.

1441 Section 26. Subsection (5) of section 1012.28, Florida
 1442 Statutes, is amended to read:

1443 1012.28 Public school personnel; duties of school
 1444 principals.--

1445 (5) Each school principal shall perform such duties as may
 1446 be assigned by the district school superintendent, pursuant to
 1447 the rules of the district school board. Such rules shall
 1448 include, but are not limited to, rules relating to
 1449 administrative responsibility, instructional leadership in
 1450 implementing the World Class Education ~~Sunshine State~~ Standards
 1451 and the overall educational program of the school to which the
 1452 school principal is assigned, submission of personnel
 1453 recommendations to the district school superintendent,
 1454 administrative responsibility for records and reports,
 1455 administration of corporal punishment, and student suspension.

1456 Section 27. Subsection (1) of section 1012.52, Florida

1457 Statutes, is amended to read:

1458 1012.52 Teacher quality; legislative findings.--

1459 (1) The Legislature intends to implement a comprehensive
 1460 approach to increase students' academic achievement and improve
 1461 teaching quality. The Legislature recognizes that professional
 1462 educators play an important role in shaping the future of this
 1463 state and the nation by developing the knowledge and skills of
 1464 our future workforce and laying the foundation for good
 1465 citizenship and full participation in community and civic life.
 1466 The Legislature also recognizes its role in meeting the state's
 1467 educational priorities so as to provide opportunity for all
 1468 students to achieve at the levels set by the World Class
 1469 Education Sunshine State Standards.

1470 Section 28. Subsection (4) and paragraph (a) of subsection
 1471 (7) of section 1012.56, Florida Statutes, are amended to read:

1472 1012.56 Educator certification requirements.--

1473 (4) MASTERY OF SUBJECT AREA KNOWLEDGE.--Acceptable means
 1474 of demonstrating mastery of subject area knowledge are:

1475 (a) Achievement of passing scores on subject area
 1476 examinations required by state board rule;

1477 (b) Completion of the subject area specialization
 1478 requirements specified in state board rule and verification of
 1479 the attainment of the essential subject matter competencies by
 1480 the district school superintendent of the employing school
 1481 district or chief administrative officer of the employing state-
 1482 supported or private school for a subject area for which a
 1483 subject area examination has not been developed and required by
 1484 state board rule;

1485 (c) Completion of the subject area specialization
 1486 requirements specified in state board rule for a subject
 1487 coverage requiring a master's or higher degree and achievement
 1488 of a passing score on the subject area examination specified in
 1489 state board rule;

1490 (d) A valid professional standard teaching certificate
 1491 issued by another state; or

1492 (e) A valid certificate issued by the National Board for
 1493 Professional Teaching Standards or a national educator
 1494 credentialing board approved by the State Board of Education.

1495
 1496 School districts are encouraged to provide mechanisms for those
 1497 middle school teachers holding only a K-6 teaching certificate
 1498 to obtain a subject area coverage for middle grades through
 1499 postsecondary coursework or district add-on certification. As
 1500 the Sunshine State Standards are replaced by the World Class
 1501 Education Standards under s. 1001.03(1), the State Board of
 1502 Education shall align the subject area examinations to the World
 1503 Class Education Standards.

1504 (7) PROFESSIONAL PREPARATION ALTERNATIVE CERTIFICATION AND
 1505 EDUCATION COMPETENCY PROGRAM.--

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

1513 issued temporary certificate. A school district shall provide a
 1514 competency-based alternative certification preparation program
 1515 developed by the Department of Education or developed by the
 1516 district and approved by the Department of Education. The
 1517 program shall include the following components:

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

1541 of the teacher in assuring a safe learning environment for
1542 students.

1543 g. Methodologies for assuring the ability of all students
1544 to read, write, and compute.

1545 6. Required achievement of passing scores on the
1546 professional education competency examination required by state
1547 board rule.

