

By Senator Wilson

33-00084-09

200980\_\_

1                   A bill to be entitled  
2           An act relating to public school student progression;  
3           amending s. 1008.25, F.S.; revising the components of  
4           school district student progression programs;  
5           eliminating guidelines for allocating resources for  
6           school district remedial and supplemental instruction;  
7           providing for the retention of students under  
8           specified circumstances; eliminating mandatory  
9           retention requirements for certain students in grade  
10          3; eliminating midyear promotion; providing procedures  
11          for parental requests for retention; providing for  
12          appeals; eliminating standards for exemption from  
13          mandatory retention; revising the parental  
14          notification requirements; revising guidelines for  
15          remedial reading instruction and intervention  
16          strategies; revising the purpose of the Reading  
17          Enhancement and Acceleration Development Initiative;  
18          revising the eligibility criteria for the Intensive  
19          Acceleration Class; revising the requirements for  
20          reports by district school boards; specifying required  
21          rules; amending s. 1002.20, F.S.; conforming a cross-  
22          reference; amending s. 1002.23, F.S.; conforming  
23          provisions to changes made by the act; requiring the  
24          State Board of Education to initiate the adoption of  
25          rules by a time certain; providing an effective date.

26  
27   Be It Enacted by the Legislature of the State of Florida:

28  
29          Section 1. Section 1008.25, Florida Statutes, is amended to

33-00084-09

200980\_\_

30 read:

31 1008.25 Public school student progression; remedial  
32 instruction; reporting requirements.-

33 (1) INTENT.-It is the intent of the Legislature that each  
34 student's progression from one grade to another be determined,  
35 in part, upon proficiency in reading, writing, science, and  
36 mathematics; that district school board policies facilitate such  
37 proficiency; and that each student and his or her parent be  
38 informed of that student's academic progress.

39 (2) COMPREHENSIVE PROGRAM.-Each district school board shall  
40 establish a comprehensive program for student progression which  
41 must include:

42 (a) Standards for evaluating each student's performance,  
43 including how well he or she masters the performance standards  
44 approved by the State Board of Education.

45 (b) Specific levels of performance in reading, writing,  
46 science, and mathematics for each grade level, including the  
47 levels of performance on statewide assessments as defined by the  
48 commissioner, below which a student must receive remediation, or  
49 be retained within an intensive program that is different from  
50 the previous year's program and that takes into account the  
51 student's learning style.

52 ~~(c) Appropriate alternative placement for a student who has~~  
53 ~~been retained 2 or more years.~~

54 ~~(3) ALLOCATION OF RESOURCES.-District school boards shall~~  
55 ~~allocate remedial and supplemental instruction resources to~~  
56 ~~students in the following priority:~~

57 ~~(a) Students who are deficient in reading by the end of~~  
58 ~~grade 3.~~

33-00084-09

200980

59 ~~(b) Students who fail to meet performance levels required~~  
60 ~~for promotion consistent with the district school board's plan~~  
61 ~~for student progression required in paragraph (2) (b).~~

62 (3)~~(4)~~ ASSESSMENT AND REMEDIATION.—

63 (a) Each student must participate in the statewide  
64 assessment tests required by s. 1008.22. Each student who does  
65 not meet specific levels of performance as determined by the  
66 district school board in reading, writing, science, and  
67 mathematics for each grade level, or who scores below Level 3 in  
68 reading or math, must be provided with additional diagnostic  
69 assessments to determine the nature of the student's difficulty,  
70 the areas of academic need, and strategies for appropriate  
71 intervention and instruction as described in paragraph (b).

72 (b) The school in which the student is enrolled must  
73 develop, in consultation with the student's parent, and must  
74 implement a progress monitoring plan. A progress monitoring plan  
75 is intended to provide the school district and the school  
76 flexibility in meeting the academic needs of the student and to  
77 reduce paperwork. A student who is not meeting the school  
78 district or state requirements for proficiency in reading and  
79 math shall be covered by one of the following plans to direct  
80 ~~target~~ instruction and identify ways to improve his or her  
81 academic achievement:

82 1. A federally required student plan such as an individual  
83 education plan;

84 2. A schoolwide system of progress monitoring for all  
85 students; or

86 3. An individualized progress monitoring plan.  
87

33-00084-09

200980\_\_

88 The plan chosen must be designed to assist the student or the  
89 school in meeting state and district expectations for  
90 proficiency. If the student has been identified as having a  
91 deficiency in reading, the K-12 comprehensive reading plan  
92 required by s. 1011.62(9) must ~~shall~~ include instructional and  
93 support services to be provided to meet the desired levels of  
94 performance. District school boards may require low-performing  
95 students to attend remediation programs held before or after  
96 regular school hours or during the summer if transportation is  
97 provided.

