

1                   A bill to be entitled  
2           An act relating to acceleration options in public  
3           education; creating s. 1002.3105, F.S., relating to  
4           Academically Challenging Curriculum to Enhance  
5           Learning (ACCEL) options, to provide eligible public  
6           school students educational options that provide  
7           academically challenging curriculum or accelerated  
8           instruction; providing school principal and school  
9           district determined student eligibility and procedural  
10          requirements; requiring a process by which a parent  
11          may request student participation, including the  
12          execution of a performance contract in certain  
13          instances; amending ss. 1001.64 and 1001.65, F.S.;  
14          conforming provisions relating to dual enrollment  
15          articulation agreements between Florida College System  
16          institutions and school districts; amending ss.  
17          1002.20 and 1002.41, F.S.; conforming cross-  
18          references; amending s. 1003.02, F.S.; requiring  
19          school districts to notify parents of options for  
20          early or accelerated high school graduation; amending  
21          s. 1003.428, F.S.; conforming provisions; creating s.  
22          1003.4281, F.S., relating to early high school  
23          graduation; defining the term "early graduation";  
24          requiring that each school district adopt a policy  
25          that provides a high school student with the option of  
26          graduating early; requiring parental notification of  
27          student eligibility; providing for receipt of an  
28          initial Florida Bright Futures Scholarship Program

29 | award; providing requirements for funding high school  
30 | credits; amending s. 1003.4295, F.S.; requiring that  
31 | students be advised of acceleration options;  
32 | authorizing all students to participate in the Credit  
33 | Acceleration Program; amending s. 1003.436, F.S.;  
34 | conforming provisions; amending s. 1003.437, F.S.;  
35 | specifying that the middle and high school grading  
36 | system applies to the course level; amending s.  
37 | 1003.491, F.S.; revising provisions relating to the  
38 | Florida Career and Professional Education Act;  
39 | revising the basis for the strategic plan to address  
40 | workforce demands; providing for coordination to  
41 | promote and support career-themed courses that lead to  
42 | industry certification; amending s. 1003.492, F.S.;  
43 | requiring secondary schools offering career-themed  
44 | courses to coordinate with the appropriate industry;  
45 | amending s. 1003.493, F.S.; revising provisions  
46 | relating to career and professional academies;  
47 | defining the term "career-themed" course; amending s.  
48 | 1003.4935, F.S.; requiring district school boards to  
49 | include plans to implement career-themed courses;  
50 | repealing s. 1007.235, F.S., relating to district  
51 | interinstitutional articulation agreements; amending  
52 | s. 1007.263, F.S.; eliminating an exemption from  
53 | Florida College System admission requirements for  
54 | certain secondary students; amending s. 1007.27, F.S.,  
55 | relating to articulated acceleration mechanisms;  
56 | deleting duplicative language relating to early

57 admission; amending s. 1007.271, F.S., relating to  
58 dual enrollment programs; providing student  
59 eligibility requirements and restrictions for  
60 enrollment and continued enrollment in dual enrollment  
61 courses; authorizing a participation limit based upon  
62 capacity; providing requirements for faculty members  
63 providing instruction in college credit dual  
64 enrollment courses; providing curriculum standards for  
65 college credit dual enrollment; clarifying district  
66 school board duties; establishing a minimum and  
67 maximum number of college credit hours for  
68 participation in an early admission program; providing  
69 home education student eligibility requirements for  
70 enrollment in dual enrollment courses; requiring a  
71 home education articulation agreement; providing  
72 requirements for the development and contents of a  
73 school district and Florida College System institution  
74 dual enrollment articulation agreement; requiring the  
75 Department of Education to develop an electronic  
76 submission system for dual enrollment articulation  
77 agreements and to review agreements for compliance;  
78 authorizing dual enrollment articulation agreements  
79 with state universities, eligible independent colleges  
80 and universities, and private secondary schools;  
81 repealing s. 1007.272, F.S., relating to joint dual  
82 enrollment and advanced placement instruction;  
83 amending s. 1008.22, F.S.; requiring that the end-of-  
84 course assessment in Algebra I be administered four

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85 times annually; amending s. 1008.25, F.S.; revising  
86 legislative intent relating to public school student  
87 progression; requiring the comprehensive student  
88 progression plan to include information for students  
89 and parents on accelerated educational options;  
90 deleting a technical assistance responsibility of the  
91 department; amending s. 1009.25, F.S.; conforming a  
92 cross-reference; amending ss. 1009.531 and 1009.532,  
93 F.S.; providing requirements for the evaluation of  
94 certain students for initial and renewal awards under  
95 the Florida Bright Futures Scholarship Program;  
96 amending s. 1011.61, F.S.; providing reporting  
97 requirements for school districts for a full-time  
98 equivalent student in courses requiring certain  
99 statewide, standardized end-of-course assessments and  
100 for a student who passes a statewide, standardized  
101 end-of-course assessment without being enrolled in the  
102 corresponding course; amending s. 1011.62, F.S.;

103 providing for calculation of additional full-time  
104 equivalent membership based on completion of career-  
105 themed courses; providing a calculation of additional  
106 full-time equivalent membership based on early high  
107 school graduation; providing an effective date.

108  
109 Be It Enacted by the Legislature of the State of Florida:

110  
111 Section 1. Section 1002.3105, Florida Statutes, is created  
112 to read:

113 1002.3105 Academically Challenging Curriculum to Enhance  
 114 Learning (ACCEL) options.—

115 (1) ACCEL OPTIONS.—

116 (a) Academically Challenging Curriculum to Enhance  
 117 Learning (ACCEL) options are educational options that provide  
 118 academically challenging curriculum or accelerated instruction  
 119 to eligible public school students in kindergarten through grade  
 120 12.

121 (b) At a minimum, each school must offer the following  
 122 ACCEL options: whole-grade and midyear promotion; subject-matter  
 123 acceleration; virtual instruction in higher grade level  
 124 subjects; and the Credit Acceleration Program under s.  
 125 1003.4295. Additional ACCEL options may include, but are not  
 126 limited to, enriched science, technology, engineering, and  
 127 mathematics (STEM) coursework; enrichment programs; flexible  
 128 grouping; advanced academic courses; combined classes; self-  
 129 paced instruction; curriculum compacting; advanced-content  
 130 instruction; and telescoping curriculum.

131 (2) ELIGIBILITY AND PROCEDURAL REQUIREMENTS.—

132 (a) Principal determined eligibility requirements.—

133 1. Each principal must establish student eligibility  
 134 requirements for virtual instruction in higher grade level  
 135 subjects. Each principal must also establish student eligibility  
 136 requirements for whole-grade promotion, midyear promotion, and  
 137 subject-matter acceleration when the promotion or acceleration  
 138 occurs within the principal's school.

139 2. If a school offers enriched STEM coursework, enrichment  
 140 programs, flexible grouping, advanced academic courses, combined

141 classes, self-paced instruction, curriculum compacting,  
142 advanced-content instruction, telescoping curriculum, or an  
143 alternative ACCEL option established by the principal, the  
144 principal must establish student eligibility requirements.

145 (b) School district determined eligibility and procedural  
146 requirements.—A school district must establish student  
147 eligibility requirements and procedural requirements for any  
148 whole-grade promotion, midyear promotion, or subject-matter  
149 acceleration that would result in a student attending a  
150 different school. Student eligibility requirements and  
151 procedural requirements established by the school district must  
152 be included in the school district's comprehensive student  
153 progression plan under s. 1008.25.

154 (3) STUDENT ELIGIBILITY CONSIDERATIONS.—When establishing  
155 student eligibility requirements, principals and school  
156 districts must consider, at a minimum:

157 (a) The student's performance on a locally determined  
158 assessment, a statewide assessment, or a statewide, standardized  
159 assessment administered pursuant to s. 1008.22.

160 (b) The student's grade point average.

161 (c) The student's attendance and conduct record.

162 (d) Recommendations from one or more of the student's  
163 teachers in core-curricula courses as defined in s.  
164 1003.01(14)(a)-(e).

165 (e) A recommendation from a guidance counselor if one is  
166 assigned to the school in which the student is enrolled.

167 (4) ACCEL REQUIREMENTS.—

168 (a) Each principal must inform parents and students of the

169 ACCEL options available at the school and the student  
170 eligibility requirements for the ACCEL options established  
171 pursuant to paragraph (2) (a).

172 (b)1. Each principal must establish a process by which a  
173 parent may request student participation in whole-grade  
174 promotion, midyear promotion, and subject-matter acceleration  
175 when the promotion or acceleration occurs within the principal's  
176 school; virtual instruction in higher grade level subjects; or  
177 an alternative ACCEL option established by the principal. If the  
178 parent selects one of these ACCEL options and the student meets  
179 the eligibility requirements established by the principal  
180 pursuant to paragraph (2) (a), the student must be provided the  
181 opportunity to participate in the ACCEL option.