1548 Section 29. Paragraph (a) of subsection (3) of section
1549 1012.585, Florida Statutes, is amended to read:

1550 1012.585 Process for renewal of professional
1551 certificates.--

1552 (3) For the renewal of a professional certificate, the
1553 following requirements must be met:

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

1569 standards adopted under ~~pursuant to~~ ss. 1000.03(5) and 1008.345
 1570 may be applied toward any specialization area. Credits or points
 1571 earned through approved summer institutes may be applied toward
 1572 the fulfillment of these requirements. Inservice points earned
 1573 under s. 1012.98(4)(b)5.d. for inservice activities on the
 1574 content and instruction of the World Class Education Standards
 1575 may be applied toward any specialization area. Inservice points
 1576 may also be earned by participation in professional growth
 1577 components approved by the State Board of Education and
 1578 specified under ~~pursuant to~~ s. 1012.98 in the district's
 1579 approved master plan for inservice educational training,
 1580 including, but not limited to, serving as a trainer in an
 1581 approved teacher training activity, serving on an instructional
 1582 materials committee or a state board or commission that deals
 1583 with educational issues, or serving on an advisory council
 1584 created under ~~pursuant to~~ s. 1001.452.

1585 Section 30. Subsection (1) of section 1012.72, Florida
 1586 Statutes, is amended to read:

1587 1012.72 Dale Hickam Excellent Teaching Program.--

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

1597 voluntary system for assessing and certifying teachers who
1598 demonstrate teaching excellence by meeting those standards. It
1599 is therefore the Legislature's intent to provide incentives for
1600 teachers to seek NBPTS certification and to reward teachers who
1601 demonstrate teaching excellence by attaining NBPTS certification
1602 and sharing their expertise with other teachers.

1603 Section 31. Subsection (1) and paragraph (b) of subsection
1604 (4) of section 1012.98, Florida Statutes, are amended, and
1605 subsections (12) and (13) are added to that section, to read:

1606 1012.98 School Community Professional Development Act.--

1607 (1) The Department of Education, public postsecondary
1608 educational institutions, public school districts, public
1609 schools, state education foundations, consortia, and
1610 professional organizations in this state shall work
1611 collaboratively to establish a coordinated system of
1612 professional development. The purpose of the professional
1613 development system is to increase student achievement, enhance
1614 classroom instructional strategies that promote rigor and
1615 relevance throughout the curriculum, and prepare students for
1616 continuing education and the workforce. The system of
1617 professional development must align to the World Class Education
1618 ~~Standards adopted by the state~~ and support the framework for
1619 standards adopted by the National Staff Development Council.

1620 (4) The Department of Education, school districts,
1621 schools, community colleges, and state universities share the
1622 responsibilities described in this section. These
1623 responsibilities include the following:

1624 (b) Each school district shall develop a professional

1625 development system as specified in subsection (3). The system
1626 shall be developed in consultation with teachers, teacher-
1627 educators of community colleges and state universities, business
1628 and community representatives, and local education foundations,
1629 consortia, and professional organizations. The professional
1630 development system must:

1631 1. Be approved by the department. All substantial
1632 revisions to the system must ~~shall~~ be submitted to the
1633 department for review for continued approval.

1634 2. Be based on analyses of student achievement data and
1635 instructional strategies and methods that support rigorous,
1636 relevant, and challenging curricula for all students. Schools
1637 and districts, in developing and refining the professional
1638 development system, shall also review and monitor school
1639 discipline data; school environment surveys; assessments of
1640 parental satisfaction; performance appraisal data of teachers,
1641 managers, and administrative personnel; and other performance
1642 indicators to identify school and student needs that can be met
1643 by improved professional performance.

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

1653 classroom technology that enhances teaching and learning,
 1654 classroom management, parent involvement, and school safety. As
 1655 the Sunshine State Standards are replaced by the World Class
 1656 Education Standards under s. 1001.03(1), a school district must
 1657 align its inservice activities to the World Class Education
 1658 Standards.