98 (c) Upon subsequent evaluation, if the documented  
99 deficiency has not been remediated, the student may be retained  
100 as provided in subsection (5). Each student who does not meet  
101 the minimum performance expectations defined by the Commissioner  
102 of Education for the statewide assessment tests in reading,  
103 writing, science, and mathematics must continue to be provided  
104 with remedial or supplemental instruction until the expectations  
105 are met or the student graduates from high school or is not  
106 subject to compulsory school attendance.

107 (4) ~~(5)~~ READING DEFICIENCY AND PARENTAL NOTIFICATION.-

108 (a) It is the ultimate goal of the Legislature that every  
109 student read at or above grade level. Any student who exhibits a  
110 substantial deficiency in reading, based upon locally determined  
111 or statewide assessments conducted in kindergarten or grade 1,  
112 grade 2, or grade 3, or through teacher observations, must be  
113 given intensive reading instruction immediately following the  
114 identification of the reading deficiency. The student's reading  
115 proficiency must be reassessed by locally determined assessments  
116 or through teacher observations at the beginning of the grade

33-00084-09

200980\_\_

117 following the intensive reading instruction. The student must  
118 continue to be provided with intensive reading instruction until  
119 the reading deficiency is remedied.

120 (b) Beginning with the 2008-2009 ~~2002-2003~~ school year, if  
121 the student's reading deficiency, as identified in paragraph  
122 (a), is not remedied by the end of grade 3, as demonstrated by  
123 scoring at Level 2 or higher on the statewide assessment test in  
124 reading for grade 3, the student may ~~must~~ be retained as  
125 provided in subsection (5).

126 (c) The parent of any student who exhibits a substantial  
127 deficiency in reading, as described in paragraph (a), must be  
128 notified in writing of the following:

129 1. That his or her child has been identified as having a  
130 substantial deficiency in reading.

131 2. A description of the current services that are provided  
132 to the child.

133 3. A description of the proposed supplemental instructional  
134 services and supports that will be provided to the child and  
135 that are designed to remediate the identified area of reading  
136 deficiency.

137 4. That if the child's reading deficiency is not remediated  
138 by the end of the child's grade level ~~grade 3~~, the child may  
139 ~~must~~ be retained as provided in subsection (5) ~~unless he or she~~  
140 ~~is exempt from mandatory retention for good cause~~.

141 5. Strategies for parents to use in helping their child  
142 succeed in reading proficiency.

143 ~~6. That the Florida Comprehensive Assessment Test (FCAT) is~~  
144 ~~not the sole determiner of promotion and that additional~~  
145 ~~evaluations, portfolio reviews, and assessments are available to~~

33-00084-09

200980\_\_

146 ~~the child to assist parents and the school district in knowing~~  
147 ~~when a child is reading at or above grade level and ready for~~  
148 ~~grade promotion.~~

149 ~~7. The district's specific criteria and policies for~~  
150 ~~midyear promotion. Midyear promotion means promotion of a~~  
151 ~~retained student at any time during the year of retention once~~  
152 ~~the student has demonstrated ability to read at grade level.~~

153 ~~(5)-(6) ELIMINATION OF SOCIAL PROMOTION; RETENTION;~~  
154 ~~APPEALS.~~-

155 (a) ~~A~~ No student may not be assigned to a grade level based  
156 solely on age or other factors that constitute social promotion.