182 2. Each school district must establish a process by which  
183 a parent may request student participation in whole-grade  
184 promotion, midyear promotion, or subject-matter acceleration  
185 that would result in a student attending a different school. If  
186 the parent selects one of these ACCEL options and the student  
187 meets the eligibility and procedural requirements set forth in  
188 the district's comprehensive student progression plan, as  
189 required under paragraph (2) (b), the student must be provided  
190 the opportunity to participate in the ACCEL option.

191 (c) If a student participates in an ACCEL option pursuant  
192 to the parental request under subparagraph (b)1., a performance  
193 contract must be executed by the student, the parent, and the  
194 principal. At a minimum, the performance contract must require  
195 compliance with:

196 1. Minimum student attendance requirements.

197           2. Minimum student conduct requirements.

198           3. ACCEL option requirements established by the principal,  
 199 which may include participation in extracurricular activities,  
 200 educational outings, field trips, interscholastic competitions,  
 201 and other activities related to the ACCEL option selected.

202           (d) If a principal initiates a student's participation in  
 203 an ACCEL option, the student's parent must be notified. A  
 204 performance contract, pursuant to paragraph (c), is not required  
 205 when a principal initiates participation but may be used at the  
 206 discretion of the principal.

207           Section 2. Paragraph (a) of subsection (8) of section  
 208 1001.64, Florida Statutes, is amended to read:

209           1001.64 Florida College System institution boards of  
 210 trustees; powers and duties.—

211           (8) Each board of trustees has authority for policies  
 212 related to students, enrollment of students, student records,  
 213 student activities, financial assistance, and other student  
 214 services.

215           (a) Each board of trustees shall govern admission of  
 216 students pursuant to s. 1007.263 and rules of the State Board of  
 217 Education. A board of trustees may establish additional  
 218 admissions criteria, which shall be included in the dual  
 219 enrollment ~~district interinstitutional~~ articulation agreement  
 220 developed according to s. 1007.271(21) ~~1007.235~~, to ensure  
 221 student readiness for postsecondary instruction. Each board of  
 222 trustees may consider the past actions of any person applying  
 223 for admission or enrollment and may deny admission or enrollment  
 224 to an applicant because of misconduct if determined to be in the



225 best interest of the Florida College System institution.

226 Section 3. Subsection (21) of section 1001.65, Florida  
 227 Statutes, is amended to read:

228 1001.65 Florida College System institution presidents;  
 229 powers and duties.—The president is the chief executive officer  
 230 of the Florida College System institution, shall be corporate  
 231 secretary of the Florida College System institution board of  
 232 trustees, and is responsible for the operation and  
 233 administration of the Florida College System institution. Each  
 234 Florida College System institution president shall:

235 (21) Develop and implement jointly with school  
 236 superintendents ~~a comprehensive articulated acceleration~~  
 237 ~~program, including~~ a comprehensive dual enrollment  
 238 ~~interinstitutional~~ articulation agreement, for the students  
 239 enrolled in their respective school districts and service areas  
 240 pursuant to ~~the provisions of s. 1007.271(21) 1007.235.~~

241 Section 4. Paragraph (d) of subsection (19) of section  
 242 1002.20, Florida Statutes, is amended to read:

243 1002.20 K-12 student and parent rights.—Parents of public  
 244 school students must receive accurate and timely information  
 245 regarding their child's academic progress and must be informed  
 246 of ways they can help their child to succeed in school. K-12  
 247 students and their parents are afforded numerous statutory  
 248 rights including, but not limited to, the following:

249 (19) INSTRUCTIONAL MATERIALS.—

250 (d) Dual enrollment students.—Instructional materials  
 251 purchased by a district school board or Florida College System  
 252 institution board of trustees on behalf of public school dual

253 enrollment students shall be made available to the dual  
 254 enrollment students free of charge, in accordance with ~~the~~  
 255 ~~provisions of s. 1007.271(17) ~~1007.271(14)~~ and ~~(15)~~~~.

256 Section 5. Subsection (6) of section 1002.41, Florida  
 257 Statutes, is amended to read:

258 1002.41 Home education programs.—

259 (6) Home education students may participate in dual  
 260 enrollment programs in accordance with ~~the provisions of ss.~~  
 261 ~~1007.27(4) and 1007.271(13) ~~1007.271(10)~~~~.

262 Section 6. Paragraph (i) of subsection (1) of section  
 263 1003.02, Florida Statutes, is amended to read:

264 1003.02 District school board operation and control of  
 265 public K-12 education within the school district.—As provided in  
 266 part II of chapter 1001, district school boards are  
 267 constitutionally and statutorily charged with the operation and  
 268 control of public K-12 education within their school district.  
 269 The district school boards must establish, organize, and operate  
 270 their public K-12 schools and educational programs, employees,  
 271 and facilities. Their responsibilities include staff  
 272 development, public K-12 school student education including  
 273 education for exceptional students and students in juvenile  
 274 justice programs, special programs, adult education programs,  
 275 and career education programs. Additionally, district school  
 276 boards must:

277 (1) Provide for the proper accounting for all students of  
 278 school age, for the attendance and control of students at  
 279 school, and for proper attention to health, safety, and other  
 280 matters relating to the welfare of students in the following

281 fields:

282 (i) Parental notification of acceleration options  
 283 ~~mechanisms~~.—At the beginning of each school year, notify parents  
 284 of students in or entering high school of the opportunity and  
 285 benefits of advanced placement, International Baccalaureate,  
 286 Advanced International Certificate of Education, dual  
 287 enrollment, and Florida Virtual School courses and options for  
 288 early or accelerated high school graduation under ss. 1003.4281  
 289 and 1003.429.

290 Section 7. Paragraph (c) of subsection (2) of section  
 291 1003.428, Florida Statutes, is amended to read:

292 1003.428 General requirements for high school graduation;  
 293 revised.—

294 (2) The 24 credits may be earned through applied,  
 295 integrated, and combined courses approved by the Department of  
 296 Education. The 24 credits shall be distributed as follows:

297 (c) Beginning with students entering grade 9 in the 2011-  
 298 2012 school year, at least one course within the 24 credits  
 299 required in this subsection must be completed through online  
 300 learning. However, an online course taken during grades 6  
 301 through 8 fulfills this requirement. This requirement shall be  
 302 met through an online course offered by the Florida Virtual  
 303 School, an online course offered by the high school, or an  
 304 online dual enrollment course ~~offered pursuant to a district~~  
 305 ~~interinstitutional articulation agreement pursuant to s.~~  
 306 ~~1007.235.~~ A student who is enrolled in a full-time or part-time  
 307 virtual instruction program under s. 1002.45 meets this  
 308 requirement.

309 Section 8. Section 1003.4281, Florida Statutes, is created  
310 to read:

311 1003.4281 Early high school graduation.—

312 (1) The purpose of this section is to provide a student  
313 the option of early graduation if the student has completed a  
314 minimum of 24 credits and meets the graduation requirements set  
315 forth in s. 1003.428. For purposes of this section, the term  
316 "early graduation" means graduation from high school in less  
317 than 8 semesters or the equivalent.

318 (2) Each district school board shall adopt a policy that  
319 provides a high school student the option of early graduation.  
320 Each school district shall notify the parent of a student who is  
321 eligible to graduate early. A school district may not prohibit a  
322 student who meets the requirements of this section from  
323 graduating early.

324 (3) A student who graduates early may continue to  
325 participate in school activities and social events and attend  
326 and participate in graduation events with the student's cohort,  
327 as if the student were still enrolled in high school. A student  
328 who graduates early will be included in class ranking, honors,  
329 and award determinations for the student's cohort. A student who  
330 graduates early must comply with district school board rules and  
331 policies regarding access to the school facilities and grounds  
332 during normal operating hours.

333 (4) If eligible for a Florida Bright Futures Scholarship  
334 Program award under ss. 1009.53-1009.538, a student who  
335 graduates from high school midyear may receive an initial award  
336 in the spring term following the student's graduation.

337       (5) For purposes of this section, a credit is equal to 1/6  
338 FTE. A student may earn up to six paid high school credits  
339 equivalent to 1 FTE per school year in grades 9 through 12 for  
340 courses provided by the school district. High school credits  
341 earned in excess of six per school year in courses delivered by  
342 the school district are unpaid credits.

343       Section 9. Subsections (1) and (3) of section 1003.4295,  
344 Florida Statutes, are amended to read:

345       1003.4295 Acceleration options ~~courses~~.-

346       (1) Each high school shall advise each student of programs  
347 through which a high school student can earn college credit,  
348 including Advanced Placement, International Baccalaureate,  
349 Advanced International Certificate of Education, dual  
350 enrollment, and early admission courses, career academy courses,  
351 and courses that lead to national industry certification, as  
352 well as the availability of course offerings through virtual  
353 instruction. Students shall also be advised of the early and  
354 accelerated graduation options under ss. 1003.4281 and 1003.429.