1659 4. Include a master plan for inservice activities, in
 1660 accordance with ~~pursuant to~~ rules of the State Board of
 1661 Education, for all district employees from all fund sources. The
 1662 master plan shall be updated annually by September 1, must be
 1663 based on input from teachers and district and school
 1664 instructional leaders, and must use the latest available student
 1665 achievement data and research to enhance rigor and relevance in
 1666 the classroom. Each district inservice plan must be aligned to
 1667 and support the school-based inservice plans and school
 1668 improvement plans under ~~pursuant to~~ s. 1001.42(16). District
 1669 plans must be approved by the district school board annually in
 1670 order to ensure compliance with subsection (1) and to allow for
 1671 dissemination of research-based best practices to other
 1672 districts. District school boards must submit verification of
 1673 their approval to the Commissioner of Education by ~~no later than~~
 1674 October 1 of each year, ~~annually.~~

1675 5. Require each school principal to establish and maintain
 1676 an individual professional development plan for each
 1677 instructional employee assigned to the school as a seamless
 1678 component to the school improvement plans developed under
 1679 ~~pursuant to~~ s. 1001.42(16). The individual professional
 1680 development plan must:

- 1681 a. Be related to specific performance data for the
 1682 students to whom the teacher is assigned.
- 1683 b. Define the inservice objectives and specific measurable
 1684 improvements expected in student performance as a result of the
 1685 inservice activity.
- 1686 c. Include an evaluation component that determines the
 1687 effectiveness of the professional development plan.
- 1688 d. Require the instructional employee to earn at least 20
 1689 inservice points for inservice activities on the content and
 1690 instruction of the World Class Education Standards. The award of
 1691 inservice points is conditioned upon the employee's passage of
 1692 an inservice examination of the knowledge and skills presented
 1693 through the inservice activities. An instructional employee is
 1694 required to take only those parts of an inservice examination on
 1695 subject areas for which the employee holds certification or
 1696 endorsement. If an instructional employee passes the inservice
 1697 examination after completing less than 20 inservice hours, the
 1698 employee is awarded a total of 20 inservice points. The
 1699 Department of Education shall establish minimum competencies for
 1700 the inservice examinations. An instructional employee must earn
 1701 the inservice points for at least one subject area by the end of
 1702 the next school year after:
- 1703 (I) Initial adoption of the World Class Education
 1704 Standards for the subject area; and
- 1705 (II) Subsequent adoption of the World Class Education
 1706 Standards for the subject area if the Commissioner of Education
 1707 determines that the standards for the subject area are
 1708 substantially revised from the previously adopted standards.

1709
1710 If the instructional employee holds certification or endorsement
1711 in more than one subject area, the employee must earn the
1712 required inservice points for the remaining subject areas before
1713 the employee's educator certificate is required to be renewed.
1714 However, if this sub-subparagraph requires the instructional
1715 employee to earn the inservice points within the last 2 years of
1716 the employee's recertification period, the employee must earn
1717 the inservice points for at least one subject area per year and
1718 must earn all of the inservice points for the remaining subject
1719 areas within 2 years after the employee's educator certificate
1720 is required to be renewed.

1721 6. Include inservice activities for school administrative
1722 personnel that address updated skills necessary for
1723 instructional leadership and effective school management under
1724 ~~pursuant to~~ s. 1012.986.

1725 7. Provide for systematic consultation with regional and
1726 state personnel designated to provide technical assistance and
1727 evaluation of local professional development programs.

1728 8. Provide for delivery of professional development by
1729 distance learning and other technology-based delivery systems to
1730 reach more educators at lower costs.

1731 9. Provide for the continuous evaluation of the quality
1732 and effectiveness of professional development programs in order
1733 to eliminate ineffective programs and strategies and to expand
1734 effective ones. Evaluations must consider the impact of such
1735 activities on the performance of participating educators and
1736 their students' achievement and behavior.

1737 (12) The State Board of Education shall require the
1738 statewide standardized delivery of inservice activities for
1739 Florida educators on the content and instruction of the World
1740 Class Education Standards. The effectiveness of the inservice
1741 activities shall be evaluated using performance outcomes of both
1742 the educator and the educator's students.