157 (b) The district school board may retain students only  
158 ~~exempt students from mandatory retention,~~ as provided in this  
159 subsection ~~paragraph (5) (b),~~ for good cause. Good cause  
160 ~~exemptions shall be limited to the following:~~

161 ~~1. Limited English proficient students who have had less~~  
162 ~~than 2 years of instruction in an English for Speakers of Other~~  
163 ~~Languages program.~~

164 ~~2. Students with disabilities whose individual education~~  
165 ~~plan indicates that participation in the statewide assessment~~  
166 ~~program is not appropriate, consistent with the requirements of~~  
167 ~~State Board of Education rule.~~

168 ~~3. Students who demonstrate an acceptable level of~~  
169 ~~performance on an alternative standardized reading assessment~~  
170 ~~approved by the State Board of Education.~~

171 ~~4. Students who demonstrate, through a student portfolio,~~  
172 ~~that the student is reading on grade level as evidenced by~~  
173 ~~demonstration of mastery of the Sunshine State Standards in~~  
174 ~~reading equal to at least a Level 2 performance on the FCAT.~~

33-00084-09

200980

175 ~~5. Students with disabilities who participate in the FCAT~~  
176 ~~and who have an individual education plan or a Section 504 plan~~  
177 ~~that reflects that the student has received intensive~~  
178 ~~remediation in reading for more than 2 years but still~~  
179 ~~demonstrates a deficiency in reading and was previously retained~~  
180 ~~in kindergarten, grade 1, grade 2, or grade 3.~~

181 ~~6. Students who have received intensive remediation in~~  
182 ~~reading for 2 or more years but still demonstrate a deficiency~~  
183 ~~in reading and who were previously retained in kindergarten,~~  
184 ~~grade 1, grade 2, or grade 3 for a total of 2 years. Intensive~~  
185 ~~reading instruction for students so promoted must include an~~  
186 ~~altered instructional day that includes specialized diagnostic~~  
187 ~~information and specific reading strategies for each student.~~  
188 ~~The district school board shall assist schools and teachers to~~  
189 ~~implement reading strategies that research has shown to be~~  
190 ~~successful in improving reading among low-performing readers.~~

191 (c) Written requests for the retention of a student must  
192 ~~good cause exemptions for students from the mandatory retention~~  
193 ~~requirement as described in subparagraphs (b)3. and 4. shall be~~  
194 made consistent with the following:

195 1. Documentation must ~~shall~~ be submitted by ~~from~~ the  
196 student's teacher to the school principal which ~~that~~ indicates  
197 that the retention ~~promotion~~ of the student is appropriate and  
198 is based upon the student's academic record. In order to  
199 minimize paperwork requirements, such documentation must ~~shall~~  
200 consist only of the existing progress monitoring plan,  
201 individual educational plan, if applicable, report card, or  
202 student portfolio.

203 2. The school principal shall review the parent's request

33-00084-09

200980\_\_

204 and the teacher's recommendation and discuss the such  
205 recommendation with:  
206 a. The teacher;  
207 b. The parent;  
208 c. A representative of the school district who is qualified  
209 to provide or supervise the provision of specially designed  
210 instruction to meet the unique needs of the student, is  
211 knowledgeable about the general curriculum, and is knowledgeable  
212 about the availability of resources of the school district; and  
213 d. Other individuals, at the discretion of the parent or  
214 the school district, who have knowledge or special expertise  
215 regarding the student. The party who invites the individual to  
216 be a part of the discussion shall determine the knowledge or  
217 special expertise of such individual.

218  
219 The school principal shall determine ~~and make the determination~~  
220 ~~as to~~ whether the student should be promoted or retained. If the  
221 school principal determines that the student should be promoted,  
222 the school principal shall recommend ~~make such recommendation~~ in  
223 writing to the district school superintendent that such student  
224 be promoted. The district school superintendent may ~~shall~~ accept  
225 or reject the school principal's recommendation in writing.

226 3. The parent may appeal the decision of the district  
227 school superintendent to the district school board.