355       (3) The Credit Acceleration Program (CAP) is created for  
356 the purpose of allowing a ~~secondary~~ student to earn high school  
357 credit in a course that requires a statewide, standardized end-  
358 of-course assessment if the student attains a specified score on  
359 the assessment. Notwithstanding s. 1003.436, a school district  
360 shall award course credit to a student who is not enrolled in  
361 the course, or who has not completed the course, if the student  
362 attains a passing score ~~indicating satisfactory performance, as~~  
363 ~~defined in s. 1008.22(3)(c)5.,~~ on the corresponding statewide,  
364 standardized end-of-course assessment. The school district shall

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365 permit a student who is not enrolled in the course, or who has  
 366 not completed the course, to take the standardized end-of-course  
 367 assessment during the regular administration of the assessment.

368 Section 10. Paragraph (a) of subsection (1) of section  
 369 1003.436, Florida Statutes, is amended to read:

370 1003.436 Definition of "credit".-

371 (1) (a) For the purposes of requirements for high school  
 372 graduation, one full credit means a minimum of 135 hours of bona  
 373 fide instruction in a designated course of study that contains  
 374 student performance standards. One full credit means a minimum  
 375 of 120 hours of bona fide instruction in a designated course of  
 376 study that contains student performance standards for purposes  
 377 of meeting high school graduation requirements in a district  
 378 school that has been authorized to implement block scheduling by  
 379 the district school board. The State Board of Education shall  
 380 determine the number of postsecondary credit hours earned  
 381 through dual enrollment pursuant to s. 1007.271 that satisfy the  
 382 requirements of a dual enrollment ~~district's interinstitutional~~  
 383 articulation agreement according to s. 1007.271(21) ~~1007.235~~ and  
 384 that equal one full credit of the equivalent high school course  
 385 identified pursuant to s. 1007.271(9) ~~1007.271(6)~~.

386 Section 11. Section 1003.437, Florida Statutes, is amended  
 387 to read:

388 1003.437 Middle and high school grading system.—The  
 389 grading system and interpretation of letter grades used to  
 390 measure student success in grade 6 through grade 12 courses for  
 391 students in public schools ~~in grades 6-12~~ shall be as follows:

392 (1) Grade "A" equals 90 percent through 100 percent, has a

393 grade point average value of 4, and is defined as "outstanding  
394 progress."

395 (2) Grade "B" equals 80 percent through 89 percent, has a  
396 grade point average value of 3, and is defined as "above average  
397 progress."

398 (3) Grade "C" equals 70 percent through 79 percent, has a  
399 grade point average value of 2, and is defined as "average  
400 progress."

401 (4) Grade "D" equals 60 percent through 69 percent, has a  
402 grade point average value of 1, and is defined as "lowest  
403 acceptable progress."

404 (5) Grade "F" equals zero percent through 59 percent, has  
405 a grade point average value of zero, and is defined as  
406 "failure."

407 (6) Grade "I" equals zero percent, has a grade point  
408 average value of zero, and is defined as "incomplete."  
409

410 For the purposes of class ranking, district school boards may  
411 exercise a weighted grading system pursuant to s. 1007.271.

412 Section 12. Section 1003.491, Florida Statutes, is amended  
413 to read:

414 1003.491 Florida Career and Professional Education Act.—  
415 The Florida Career and Professional Education Act is created to  
416 provide a statewide planning partnership between the business  
417 and education communities in order to attract, expand, and  
418 retain targeted, high-value industry and to sustain a strong,  
419 knowledge-based economy.

420 (1) The primary purpose of the Florida Career and

421 Professional Education Act is to:

422 (a) Improve middle and high school academic performance by  
423 providing rigorous and relevant curriculum opportunities;

424 (b) Provide rigorous and relevant career-themed courses  
425 that articulate to postsecondary-level coursework and lead to  
426 industry certification;

427 (c) Support local and regional economic development;

428 (d) Respond to Florida's critical workforce needs; and

429 (e) Provide state residents with access to high-wage and  
430 high-demand careers.

431 (2) Each district school board shall develop, in  
432 collaboration with regional workforce boards, economic  
433 development agencies, and postsecondary institutions approved to  
434 operate in the state, a strategic 3-year ~~5-year~~ plan to address  
435 and meet local and regional workforce demands. If involvement of  
436 a regional workforce board or an economic development agency in  
437 the strategic plan development is not feasible, the local school  
438 board, with the approval of the Department of Economic  
439 Opportunity, shall collaborate with the most appropriate  
440 regional business leadership board. Two or more school districts  
441 may collaborate in the development of the strategic plan and  
442 offer career-themed courses, as defined in s. 1003.493(1)(b), or  
443 a career and professional academy as a joint venture. The  
444 strategic plan must describe in detail provisions for the  
445 efficient transportation of students, the maximum use of shared  
446 resources, access to courses aligned to state curriculum  
447 standards through virtual education providers legislatively  
448 authorized to provide part-time instruction to middle school



449 students, and an objective review of proposed career and  
450 professional academy courses and other career-themed courses to  
451 determine if the courses will lead to the attainment of industry  
452 certifications included on the Industry Certified Funding List  
453 pursuant to rules adopted by the State Board of Education. Each  
454 strategic plan shall be reviewed, updated, and jointly approved  
455 every 3 ~~5~~ years by the local school district, regional workforce  
456 boards, economic development agencies, and state-approved  
457 postsecondary institutions.

458 (3) The strategic 3-year ~~5-year~~ plan developed jointly by  
459 the local school district, regional workforce boards, economic  
460 development agencies, and state-approved postsecondary  
461 institutions shall be constructed and based on:

462 (a) Research conducted to objectively determine local and  
463 regional workforce needs for the ensuing 3 ~~5~~ years, using labor  
464 projections of the United States Department of Labor and the  
465 Department of Economic Opportunity;

466 (b) Strategies to develop and implement career academies  
467 or career-themed courses based on those careers determined to be  
468 high wage, high skill, and ~~in~~ high demand;

469 (c) Strategies to provide shared, maximum use of private  
470 sector facilities and personnel;

471 (d) Strategies that ensure instruction by industry-  
472 certified faculty and standards and strategies to maintain  
473 current industry credentials and for recruiting and retaining  
474 faculty to meet those standards;

475 (e) Strategies to provide personalized student advisement,  
476 including a parent-participation component, and coordination

477 with middle schools to promote and support career-themed courses  
478 and education planning as required under s. 1003.4156.

479 (f)-(e) Alignment of requirements for middle school career  
480 exploration, middle and high school career and professional  
481 academies or career-themed courses leading to industry  
482 certification or postsecondary credit, and high school  
483 graduation requirements;

484 (g)-(f) Provisions to ensure that career-themed courses and  
485 courses offered through career and professional academies are  
486 academically rigorous, meet or exceed appropriate state-adopted  
487 subject area standards, result in attainment of industry  
488 certification, and, when appropriate, result in postsecondary  
489 credit;

490 (h) Plans to sustain and improve career-themed courses and  
491 career and professional academies;

492 (i)-(g) Strategies to improve the passage rate for industry  
493 certification examinations if the rate falls below 50 percent;

494 (j)-(h) Strategies to recruit students into career-themed  
495 courses and ~~Establishment of student eligibility criteria in~~  
496 career and professional academies which include opportunities  
497 for students who have been unsuccessful in traditional  
498 classrooms but who are interested in enrolling in career-themed  
499 courses or a career and professional academy ~~show aptitude to~~  
500 ~~participate in academies.~~ School boards shall ~~address the~~  
501 ~~analysis of eighth grade student achievement data to provide~~  
502 opportunities for students who may be deemed as potential  
503 dropouts to enroll in career-themed courses or participate in  
504 career and professional academies;

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505        (k)~~(i)~~ Strategies to provide sufficient space within  
506 academies to meet workforce needs and to provide access to all  
507 interested and qualified students;

508        (l)~~(j)~~ Strategies to implement career-themed courses or  
509 career and professional academy training that lead ~~leads~~ to  
510 industry certification in juvenile justice education programs at  
511 ~~Department of Juvenile Justice facilities;~~

512        (m)~~(k)~~ Opportunities for high school students to earn  
513 weighted or dual enrollment credit for higher-level career and  
514 technical courses;

515        (n)~~(l)~~ Promotion of the benefits of the Gold Seal Bright  
516 Futures Scholarship;

517        (o)~~(m)~~ Strategies to ensure the review of district pupil-  
518 progression plans and to amend such plans to include career-  
519 themed courses and career and professional academy courses and  
520 to include courses that may qualify as substitute courses for  
521 core graduation requirements and those that may be counted as  
522 elective courses; ~~and~~

523        (p)~~(n)~~ Strategies to provide professional development for  
524 secondary guidance counselors on the benefits of career and  
525 professional academies and career-themed courses that lead to  
526 industry certification;

527        (q) Strategies to redirect appropriated career funding in  
528 secondary and postsecondary institutions to support career  
529 academies and career-themed courses that lead to industry  
530 certification.