1743 (13) The Department of Education shall provide statewide
1744 standardized professional development for educators on the
1745 Florida Comprehensive Assessment Test, and all Florida educators
1746 must participate in the professional development. The
1747 professional development shall include, at a minimum,
1748 instruction on how the Florida Comprehensive Assessment Test is
1749 developed and scored, what information is available to parents
1750 and students about the test, the ethical and professional
1751 standards of instruction aligned to state-adopted standards and
1752 the importance of not teaching to the test, and the process used
1753 in grading schools for the state's accountability system.

1754 Section 32. Funding for professional development.--

1755 (1) By January 15, 2008, each school district shall submit
1756 to the Department of Education, in the format prescribed by the
1757 department, an inventory of all professional development
1758 programs offered by the district during the 2006-2007 fiscal
1759 year. The department shall compile a statewide inventory of the
1760 programs using the information submitted by each district.

1761 (2) (a) The Department of Education and school districts
1762 shall give priority in the allocation and use of professional
1763 development funds provided for the 2008-2009 fiscal year to
1764 professional development programs on the World Class Education

1765 Standards that have measurable outcomes, with an emphasis on
1766 programs delivered through the use of information technology.

1767 (b) By December 31, 2009, each school district shall
1768 submit to the Department of Education, in the format prescribed
1769 by the department, a report detailing the district's use of
1770 professional development funds during the 2008-2009 fiscal year.
1771 The report, at a minimum, shall identify each program within the
1772 district that is provided state funds, the portion of the
1773 program devoted to professional development on the World Class
1774 Education Standards, and the measurable outcomes of the program.

1775 Section 33. After-school programs.--

1776 (1) The Office of Program Policy Analysis and Government
1777 Accountability, by January 1, 2008, shall submit a report to the
1778 Governor, the President of the Senate, and the Speaker of the
1779 House of Representatives on after-school programs. The report
1780 shall:

1781 (a) Review different types of public and private after-
1782 school programs available for families;

1783 (b) Identify strong accountability measures, including
1784 outcomes, that could be used to measure the success of after-
1785 school programs;

1786 (c) Review existing research that analyzes the types of
1787 after-school programs that provide important educational
1788 benefits for students and families;

1789 (d) Include options for providing incentives to create
1790 public-private partnerships to expand after-school programs;

1791 (e) Review how the state could maximize federal funding of
1792 after-school programs, including, but not limited to, an

1793 examination of current methods for obtaining funding from the
 1794 Federal Government, including grants, and other methods for
 1795 obtaining federal funding; and

1796 (f) Provide options for correcting the state's
 1797 deficiencies in obtaining federal funding for after-school
 1798 programs, if the report finds any deficiencies, and the
 1799 projected cost of implementing those options.

1800 (2) The Office of Program Policy Analysis and Government
 1801 Accountability, in conducting research for the report, shall
 1802 consult with the Department of Education, the Department of
 1803 Children and Family Services, and other interested entities that
 1804 may offer unique experiences and perspectives on after-school
 1805 programs.

1806 Section 34. Gifted student education.--

1807 (1) By December 1, 2007, the Office of Program Policy
 1808 Analysis and Government Accountability shall submit a report to
 1809 the Governor, the President of the Senate, the Speaker of the
 1810 House of Representatives, and the Commissioner of Education on
 1811 gifted services and programming provided to public school
 1812 students in kindergarten through grade 12. The report shall
 1813 include findings based on the following:

1814 (a) A survey of each school district to identify:

1815 1. The methods used to identify gifted students, which may
 1816 include, but are not limited to, screenings of the general
 1817 population and referral-based intelligence quotient testing, and
 1818 the grade levels and number of schools using each method.

1819 2. The number of gifted students identified under each of
 1820 the methods specified under subparagraph 1. during the 2005-2006

1821 and 2006-2007 school years.

1822 3. Whether the district implements a plan under rule 6A-
1823 6.03019(2)(b), Florida Administrative Code, to increase the
1824 participation of students from underrepresented groups in gifted
1825 programming and the number of students by grade level who were
1826 identified as gifted under such a plan in the 2005-2006 and
1827 2006-2007 school years.