228 (6)(7) SUCCESSFUL PROGRESSION FOR ~~RETAINED~~ READERS.-

229 (a) Students who have a substantial reading deficiency as  
230 determined under paragraph (4) (a) ~~retained under the provisions~~  
231 ~~of paragraph (5) (b)~~ must be provided intensive interventions in  
232 reading to ameliorate the student's specific reading deficiency,



33-00084-09

200980\_\_

233 as identified by a valid and reliable diagnostic assessment.  
234 This intensive intervention must include effective instructional  
235 strategies, participation in the school district's summer  
236 reading camp, and appropriate teaching methodologies necessary  
237 to assist those students in becoming successful readers who are,  
238 able to read at or above grade level, ~~and ready for promotion to~~  
239 ~~the next grade.~~

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

242 1. Conduct a review of student progress monitoring plans  
243 for all students who did not score above Level 1 on the reading  
244 portion of the FCAT ~~and did not meet the criteria for one of the~~  
245 ~~good cause exemptions in paragraph (6)(b).~~ The review must ~~shall~~  
246 address additional supports and services, as described in this  
247 subsection, needed to remediate the identified areas of reading  
248 deficiency. The school district shall require a student  
249 portfolio to be completed for each ~~such~~ student.

250 2. Provide students ~~who are retained under the provisions~~  
251 ~~of paragraph (5)(b)~~ with intensive instructional services and  
252 supports to remediate the identified areas of reading  
253 deficiency, including a minimum of 90 minutes of daily,  
254 uninterrupted, scientifically research-based reading instruction  
255 and other strategies prescribed by the school district, which  
256 may include, but are not limited to:

- 257 a. Small group instruction.  
258 b. Reduced teacher-student ratios.  
259 c. More frequent progress monitoring.  
260 d. Tutoring or mentoring.  
261 e. Transition classes containing 3rd and 4th grade

33-00084-09

200980\_\_

262 students.

263 f. Extended school day, week, or year.

264 g. Summer reading camps.

265 3. Provide written notification to the parent of any  
266 student who is identified as having a substantial reading  
267 deficiency under paragraph (4) (a) ~~retained under the provisions~~  
268 ~~of paragraph (5) (b)~~ that his or her child has not met the  
269 proficiency level ~~required for promotion and the reasons the~~  
270 ~~child is not eligible for a good cause exemption as provided in~~  
271 ~~paragraph (6) (b)~~. The notification must comply with the  
272 provisions of s. 1002.20(15) and must include a description of  
273 proposed interventions and supports that will be provided to the  
274 child to remediate the identified areas of reading deficiency.

275 ~~4. Implement a policy for the midyear promotion of any~~  
276 ~~student retained under the provisions of paragraph (5) (b) who~~  
277 ~~can demonstrate that he or she is a successful and independent~~  
278 ~~reader, reading at or above grade level, and ready to be~~  
279 ~~promoted to grade 4. Tools that school districts may use in~~  
280 ~~reevaluating any student retained may include subsequent~~  
281 ~~assessments, alternative assessments, and portfolio reviews, in~~  
282 ~~accordance with rules of the State Board of Education. Students~~  
283 ~~promoted during the school year after November 1 must~~  
284 ~~demonstrate proficiency above that required to score at Level 2~~  
285 ~~on the grade 3 FCAT, as determined by the State Board of~~  
286 ~~Education. The State Board of Education shall adopt standards~~  
287 ~~that provide a reasonable expectation that the student's~~  
288 ~~progress is sufficient to master appropriate 4th grade level~~  
289 ~~reading skills.~~

290 4.5. Provide students who are identified as having a

33-00084-09

200980

291 substantial reading deficiency under paragraph (4) (a) ~~retained~~  
292 ~~under the provisions of paragraph (5) (b)~~ with a high-performing  
293 teacher as determined by student performance data and above-  
294 satisfactory performance appraisals.

295 ~~5.6.~~ In addition to required reading enhancement and  
296 acceleration strategies, provide parents of students identified  
297 as having a substantial reading deficiency ~~to be retained~~ with  
298 at least one of the following instructional options:

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

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

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

306 ~~6.7.~~ Establish a Reading Enhancement and Acceleration  
307 Development (READ) Initiative. The focus of the READ Initiative  
308 shall be ~~to prevent the retention of grade 3 students and to~~  
309 ~~offer intensive accelerated reading instruction to grade 3~~  
310 ~~students who failed to meet standards for promotion to grade 4~~  
311 ~~and~~ to each K-3 student who is assessed as exhibiting a reading  
312 deficiency. The READ Initiative shall:

313 a. Be provided to all K-3 students at risk of not meeting  
314 grade level expectations ~~retention~~ as identified by the  
315 statewide assessment system used in Reading First schools. The  
316 assessment must measure phonemic awareness, phonics, fluency,  
317 vocabulary, and comprehension.