531        (4) The State Board of Education shall establish a process  
532 for the continual and uninterrupted review of newly proposed

533 core secondary courses and existing courses requested to be  
534 considered as core courses to ensure that sufficient rigor and  
535 relevance is provided for workforce skills and postsecondary  
536 education and aligned to state curriculum standards.

537 (a) The review of newly proposed core secondary courses  
538 shall be the responsibility of a curriculum review committee  
539 whose membership is approved by the Workforce Florida, Inc.,  
540 ~~Board as described in s. 445.004,~~ and shall include:

541 1.(a) Three certified high school guidance counselors  
542 recommended by the Florida Association of Student Services  
543 Administrators.

544 2.(b) Three assistant superintendents for curriculum and  
545 instruction, recommended by the Florida Association of District  
546 School Superintendents and who serve in districts that operate  
547 successful career and professional academies pursuant to s.  
548 1003.492 or a successful series of courses that lead to industry  
549 certification. Committee members in this category shall employ  
550 the expertise of appropriate subject area specialists in the  
551 review of proposed courses.

552 3.(c) Three workforce representatives recommended by the  
553 Department of Economic Opportunity.

554 4.(d) Three admissions directors of postsecondary  
555 institutions accredited by the Southern Association of Colleges  
556 and Schools, representing both public and private institutions.

557 5.(e) The ~~Deputy~~ Commissioner of Education, or his or her  
558 designee, responsible for K-12 curriculum and instruction. The  
559 ~~Deputy~~ commissioner shall employ the expertise of appropriate  
560 subject area specialists in the review of proposed courses.

561            ~~(b) (5)~~ The curriculum review committee shall review  
 562 ~~submission and review of newly proposed core courses shall be~~  
 563 ~~conducted electronically.~~ and Each proposed core course shall  
 564 be approved or denied within 30 ~~60~~ days after submission by a  
 565 district school board or regional workforce board. All courses  
 566 approved as core courses for purposes of middle school promotion  
 567 and high school graduation shall be immediately added to the  
 568 Course Code Directory. Approved core courses shall also be  
 569 reviewed and considered for approval for dual enrollment credit.  
 570 The Board of Governors and the Commissioner of Education shall  
 571 jointly recommend an annual deadline for approval of new core  
 572 courses to be included for purposes of postsecondary admissions  
 573 and dual enrollment credit the following academic year. The  
 574 State Board of Education shall establish an appeals process in  
 575 the event that a proposed course is denied which shall require a  
 576 consensus ruling by the Department of Economic Opportunity and  
 577 the Commissioner of Education within 15 days.

578            Section 13. Section 1003.492, Florida Statutes, is amended  
 579 to read:

580            1003.492 Industry-certified career education programs.—

581            (1) Secondary schools offering career-themed courses, as  
 582 defined in s. 1003.493(1)(b), and career and professional  
 583 academies shall be coordinated with the relevant and appropriate  
 584 ~~industry indicating that all components of the program are~~  
 585 ~~relevant and appropriate to prepare a the student for further~~  
 586 ~~education or for employment in that industry.~~

587            (2) The State Board of Education shall use the expertise  
 588 of Workforce Florida, Inc., to develop and adopt rules pursuant

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589 to ss. 120.536(1) and 120.54 for implementing an industry  
590 certification process. Industry certification shall be defined  
591 by the Department of Economic Opportunity, based upon the  
592 highest available national standards for specific industry  
593 certification, to ensure student skill proficiency and to  
594 address emerging labor market and industry trends. A regional  
595 workforce board or a school principal ~~career and professional~~  
596 ~~academy~~ may apply to Workforce Florida, Inc., to request  
597 additions to the approved list of industry certifications based  
598 on high-skill, high-wage, and high-demand job requirements in  
599 the regional economy. The list of industry certifications  
600 approved by Workforce Florida, Inc., and the Department of  
601 Education shall be published and updated annually by a date  
602 certain, to be included in the adopted rule.

603 (3) The Department of Education shall collect student  
604 achievement and performance data in industry-certified career  
605 education programs and career-themed courses and shall work with  
606 Workforce Florida, Inc., in the analysis of collected data. The  
607 data collection and analyses shall examine the performance of  
608 participating students over time. Performance factors shall  
609 include, but not be limited to, graduation rates, retention  
610 rates, Florida Bright Futures Scholarship awards, additional  
611 educational attainment, employment records, earnings, industry  
612 certification, and employer satisfaction. The results of this  
613 study shall be submitted to the President of the Senate and the  
614 Speaker of the House of Representatives annually by December 31.

615 Section 14. Section 1003.493, Florida Statutes, is amended  
616 to read:

617 1003.493 Career and professional academies and career-  
618 themed courses.—

619 (1) (a) A "career and professional academy" is a research-  
620 based program that integrates a rigorous academic curriculum  
621 with an industry-specific curriculum aligned directly to  
622 priority workforce needs established by the regional workforce  
623 board or the Department of Economic Opportunity. Career and  
624 professional academies shall be offered by public schools and  
625 school districts. The Florida Virtual School is encouraged to  
626 develop and offer rigorous career and professional courses as  
627 appropriate. Students completing career and professional academy  
628 programs must receive a standard high school diploma, the  
629 highest available industry certification, and opportunities to  
630 earn postsecondary credit if the academy partners with a  
631 postsecondary institution approved to operate in the state.

632 (b) A "career-themed course" is a course, or a course in a  
633 series of courses, that leads to an industry certification  
634 identified in the Industry Certification Funding List pursuant  
635 to rules adopted by the State Board of Education. Career-themed  
636 courses have industry-specific curriculum aligned directly to  
637 priority workforce needs established by the regional workforce  
638 board or the Department of Economic Opportunity. School  
639 districts shall offer at least two career-themed courses and  
640 each secondary school is encouraged to offer at least one  
641 career-themed course. The Florida Virtual School is encouraged  
642 to develop and offer rigorous career-themed courses as  
643 appropriate. Students completing a career-themed course must be  
644 provided opportunities to earn postsecondary credit if the

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645 credit for the career-themed course can be articulated to a  
646 postsecondary institution approved to operate in the state.

647 (2) The goals of a career and professional academy and  
648 career-themed courses are to:

649 (a) Increase student academic achievement and graduation  
650 rates through integrated academic and career curricula.

651 (b) Prepare graduating high school students to make  
652 appropriate choices relative to employment and future  
653 educational experiences.

654 (c) Focus on career preparation through rigorous academics  
655 and industry certification.

656 (d) Raise student aspiration and commitment to academic  
657 achievement and work ethics through relevant coursework.

658 (e) Promote acceleration mechanisms, such as dual  
659 enrollment or, articulated credit, ~~or occupational completion~~  
660 ~~points~~, so that students may earn postsecondary credit while in  
661 high school.

662 (f) Support the state's economy by meeting industry needs  
663 for skilled employees in high-skill, high wage, and high-demand  
664 occupations.

665 (3) (a) Career-themed courses may be offered in any public  
666 secondary school.

667 (b) Existing career education courses may serve as a  
668 foundation for the creation of a career and professional  
669 academy. A career and professional academy may be offered as one  
670 of the following small learning communities:

671 1. (a) A school-within-a-school career academy, as part of  
672 an existing high school, that provides courses in one or more



673 occupational clusters ~~cluster~~. Students who attend ~~in~~ the high  
 674 school are not required to attend ~~be students in~~ the academy.

675 2.(b) A total school configuration that provides courses  
 676 in one or more ~~providing multiple academies, each structured~~  
 677 ~~around an~~ occupational clusters ~~cluster~~. Every student who  
 678 attends ~~in~~ the school also attends the ~~is in an~~ academy.

679 (4) Each career and professional academy and secondary  
 680 school providing a career-themed course must:

681 (a) Provide a rigorous standards-based academic curriculum  
 682 integrated with a career curriculum; consider. ~~The curriculum~~  
 683 ~~must take into consideration~~ multiple styles of student  
 684 learning; promote learning by doing through application and  
 685 adaptation; maximize relevance of the subject matter; enhance  
 686 each student's capacity to excel; and include an emphasis on  
 687 work habits and work ethics.

688 (b) Include one or more partnerships with postsecondary  
 689 institutions, businesses, industry, employers, economic  
 690 development organizations, or other appropriate partners from  
 691 the local community. Such partnerships with postsecondary  
 692 institutions shall be delineated in articulation agreements and  
 693 include any career and professional academy courses or career-  
 694 themed ~~to provide for career-based~~ courses that earn  
 695 postsecondary credit. Such agreements may include articulation  
 696 between the secondary school ~~academy~~ and public or private 2-  
 697 year and 4-year postsecondary institutions and technical  
 698 centers. The Department of Education, in consultation with the  
 699 Board of Governors, shall establish a mechanism to ensure  
 700 articulation and transfer of credits to postsecondary

701 institutions in this state. Such partnerships must provide  
 702 opportunities for:

- 703 1. Instruction from highly skilled professionals who
- 704 possess industry-certification credentials for courses they are
- 705 teaching.
- 706 2. Internships, externships, and on-the-job training.
- 707 3. A postsecondary degree, diploma, or certificate.
- 708 4. The highest available level of industry certification.
- 709 5. Maximum articulation of credits pursuant to s. 1007.23
- 710 upon program completion.