1828 4. The types of services and programming provided to
1829 gifted students according to grade level, the number of schools
1830 in which the services and programming are offered, and the
1831 number of students by grade level who received the services and
1832 programming during the 2005-2006 and 2006-2007 school years.
1833 Services and programming identified for high school students
1834 shall be limited to core courses coded with state course code
1835 numbers identifying the courses as honors or gifted.

1836 5. The amount of the exceptional student education
1837 guaranteed allocation expended by the district during the 2005-
1838 2006 and 2006-2007 school years for gifted services and
1839 programming according to each grade level and school within the
1840 district.

1841 (b) An assessment of the advantages and disadvantages of
1842 current Florida law that classifies gifted students as
1843 exceptional students.

1844 (c) An evaluation of the gifted eligibility criteria in
1845 rule 6A-6.03019, Florida Administrative Code, and in school
1846 district plans under paragraph (2)(b) of that rule and a
1847 determination of the effect that applying the criteria has on
1848 the racial and ethnic diversity of gifted services and

1849 programming.

1850 (d) A review of the practices of other states for
1851 identifying gifted students and for providing and funding gifted
1852 services and programming.

1853 (e) An examination of peer-reviewed literature concerning
1854 best practices for serving gifted and otherwise academically
1855 talented students.

1856 (2) The report shall include, but is not limited to, a
1857 summary, discussion, and evaluation of the findings under
1858 subsection (1); recommendations for the improvement of gifted
1859 identification practices and services and programming provided
1860 to students in kindergarten through grade 12 who are gifted or
1861 otherwise academically talented; and proposed statutory changes
1862 to implement the report's recommendations.

1863 Section 35. Visual and performing arts education.--By
1864 February 1, 2008, the Commissioner of Education shall submit a
1865 report to the Governor, the President of the Senate, and the
1866 Speaker of the House of Representatives on the opportunities
1867 available to students in this state for participation in visual
1868 and performing arts education in K-12 public schools. The report
1869 shall include the following elements:

1870 (1) Enrollment data for students enrolled in visual and
1871 performing arts courses for the previous 5 school years,
1872 reported separately for music, visual arts, theatre, and dance
1873 by grade level; and

1874 (2) An analysis of the correlation between a student's
1875 participation in visual and performing arts education and
1876 overall student performance. The analysis shall examine the

1877 number of credits in visual and performing arts taken by grade
 1878 12 students in public high school during the previous 5 school
 1879 years compared to the students' high school graduation rates,
 1880 grade point averages, and attendance.

1881 Section 36. Public-Private Partnering Task Force.--

1882 (1) Effective upon this act becoming a law, there is
 1883 created the Public-Private Partnering Task Force. The task force
 1884 is composed of the following members: the Secretary of
 1885 Management Services or the secretary's designee, who shall serve
 1886 as chair; the chair of the State Board of Education or the
 1887 chair's designee, who shall serve as vice chair; and five
 1888 members who are not members of the Legislature or school
 1889 district officers or employees and who have a broad variety of
 1890 business experience in public-private partnering, one of whom
 1891 shall be appointed by the Governor, two of whom shall be
 1892 appointed by the President of the Senate, and two of whom shall
 1893 be appointed by Speaker of the House of Representatives.

1894 (2) The members of the task force shall be appointed by
 1895 July 1, 2007, and shall convene the initial meeting of the task
 1896 force by August 1, 2007.

1897 (3) The task force is assigned to the Department of
 1898 Management Services for administrative purposes. Members of the
 1899 task force are entitled to per diem and travel expenses under s.
 1900 112.061, Florida Statutes, and are subject to the Code of Ethics
 1901 for Public Officers and Employees under part III of chapter 112,
 1902 Florida Statutes.

1903 (4) By February 1, 2008, the task force shall submit
 1904 recommendations to the Governor, the President of the Senate,

1905 and the Speaker of the House of Representatives. The
 1906 recommendations shall include, but are not limited to, the
 1907 following:

1908 (a) Recommendations on public-private partnering for
 1909 school construction, leasing, and maintenance that relate to:

1910 1. The feasibility and advisability of, and possible
 1911 methodologies for, achieving greater facilities construction and
 1912 maintenance cost efficiencies and reducing construction times
 1913 through public-private partnering.