318 b. Be provided during regular school hours in addition to  
319 the regular reading instruction.

33-00084-09

200980\_\_

320 c. Provide a state-identified reading curriculum that has  
321 been reviewed by the Florida Center for Reading Research at  
322 Florida State University and ~~meets, at a minimum, the following~~  
323 ~~specifications:~~

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

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

328 (III) Provides scientifically based and reliable  
329 assessment.

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

332 (V) Is implemented during regular school hours.

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

336 7.8. Establish at each school, where applicable, an  
337 Intensive Acceleration Class for ~~retained~~ grade 3 students who  
338 subsequently score at Level 1 on the reading portion of the  
339 FCAT. The focus of the Intensive Acceleration Class shall be to  
340 increase a child's reading level at least two grade levels in 1  
341 school year. The Intensive Acceleration Class shall:

342 a. Be provided to any student in grade 3 who scores at  
343 Level 1 on the reading portion of the FCAT ~~and who was retained~~  
344 ~~in grade 3 the prior year because of scoring at Level 1 on the~~  
345 ~~reading portion of the FCAT.~~

346 b. Have a reduced teacher-student ratio.

347 c. Provide uninterrupted reading instruction for the  
348 majority of student contact time each day and incorporate

33-00084-09

200980\_\_

349 opportunities to master the grade 4 Sunshine State Standards in  
350 other core subject areas.

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

354 e. Provide intensive language and vocabulary instruction  
355 using a scientifically research-based program, including use of  
356 a speech-language therapist.

357 f. Include weekly progress monitoring measures to ensure  
358 progress is being made.

359 g. Report to the Department of Education, in the manner  
360 described by the department, the progress of students in the  
361 class at the end of the first semester.

362 8.9. Report to the State Board of Education, as requested,  
363 on the specific intensive reading interventions and supports  
364 implemented at the school district level. The Commissioner of  
365 Education shall annually prescribe the required components of  
366 requested reports.

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

374 (7)-(8) ANNUAL REPORT.-

375 (a) ~~In addition to the requirements in paragraph (5) (b),~~  
376 Each district school board must annually report to the parent of  
377 each student the progress of the student toward achieving state

33-00084-09

200980\_\_

378 and district expectations for proficiency in reading, writing,  
379 science, and mathematics. The district school board must report  
380 to the parent the student's results on each statewide assessment  
381 test. The evaluation of each student's progress must be based  
382 upon the student's classroom work, observations, tests, district  
383 and state assessments, and other relevant information. Progress  
384 reporting must be provided to the parent in writing in a format  
385 adopted by the district school board.

386 (b) Each district school board must annually publish in the  
387 local newspaper, and report in writing to the State Board of  
388 Education by September 1 of each year, the following information  
389 on the prior school year:

390 1. The provisions of this section relating to public school  
391 student progression and the district school board's policies and  
392 procedures on student ~~retention and~~ promotion.

393 2. By grade, the number and percentage of all students in  
394 grades 3 through 10 performing at Levels 1 and 2 on the reading  
395 portion of the FCAT.

396 3. By grade, the number and percentage of all students  
397 retained as provided in subsection (5) in grades 3 through 10.

398 4. Information on the total number of students who were  
399 promoted ~~for good cause, by each category of good cause as~~  
400 ~~specified in paragraph (6) (b)~~.

401 5. Any revisions to the district school board's policy on  
402 student ~~retention and~~ promotion from the prior year.

403 (c) The Department of Education shall establish a uniform  
404 format for school districts to report the information required  
405 in paragraph (b). The format shall be developed with input from  
406 district school boards and shall be provided not later than 90

33-00084-09

200980\_\_

407 days prior to the annual due date. The department shall annually  
408 compile the information required in subparagraphs (b)2., 3., and  
409 4., along with state-level summary information, and report such  
410 information to the Governor, the President of the Senate, and  
411 the Speaker of the House of Representatives.

412 ~~(8)-(9)~~ STATE BOARD AUTHORITY AND RESPONSIBILITIES.—

413 (a) The State Board of Education is authorized pursuant to  
414 ~~shall have authority as provided in~~ s. 1008.32 to enforce this  
415 section.