711 ~~(c) Provide shared, maximum use of private sector~~  
 712 ~~facilities and personnel.~~

713 ~~(d) Provide personalized student advisement, including a~~  
 714 ~~parent-participation component, and coordination with middle~~  
 715 ~~schools to promote and support career exploration and education~~  
 716 ~~planning as required under s. 1003.4156. Coordination with~~  
 717 ~~middle schools must provide information to middle school~~  
 718 ~~students about secondary and postsecondary career education~~  
 719 ~~programs and academies.~~

720 (c)(e) Promote and provide opportunities for students  
 721 enrolled in a career and professional academy or a career-themed  
 722 course ~~students~~ to attain, at minimum, the Florida Gold Seal  
 723 Vocational Scholars award pursuant to s. 1009.536.

724 (d)(f) Provide instruction in careers designated as high-  
 725 skill, high-wage, and high-demand ~~high growth, high demand, and~~  
 726 ~~high pay~~ by the regional workforce development board, the  
 727 chamber of commerce, economic development agencies, or the  
 728 Department of Economic Opportunity.

729        ~~(e)-(g)~~ Deliver academic content through instruction  
730 relevant to the career, including intensive reading and  
731 mathematics intervention required by s. 1003.428, with an  
732 emphasis on strengthening reading for information skills.

733        ~~(f)-(h)~~ Offer applied courses that combine academic content  
734 with technical skills.

735        ~~(g)-(i)~~ Provide instruction resulting in competency,  
736 certification, or credentials in workplace skills, including,  
737 but not limited to, communication skills, interpersonal skills,  
738 decisionmaking skills, the importance of attendance and  
739 timeliness in the work environment, and work ethics.

740        ~~(j)~~ ~~Include a plan to sustain career and professional~~  
741 ~~academies.~~

742        ~~(k)~~ ~~Redirect appropriated career funding to career and~~  
743 ~~professional academies.~~

744        (5) All career courses offered in a career and  
745 professional academy and each career-themed course offered by a  
746 secondary school must lead to industry certification or college  
747 credit ~~linked directly to the career theme of the course~~. If the  
748 passage rate on an industry certification examination that is  
749 associated with the career and professional academy or a career-  
750 themed course falls below 50 percent, the 3-year strategic plan  
751 must be amended to include specific strategies to improve the  
752 passage rate of the academy or career-themed course ~~the academy~~  
753 ~~must discontinue enrollment of new students the following school~~  
754 ~~year and each year thereafter until such time as the passage~~  
755 ~~rate is above 50 percent or the academy is discontinued.~~

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756 (6) Workforce Florida, Inc., ~~through the secondary career~~  
757 ~~academies initiatives,~~ shall serve in an advisory role and offer  
758 technical assistance in the development and deployment of newly  
759 established career and professional academies and career-themed  
760 courses.

761 Section 15. Section 1003.4935, Florida Statutes, is amended  
762 to read:

763 1003.4935 Middle school career and professional academy  
764 courses and career-themed courses.—

765 (1) Beginning with the 2011-2012 school year, each  
766 district school board, in collaboration with regional workforce  
767 boards, economic development agencies, and state-approved  
768 postsecondary institutions, shall include plans to implement a  
769 career and professional academy or a career-themed course, as  
770 defined in s. 1003.493(1)(b), in at least one middle school in  
771 the district as part of the strategic 3-year ~~5-year~~ plan  
772 pursuant to s. 1003.491(2). The ~~middle school career and~~  
773 ~~professional academy component of the~~ strategic plan must  
774 provide students ~~ensure the~~ opportunity to transfer ~~transition~~  
775 from a ~~of~~ middle school career and professional academy or a  
776 career-themed course ~~students~~ to a high school career and  
777 professional academy or a career-themed course currently  
778 operating within the school district. Students who complete a  
779 middle school career and professional academy or a career-themed  
780 course must have the opportunity to earn an industry certificate  
781 and high school credit and participate in career planning, job  
782 shadowing, and business leadership development activities.

783 (2) Each middle school career and professional academy or

784 career-themed course must be aligned with at least one high  
785 school career and professional academy or career-themed course  
786 offered in the district and maintain partnerships with local  
787 business and industry and economic development boards. Middle  
788 school career and professional academies and career-themed  
789 courses must:

790 (a) Lead ~~Provide instruction in courses leading to careers~~  
791 in occupations designated as high-skill, high-wage, and high-  
792 demand high growth, high demand, and high pay in the Industry  
793 Certification Funding List approved under rules adopted by the  
794 State Board of Education;

795 (b) ~~Offer career and professional academy courses that~~  
796 Integrate content from core subject areas;

797 (c) ~~Offer courses that~~ Integrate career and professional  
798 academy or career-themed course content with intensive reading  
799 and mathematics pursuant to s. 1003.428;

800 (d) Coordinate with high schools to maximize opportunities  
801 for middle school ~~career and professional academy~~ students to  
802 earn high school credit;

803 (e) Provide access to virtual instruction courses provided  
804 by virtual education providers legislatively authorized to  
805 provide part-time instruction to middle school students. The  
806 virtual instruction courses must be aligned to state curriculum  
807 standards for middle school career and professional academy  
808 courses or career-themed courses ~~students~~, with priority given  
809 to students who have required course deficits;

810 (f) Provide instruction from highly skilled professionals  
811 who hold industry certificates in the career area in which they

812 teach;

813 (g) Offer externships; and

814 (h) Provide personalized student advisement that includes  
815 a parent-participation component.

816 (3) Beginning with the 2012-2013 school year, if a school  
817 district implements a middle school career and professional  
818 academy or a career-themed course, the Department of Education  
819 shall collect and report student achievement data pursuant to  
820 performance factors identified under s. 1003.492(3) for ~~academy~~  
821 students enrolled in an academy or a career-themed course.

822 Section 16. Section 1007.235, Florida Statutes, is  
823 repealed.

824 Section 17. Paragraph (a) of subsection (2) of section  
825 1007.263, Florida Statutes, is amended to read:

826 1007.263 Florida College System institutions; admissions  
827 of students.—Each Florida College System institution board of  
828 trustees is authorized to adopt rules governing admissions of  
829 students subject to this section and rules of the State Board of  
830 Education. These rules shall include the following:

831 (2) Admission to associate degree programs is subject to  
832 minimum standards adopted by the State Board of Education and  
833 shall require:

834 (a) A standard high school diploma, a high school  
835 equivalency diploma as prescribed in s. 1003.435, previously  
836 demonstrated competency in college credit postsecondary  
837 coursework, or, in the case of a student who is home educated, a  
838 signed affidavit submitted by the student's parent or legal  
839 guardian attesting that the student has completed a home

840 education program pursuant to the requirements of s. 1002.41.  
 841 Students who are enrolled in a dual enrollment or early  
 842 admission program pursuant to s. ss. 1007.27 and 1007.271 are  
 843 ~~and secondary students enrolled in college-level instruction~~  
 844 ~~creditable toward the associate degree, but not toward the high~~  
 845 ~~school diploma, shall be exempt from this requirement.~~

846  
 847 Each board of trustees shall establish policies that notify  
 848 students about, and place students into, adult basic education,  
 849 adult secondary education, or other instructional programs that  
 850 provide students with alternatives to traditional college-  
 851 preparatory instruction, including private provider instruction.  
 852 A student is prohibited from enrolling in additional college-  
 853 level courses until the student scores above the cut-score on  
 854 all sections of the common placement test.

855 Section 18. Subsections (6) through (9) of section  
 856 1007.27, Florida Statutes, are renumbered as subsections (5)  
 857 through (8), respectively, and present subsections (1) and (5)  
 858 of that section are amended to read:

859 1007.27 Articulated acceleration mechanisms.—

860 (1) It is the intent of the Legislature that a variety of  
 861 articulated acceleration mechanisms be available for secondary  
 862 and postsecondary students attending public educational  
 863 institutions. It is intended that articulated acceleration serve  
 864 to shorten the time necessary for a student to complete the  
 865 requirements associated with the conference of a high school  
 866 diploma and a postsecondary degree, broaden the scope of  
 867 curricular options available to students, or increase the depth

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868 of study available for a particular subject. Articulated  
869 acceleration mechanisms shall include, but are not ~~be~~ limited  
870 to, dual enrollment and early admission as provided for in s.  
871 1007.271, ~~early admission~~, advanced placement, credit by  
872 examination, the International Baccalaureate Program, and the  
873 Advanced International Certificate of Education Program. Credit  
874 earned through the Florida Virtual School shall provide  
875 additional opportunities for early graduation and acceleration.  
876 Students of Florida public secondary schools enrolled pursuant  
877 to this subsection shall be deemed authorized users of the  
878 state-funded electronic library resources that are licensed for  
879 Florida College System institutions and state universities by  
880 the Florida Center for Library Automation and the College Center  
881 for Library Automation. Verification of eligibility shall be in  
882 accordance with rules established by the State Board of  
883 Education and regulations established by the Board of Governors  
884 and processes implemented by Florida College System institutions  
885 and state universities.