1914 2. Optimal design and performance standards for safe and
 1915 functional school facilities that are space efficient and
 1916 technologically advanced.

1917 3. Optimal construction standards that ensure appropriate
 1918 industry standards and optimal life cycles, including, but not
 1919 limited to, standards for optimal size of core facility space,
 1920 design-build performance contracting, energy efficiency, and
 1921 life-cycle systems costing.

1922 4. Maintenance, repair, renovation, remodeling, and site
 1923 acquisition standards, guidelines, and protocols.

1924 5. Optimal use of permanent versus relocatable facilities
 1925 and protocols for decisionmaking regarding both facility
 1926 options.

1927 6. Protocols for regular assessments of facility capacity
 1928 to ensure maximization of space utilization.

1929 7. Energy performance contracting with guaranteed annual
 1930 energy savings.

1931 (b) Recommendations on public-private partnering for
 1932 school transportation services that relate to:

- 1933 1. Fuel and bus efficiencies.
- 1934 2. Route planning, times, and design efficiencies.
- 1935 (c) Recommendations on public-private partnering for
- 1936 school food services that relate to:
- 1937 1. Relevant federal law and implications.
- 1938 2. Potential liability issues.
- 1939 3. Quality control.
- 1940 (5) Upon delivery of its final report and recommendations,
- 1941 the task force is abolished.

1942 Section 37. State-level governance of early learning

1943 programs and child care regulation.--By December 31, 2007, the

1944 Office of Program Policy Analysis and Government Accountability

1945 shall submit a report to the Governor, the President of the

1946 Senate, and the Speaker of the House of Representatives on the

1947 state-level governance structure for the state's early learning

1948 programs and child care regulation, including, but not limited

1949 to, the Voluntary Prekindergarten Education Program, school

1950 readiness programs, and child care resource and referral.

- 1951 (1) The report shall:
- 1952 (a) Evaluate the current state-level governance structure,
- 1953 which is divided among the Department of Education, the Office
- 1954 of Early Learning of the Agency for Workforce Innovation, and
- 1955 the Child Care Services Program Office of the Department of
- 1956 Children and Family Services.

- 1957 (b) Identify whether duplication of functions, duties, or
- 1958 activities exists among the three state agencies and, if
- 1959 duplication does exist, describe the nature and extent of the
- 1960 duplication.

1961 (c) Examine the coordination efforts among the three state
 1962 agencies and their efforts to minimize duplication of functions,
 1963 duties, and activities.

1964 (d) Review the state-level governance structure, and the
 1965 sources and levels of funding, for early learning programs and
 1966 child care regulation in other states.

1967 (e) Identify and evaluate options, and make specific
 1968 recommendations, for the state-level governance structure to
 1969 provide effective and efficient administration of early learning
 1970 programs and child care regulation, including, but not limited
 1971 to:

1972 1. Maintaining the current governance structure, including
 1973 specific options for improving state-level governance.

1974 2. Reorganizing parts of the current governance structure.

1975 3. Consolidating the governance structure within a new or
 1976 existing state agency or department. The report shall identify
 1977 and evaluate options as to which state agency or department is
 1978 most appropriate for administrative placement of the governance
 1979 structure.

1980 (2) The report may include recommendations on the state-
 1981 level governance for other programs in this state that relate to
 1982 early learning and child care, including, but not limited to:

1983 (a) Child Care Food Program administered by the Department
 1984 of Health.

1985 (b) Florida Infants and Toddlers Early Intervention
 1986 Program administered by the Department of Health under part C of
 1987 the federal Individuals with Disabilities Education Act.

1988 (c) Special programs for prekindergarten children with

1989 disabilities administered by the Department of Education under
 1990 part B of the federal Individuals with Disabilities Education
 1991 Act.

1992 Section 38. The sum of \$2,525,000 is appropriated from the
 1993 General Revenue Fund to the Department of Education for the
 1994 2007-2008 fiscal year for purposes of implementing this act.

1995 Section 39. Except as otherwise expressly provided in this
 1996 act, this act shall take effect July 1, 2007.