416 (b) The State Board of Education shall adopt rules pursuant  
417 to ss. 120.536(1) and 120.54 for the administration of this  
418 section, including, but not limited to, rules establishing  
419 procedures by which parents may appeal a decision by the  
420 district school superintendent as provided in subsection (5).

421 ~~(9)-(10)~~ TECHNICAL ASSISTANCE.—The department shall provide  
422 technical assistance as needed to aid district school boards in  
423 administering this section.

424 Section 2. Subsection (11) of section 1002.20, Florida  
425 Statutes, is amended to read:

426 1002.20 K-12 student and parent rights.—Parents of public  
427 school students must receive accurate and timely information  
428 regarding their child's academic progress and must be informed  
429 of ways they can help their child to succeed in school. K-12  
430 students and their parents are afforded numerous statutory  
431 rights including, but not limited to, the following:

432 (11) STUDENTS WITH READING DEFICIENCIES.—Each elementary  
433 school shall regularly assess the reading ability of each K-3  
434 student. The parent of any K-3 student who exhibits a reading  
435 deficiency shall be immediately notified of the student's

33-00084-09

200980\_\_

436 deficiency with a description and explanation, in terms  
437 understandable to the parent, of the exact nature of the  
438 student's difficulty in learning and lack of achievement in  
439 reading; shall be consulted in the development of a progress  
440 monitoring plan, as described in s. 1008.25(3)(b) ~~s.~~  
441 ~~1008.25(4)(b)~~; and shall be informed that the student will be  
442 given intensive reading instruction until the deficiency is  
443 corrected. This subsection operates in addition to the  
444 remediation and notification provisions contained in s. 1008.25  
445 and in no way reduces the rights of a parent or the  
446 responsibilities of a school district under that section.

447 Section 3. Subsection (2) of section 1002.23, Florida  
448 Statutes, is amended to read:

449 1002.23 Family and School Partnership for Student  
450 Achievement Act.—

451 (2) To facilitate meaningful parent and family involvement,  
452 the Department of Education shall develop guidelines for a  
453 parent guide to successful student achievement which describes  
454 what parents need to know about their child's educational  
455 progress and how they can help their child to succeed in school.  
456 The guidelines shall include, but need not be limited to:

457 (a) Parental information regarding:

458 1. Options ~~Requirements~~ for their child to be retained  
459 ~~promoted to the next grade~~, as provided ~~for~~ in s. 1008.25;

460 2. Progress of their child toward achieving state and  
461 district expectations for academic proficiency;

462 3. Assessment results, including report cards and progress  
463 reports;

464 4. Qualifications of their child's teachers; and



33-00084-09

200980\_\_

465 5. School entry requirements, including required  
466 immunizations and the recommended immunization schedule;

467 (b) Services available for parents and their children, such  
468 as family literacy services; mentoring, tutorial, and other  
469 academic reinforcement programs; college planning, academic  
470 advisement, and student counseling services; and after-school  
471 programs;

472 (c) Opportunities for parental participation, such as  
473 parenting classes, adult education, school advisory councils,  
474 and school volunteer programs;

475 (d) Opportunities for parents to learn about rigorous  
476 academic programs that may be available for their child, such as  
477 honors programs, dual enrollment, advanced placement,  
478 International Baccalaureate, International General Certificate  
479 of Secondary Education (pre-AICE), Advanced International  
480 Certificate of Education, Florida Virtual High School courses,  
481 and accelerated access to postsecondary education;

482 (e) Educational choices, as provided ~~for~~ in s. 1002.20(6),  
483 and corporate income tax credit scholarships, as provided ~~for~~ in  
484 s. 220.187;

485 (f) Classroom and test accommodations available for  
486 students with disabilities;

487 (g) School board rules, policies, and procedures for  
488 ~~student promotion and retention~~, academic standards, student  
489 assessment, courses of study, instructional materials, and  
490 contact information for school and district offices; and

491 (h) Resources for information on student health and other  
492 available resources for parents.

493 Section 4. The State Board of Education shall initiate the

33-00084-09

200980\_\_

494 adoption of rules required by this act no more than 10 days  
495 after the effective date of this act.

496 Section 5. This act shall take effect upon becoming a law.