886 ~~(5) Early admission shall be a form of dual enrollment~~  
887 ~~through which eligible secondary students enroll in a~~  
888 ~~postsecondary institution on a full-time basis in courses that~~  
889 ~~are creditable toward the high school diploma and the associate~~  
890 ~~or baccalaureate degree. Students enrolled pursuant to this~~  
891 ~~subsection shall be exempt from the payment of registration,~~  
892 ~~tuition, and laboratory fees.~~

893 Section 19. Section 1007.271, Florida Statutes, is amended  
894 to read:

895 1007.271 Dual enrollment programs.—



896 (1) The dual enrollment program is the enrollment of an  
897 eligible secondary student or home education student in a  
898 postsecondary course creditable toward high school completion  
899 and a career certificate or an associate or baccalaureate  
900 degree. A student who is enrolled in postsecondary instruction  
901 that is not creditable toward a high school diploma may not be  
902 classified as a dual enrollment student.

903 (2) For the purpose of this section, an eligible secondary  
904 student is a student who is enrolled in a Florida public  
905 secondary school or in a Florida private secondary school which  
906 is in compliance with s. 1002.42(2) and provides ~~conducts~~ a  
907 secondary curriculum pursuant to s. 1003.428, s. 1003.429, or s.  
908 1003.43. ~~Students enrolled in postsecondary instruction that is~~  
909 ~~not creditable toward the high school diploma shall not be~~  
910 ~~classified as dual enrollments.~~ Students who are eligible for  
911 dual enrollment pursuant to this section may ~~shall be permitted~~  
912 ~~to~~ enroll in dual enrollment courses conducted during school  
913 hours, after school hours, and during the summer term. However,  
914 if the student is projected to graduate from high school before  
915 the scheduled completion date of a postsecondary course, the  
916 student may not register for that course through dual  
917 enrollment. The student may apply to the postsecondary  
918 institution and pay the required registration, tuition, and fees  
919 if the student meets the postsecondary institution's admissions  
920 requirements under s. 1007.263. Instructional time for dual ~~such~~  
921 enrollment may vary from 900 hours; however, the school district  
922 may only report the student for a maximum of 1.0 FTE, as  
923 provided in s. 1011.61(4). Any student ~~so~~ enrolled as a dual

924 enrollment student is exempt from the payment of registration,  
 925 tuition, and laboratory fees. Vocational-preparatory  
 926 instruction, college-preparatory instruction, and other forms of  
 927 precollegiate instruction, as well as physical education courses  
 928 that focus on the physical execution of a skill rather than the  
 929 intellectual attributes of the activity, are ineligible for  
 930 inclusion in the dual enrollment program. Recreation and leisure  
 931 studies courses shall be evaluated individually in the same  
 932 manner as physical education courses for potential inclusion in  
 933 the program.

934 (3) ~~The Department of Education shall adopt guidelines~~  
 935 ~~designed to achieve comparability across school districts of~~  
 936 ~~both student qualifications and teacher qualifications for dual~~  
 937 ~~enrollment courses. Student qualifications must demonstrate~~  
 938 ~~readiness for college-level coursework if the student is to be~~  
 939 ~~enrolled in college courses. Student qualifications must~~  
 940 ~~demonstrate readiness for career-level coursework if the student~~  
 941 ~~is to be enrolled in career courses. In addition to the common~~  
 942 ~~placement examination,~~ Student eligibility requirements  
 943 qualifications for initial enrollment in college credit dual  
 944 enrollment courses must include a 3.0 unweighted high school  
 945 grade point average, and the minimum score on a common placement  
 946 test adopted by the State Board of Education which indicates  
 947 that the student is ready for college-level coursework. Student  
 948 eligibility requirements for continued enrollment in college  
 949 credit dual enrollment courses must include the maintenance of a  
 950 3.0 unweighted high school grade point average and the minimum  
 951 postsecondary grade point average established by the

952 postsecondary institution. Regardless of meeting student  
 953 eligibility requirements for continued enrollment, a student may  
 954 lose the opportunity to participate in a dual enrollment course  
 955 if the student is disruptive to the learning process such that  
 956 the progress of other students or the efficient administration  
 957 of the course is hindered. Student eligibility requirements  
 958 ~~qualifications~~ for initial and continued enrollment in career  
 959 certificate dual enrollment courses must include a 2.0  
 960 unweighted high school grade point average. Exceptions to the  
 961 required grade point averages may be granted on an individual  
 962 student basis if the educational entities agree and the terms of  
 963 the agreement are contained within the dual enrollment  
 964 ~~interinstitutional~~ articulation agreement established pursuant  
 965 to subsection (21). Florida College System institution boards of  
 966 trustees may establish additional initial student eligibility  
 967 requirements ~~admissions criteria~~, which shall be included in the  
 968 dual enrollment ~~district interinstitutional~~ articulation  
 969 agreement ~~developed according to s. 1007.235~~, to ensure student  
 970 readiness for postsecondary instruction. Additional requirements  
 971 included in the agreement may ~~shall~~ not arbitrarily prohibit  
 972 students who have demonstrated the ability to master advanced  
 973 courses from participating in dual enrollment courses.

974 (4) District school boards may not refuse to enter into a  
 975 dual enrollment articulation ~~an~~ agreement with a local Florida  
 976 College System institution if that Florida College System  
 977 institution has the capacity to offer dual enrollment courses. A  
 978 Florida College System institution may limit dual enrollment  
 979 participation based upon capacity. Such limitation must be

980 clearly specified in the dual enrollment articulation agreement.

981 (5) (a) Each faculty member providing instruction in  
 982 college credit dual enrollment courses must:

983 1. Meet the qualifications required by the entity  
 984 accrediting the postsecondary institution offering the course.  
 985 The qualifications apply to all faculty members regardless of  
 986 the location of instruction. The postsecondary institution  
 987 offering the course must require compliance with these  
 988 qualifications.

989 2. Provide the institution offering the dual enrollment  
 990 course a copy of his or her postsecondary transcript.

991 3. Provide a copy of the current syllabus for each course  
 992 taught to the discipline chair or department chair of the  
 993 postsecondary institution before the start of each term. The  
 994 content of each syllabus must meet the same standards required  
 995 for all college-level courses offered by that postsecondary  
 996 institution.

997 4. Adhere to the professional rules, guidelines, and  
 998 expectations stated in the postsecondary institution's faculty  
 999 or adjunct faculty handbook. Any exceptions must be included in  
 1000 the dual enrollment articulation agreement.

1001 5. Adhere to the rules, guidelines, and expectations  
 1002 stated in the postsecondary institution's student handbook which  
 1003 apply to faculty members. Any exceptions must be noted in the  
 1004 dual enrollment articulation agreement.

1005 (b) Each president, or designee, of a postsecondary  
 1006 institution offering a college credit dual enrollment course  
 1007 must:

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1008 1. Provide a copy of the institution's current faculty or  
1009 adjunct faculty handbook to all faculty members teaching a dual  
1010 enrollment course.

1011 2. Provide to all faculty members teaching a dual  
1012 enrollment course a copy of the institution's current student  
1013 handbook, which may include, but is not limited to, information  
1014 on registration policies, the student code of conduct, grading  
1015 policies, and critical dates.

1016 3. Designate an individual or individuals to observe all  
1017 faculty members teaching a dual enrollment course, regardless of  
1018 the location of instruction.

1019 4. Use the same criteria to evaluate faculty members  
1020 teaching a dual enrollment course as the criteria used to  
1021 evaluate all other faculty members.

1022 5. Provide course plans and objectives to all faculty  
1023 members teaching a dual enrollment course.

1024 (6) The following curriculum standards apply to college  
1025 credit dual enrollment:

1026 (a) Dual enrollment courses taught on the high school  
1027 campus must meet the same competencies required for courses  
1028 taught on the postsecondary institution campus. To ensure  
1029 equivalent rigor with courses taught on the postsecondary  
1030 institution campus, the postsecondary institution offering the  
1031 course is responsible for providing in a timely manner a  
1032 comprehensive, cumulative end-of-course assessment or a series  
1033 of assessments of all expected learning outcomes to the faculty  
1034 member teaching the course. Completed, scored assessments must  
1035 be returned to the postsecondary institution and held for 1

1036 year.

1037 (b) Instructional materials used in dual enrollment  
 1038 courses must be the same as or comparable to those used in  
 1039 courses offered by the postsecondary institution with the same  
 1040 course prefix and number. The postsecondary institution must  
 1041 advise the school district of instructional materials  
 1042 requirements as soon as that information becomes available but  
 1043 no later than one term before a course is offered.

1044 (c) Course requirements, such as tests, papers, or other  
 1045 assignments, for dual enrollment students must be at the same  
 1046 level of rigor or depth as those for all nondual enrollment  
 1047 postsecondary students. All faculty members teaching dual  
 1048 enrollment courses must observe the procedures and deadlines of  
 1049 the postsecondary institution for the submission of grades. A  
 1050 postsecondary institution must advise each faculty member  
 1051 teaching a dual enrollment course of the institution's grading  
 1052 guidelines before the faculty member begins teaching the course.

1053 (d) Dual enrollment courses taught on a high school campus  
 1054 may not be combined with any noncollege credit high school  
 1055 course.

1056 (7)-(4) Career dual enrollment shall be provided as a  
 1057 curricular option for secondary students to pursue in order to  
 1058 earn a series of elective credits toward the high school  
 1059 diploma. Career dual enrollment shall be available for secondary  
 1060 students seeking a degree or certificate from a complete career-  
 1061 preparatory program, and may ~~shall~~ not be used to enroll  
 1062 students in isolated career courses. ~~It is the intent of the~~  
 1063 ~~Legislature that career dual enrollment provide a comprehensive~~

1064 ~~academic and career dual enrollment program within the career~~  
 1065 ~~center or Florida College System institution.~~

1066 (8)~~(5)~~ Each district school board shall inform all  
 1067 secondary students and their parents of dual enrollment as an  
 1068 educational option and mechanism for acceleration. Students and  
 1069 their parents shall be informed of student eligibility  
 1070 requirements ~~criteria~~, the option for taking dual enrollment  
 1071 courses beyond the regular school year, and the minimum academic  
 1072 credits required for graduation. District school boards shall  
 1073 annually assess the demand for dual enrollment and provide that  
 1074 information to each partnering postsecondary institution ~~other~~  
 1075 ~~advanced courses, and the district school board shall consider~~  
 1076 ~~strategies and programs to meet that demand and include access~~  
 1077 ~~to dual enrollment on the high school campus whenever possible.~~  
 1078 Alternative grade calculation, weighting systems, and ~~or~~  
 1079 information regarding student education options that  
 1080 discriminate ~~which discriminates~~ against dual enrollment courses  
 1081 are ~~is~~ prohibited.

1082 (9)~~(6)~~ The Commissioner of Education shall appoint faculty  
 1083 committees representing public school, Florida College System  
 1084 institution, and university faculties to identify postsecondary  
 1085 courses that meet the high school graduation requirements of s.  
 1086 1003.428, s. 1003.429, or s. 1003.43~~7~~ and to establish the  
 1087 number of postsecondary semester credit hours of instruction and  
 1088 equivalent high school credits earned through dual enrollment  
 1089 pursuant to this section that are necessary to meet high school  
 1090 graduation requirements. Such equivalencies shall be determined  
 1091 solely on comparable course content and not on seat time

1092 traditionally allocated to such courses in high school. The  
 1093 Commissioner of Education shall recommend to the State Board of  
 1094 Education those postsecondary courses identified to meet high  
 1095 school graduation requirements, based on mastery of course  
 1096 outcomes, by their course numbers, and all high schools shall  
 1097 accept these postsecondary education courses toward meeting the  
 1098 requirements of s. 1003.428, s. 1003.429, or s. 1003.43.

1099 ~~(10)(7)~~ Early admission is ~~shall be~~ a form of dual  
 1100 enrollment through which eligible secondary students enroll in a  
 1101 postsecondary institution on a full-time basis in courses that  
 1102 are creditable toward the high school diploma and the associate  
 1103 or baccalaureate degree. A student must enroll in a minimum of  
 1104 12 college credit hours per semester or the equivalent to  
 1105 participate in the early admission program; however, a student  
 1106 may not be required to enroll in more than 15 college credit  
 1107 hours per semester or the equivalent. Students enrolled pursuant  
 1108 to this subsection are ~~shall be~~ exempt from the payment of  
 1109 registration, tuition, and laboratory fees.

1110 ~~(11)(8)~~ Career early admission is a form of career dual  
 1111 enrollment through which eligible secondary students enroll full  
 1112 time in a career center or a Florida College System institution  
 1113 in courses that are creditable toward the high school diploma  
 1114 and the certificate or associate degree. Participation in the  
 1115 career early admission program is ~~shall be~~ limited to students  
 1116 who have completed a minimum of 6 semesters of full-time  
 1117 secondary enrollment, including studies undertaken in the ninth  
 1118 grade. Students enrolled pursuant to this section are exempt  
 1119 from the payment of registration, tuition, and laboratory fees.



1120        (12)~~(9)~~ The State Board of Education shall adopt rules for  
 1121 any dual enrollment programs involving requirements for high  
 1122 school graduation.

1123        (13)~~(10)~~(a) The dual enrollment program for home education  
 1124 students consists of the enrollment of an eligible home  
 1125 education secondary student in a postsecondary course creditable  
 1126 toward an associate degree, a career certificate, or a  
 1127 baccalaureate degree. To participate in the dual enrollment  
 1128 program, an eligible home education secondary student must:

1129            1. Provide proof of enrollment in a home education program  
 1130 pursuant to s. 1002.41.

1131            2. Be responsible for his or her own instructional  
 1132 materials and transportation unless provided for otherwise.

1133            3. Sign a home education articulation agreement pursuant  
 1134 to paragraph (b).

1135        (b) Each postsecondary career center, Florida College  
 1136 System institution, and state university shall enter into a home  
 1137 education articulation agreement with each home education  
 1138 student seeking enrollment in a dual enrollment course and the  
 1139 student's parent. The home education articulation agreement  
 1140 shall include, at a minimum:

1141            1. A delineation of ~~Delineate~~ courses and programs  
 1142 available to ~~for~~ dually enrolled home education students.  
 1143 Courses and programs may be added, revised, or deleted at any  
 1144 time by the postsecondary institution.

1145            2. The initial and continued ~~Identify~~ eligibility  
 1146 requirements ~~criteria~~ for home education student participation,  
 1147 not to exceed those required of other dually enrolled students.

1148 |       3. The student's responsibilities for providing his or her  
 1149 | own instructional materials and transportation.

1150 |       4. A copy of the statement on transfer guarantees  
 1151 | developed by the Department of Education under subsection (15).

1152 |       ~~(14)-(11)~~ The Department of Education shall approve any  
 1153 | course for inclusion in the dual enrollment program that is  
 1154 | contained within the statewide course numbering system. However,  
 1155 | college-preparatory and other forms of precollegiate  
 1156 | instruction, and physical education and other courses that focus  
 1157 | on the physical execution of a skill rather than the  
 1158 | intellectual attributes of the activity, may not be so approved,  
 1159 | but must be evaluated individually for potential inclusion in  
 1160 | the dual enrollment program. This subsection may ~~shall~~ not be  
 1161 | construed to mean that an independent postsecondary institution  
 1162 | eligible for inclusion in a dual enrollment or early admission  
 1163 | program pursuant to s. 1011.62 must participate in the statewide  
 1164 | course numbering system developed pursuant to s. 1007.24 to  
 1165 | participate in a dual enrollment program.

1166 |       ~~(15)-(12)~~ The Department of Education shall develop a  
 1167 | statement on transfer guarantees to ~~which will~~ inform students  
 1168 | and their parents, prior to enrollment in a dual enrollment  
 1169 | course, of the potential for the dual enrollment course to  
 1170 | articulate as an elective or a general education course into a  
 1171 | postsecondary education certificate or degree program. The  
 1172 | statement shall be provided to each district school  
 1173 | superintendent, who shall include the statement in the  
 1174 | information provided to all secondary students and their parents  
 1175 | as required pursuant to this subsection. The statement may also

1176 include additional information, including, but not limited to,  
 1177 dual enrollment options, guarantees, privileges, and  
 1178 responsibilities.

1179 (16)~~(13)~~ Students who meet the eligibility requirements of  
 1180 this section and who choose to participate in dual enrollment  
 1181 programs are exempt from the payment of registration, tuition,  
 1182 and laboratory fees.

1183 (17)~~(14)~~ Instructional materials assigned for use within  
 1184 dual enrollment courses shall be made available to dual  
 1185 enrollment students from Florida public high schools free of  
 1186 charge. This subsection does ~~shall~~ not be construed to prohibit  
 1187 a Florida College System institution from providing  
 1188 instructional materials at no cost to a home education student  
 1189 or student from a private school. ~~Students enrolled in~~  
 1190 ~~postsecondary instruction not creditable toward a high school~~  
 1191 ~~diploma shall not be considered dual enrollments and shall be~~  
 1192 ~~required to assume the cost of instructional materials necessary~~  
 1193 ~~for such instruction.~~

1194 ~~(15)~~ Instructional materials purchased by a district  
 1195 school board or Florida College System institution board of  
 1196 trustees on behalf of dual enrollment students shall be the  
 1197 property of the board against which the purchase is charged.

1198 (18)~~(16)~~ ~~Beginning with students entering grade 9 in the~~  
 1199 ~~2006-2007 school year,~~ School districts and Florida College  
 1200 System institutions must weigh dual enrollment courses the same  
 1201 as advanced placement, International Baccalaureate, and Advanced  
 1202 International Certificate of Education courses when grade point  
 1203 averages are calculated. Alternative grade calculation systems,

1204 alternative grade ~~or~~ weighting systems, and information  
 1205 regarding student education options that discriminate against  
 1206 dual enrollment courses are prohibited.

1207 (19)~~(17)~~ The Commissioner of Education may approve dual  
 1208 enrollment agreements for limited course offerings that have  
 1209 statewide appeal. Such programs shall be limited to a single  
 1210 site with multiple county participation.

1211 (20) A postsecondary institution shall assign letter  
 1212 grades to each student enrolled in a dual enrollment course. The  
 1213 letter grade assigned by the postsecondary institution shall be  
 1214 posted to the student's high school transcript by the school  
 1215 district.

1216 (21) Each district school superintendent and Florida  
 1217 College System institution president shall develop a  
 1218 comprehensive dual enrollment articulation agreement for the  
 1219 respective school district and Florida College System  
 1220 institution. The superintendent and president shall establish an  
 1221 articulation committee for the purpose of developing the  
 1222 agreement. Each state university president may designate a  
 1223 university representative to participate in the development of a  
 1224 dual enrollment articulation agreement. A dual enrollment  
 1225 articulation agreement shall be completed and submitted annually  
 1226 by the Florida College System institution to the Department of  
 1227 Education on or before August 1. The agreement must include, but  
 1228 is not limited to:

1229 (a) A ratification or modification of all existing  
 1230 articulation agreements.

1231 (b) A description of the process by which students and

1232 their parents are informed about opportunities for student  
 1233 participation in the dual enrollment program.

1234 (c) A delineation of courses and programs available to  
 1235 students eligible to participate in dual enrollment.

1236 (d) A description of the process by which students and  
 1237 their parents exercise options to participate in the dual  
 1238 enrollment program.

1239 (e) A list of any additional initial student eligibility  
 1240 requirements for participation in the dual enrollment program.

1241 (f) A delineation of the high school credit earned for the  
 1242 passage of each dual enrollment course.

1243 (g) A description of the process for informing students  
 1244 and their parents of college-level course expectations.

1245 (h) The policies and procedures, if any, for determining  
 1246 exceptions to the required grade point averages on an individual  
 1247 student basis.

1248 (i) The registration policies for dual enrollment courses  
 1249 as determined by the postsecondary institution.

1250 (j) Exceptions, if any, to the professional rules,  
 1251 guidelines, and expectations stated in the faculty or adjunct  
 1252 faculty handbook for the postsecondary institution.

1253 (k) Exceptions, if any, to the rules, guidelines, and  
 1254 expectations stated in the student handbook of the postsecondary  
 1255 institution which apply to faculty members.

1256 (l) The responsibilities of the school district regarding  
 1257 the determination of student eligibility before participating in  
 1258 the dual enrollment program and the monitoring of student  
 1259 performance while participating in the dual enrollment program.

1260           (m) The responsibilities of the Florida College System  
 1261 institution regarding the transmission of student grades in dual  
 1262 enrollment courses to the school district.

1263           (n) A funding provision that delineates costs incurred by  
 1264 each entity. School districts should share funding to cover  
 1265 instructional and support costs incurred by the postsecondary  
 1266 institution.

1267           (o) Any institutional responsibilities for student  
 1268 transportation, if provided.

1269           (22) The Department of Education shall develop an  
 1270 electronic submission system for dual enrollment articulation  
 1271 agreements and shall review, for compliance, each dual  
 1272 enrollment articulation agreement submitted pursuant to  
 1273 subsection (21). The Commissioner of Education shall notify the  
 1274 district school superintendent and the Florida College System  
 1275 institution president if the dual enrollment articulation  
 1276 agreement does not comply with statutory requirements and shall  
 1277 submit any dual enrollment articulation agreement with  
 1278 unresolved issues of noncompliance to the State Board of  
 1279 Education.

1280           (23) District school boards and Florida College System  
 1281 institutions may enter into additional dual enrollment  
 1282 articulation agreements with state universities for the purposes  
 1283 of this section. School districts may also enter into dual  
 1284 enrollment articulation agreements with eligible independent  
 1285 colleges and universities pursuant to s. 1011.62(1)(i).

1286           (24) Postsecondary institutions may enter into dual  
 1287 enrollment articulation agreements with private secondary

1288 | schools pursuant to subsection (2).

1289 |       Section 20. Section 1007.272, Florida Statutes, is  
 1290 | repealed.

1291 |       Section 21. Paragraph (c) of subsection (3) of section  
 1292 | 1008.22, Florida Statutes, is amended to read:

1293 |       1008.22 Student assessment program for public schools.—

1294 |       (3) STATEWIDE ASSESSMENT PROGRAM.—The commissioner shall  
 1295 | design and implement a statewide program of educational  
 1296 | assessment that provides information for the improvement of the  
 1297 | operation and management of the public schools, including  
 1298 | schools operating for the purpose of providing educational  
 1299 | services to youth in Department of Juvenile Justice programs.  
 1300 | The commissioner may enter into contracts for the continued  
 1301 | administration of the assessment, testing, and evaluation  
 1302 | programs authorized and funded by the Legislature. Contracts may  
 1303 | be initiated in 1 fiscal year and continue into the next and may  
 1304 | be paid from the appropriations of either or both fiscal years.  
 1305 | The commissioner is authorized to negotiate for the sale or  
 1306 | lease of tests, scoring protocols, test scoring services, and  
 1307 | related materials developed pursuant to law. Pursuant to the  
 1308 | statewide assessment program, the commissioner shall:

1309 |       (c) Develop and implement a student achievement testing  
 1310 | program as follows:

1311 |       1. The Florida Comprehensive Assessment Test (FCAT)  
 1312 | measures a student's content knowledge and skills in reading,  
 1313 | writing, science, and mathematics. The content knowledge and  
 1314 | skills assessed by the FCAT must be aligned to the core  
 1315 | curricular content established in the Next Generation Sunshine

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1316 State Standards. Other content areas may be included as directed  
1317 by the commissioner. Comprehensive assessments of reading and  
1318 mathematics shall be administered annually in grades 3 through  
1319 10 except, beginning with the 2010-2011 school year, the  
1320 administration of grade 9 FCAT Mathematics shall be  
1321 discontinued, and beginning with the 2011-2012 school year, the  
1322 administration of grade 10 FCAT Mathematics shall be  
1323 discontinued, except as required for students who have not  
1324 attained minimum performance expectations for graduation as  
1325 provided in paragraph (9)(c). FCAT Writing and FCAT Science  
1326 shall be administered at least once at the elementary, middle,  
1327 and high school levels except, beginning with the 2011-2012  
1328 school year, the administration of FCAT Science at the high  
1329 school level shall be discontinued.

1330 2.a. End-of-course assessments for a subject shall be  
1331 administered in addition to the comprehensive assessments  
1332 required under subparagraph 1. End-of-course assessments must be  
1333 rigorous, statewide, standardized, and developed or approved by  
1334 the department. The content knowledge and skills assessed by  
1335 end-of-course assessments must be aligned to the core curricular  
1336 content established in the Next Generation Sunshine State  
1337 Standards.

1338 (I) Statewide, standardized end-of-course assessments in  
1339 mathematics shall be administered according to this sub-sub-  
1340 subparagraph. Beginning with the 2010-2011 school year, all  
1341 students enrolled in Algebra I or an equivalent course must take  
1342 the Algebra I end-of-course assessment. For students entering  
1343 grade 9 during the 2010-2011 school year and who are enrolled in



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1344 Algebra I or an equivalent, each student's performance on the  
1345 end-of-course assessment in Algebra I shall constitute 30  
1346 percent of the student's final course grade. Beginning with the  
1347 2012-2013 school year, the end-of-course assessment in Algebra I  
1348 shall be administered four times annually. Beginning with  
1349 students entering grade 9 in the 2011-2012 school year, a  
1350 student who is enrolled in Algebra I or an equivalent must earn  
1351 a passing score on the end-of-course assessment in Algebra I or  
1352 attain an equivalent score as described in subsection (11) in  
1353 order to earn course credit. Beginning with the 2011-2012 school  
1354 year, all students enrolled in geometry or an equivalent course  
1355 must take the geometry end-of-course assessment. For students  
1356 entering grade 9 during the 2011-2012 school year, each  
1357 student's performance on the end-of-course assessment in  
1358 geometry shall constitute 30 percent of the student's final  
1359 course grade. Beginning with students entering grade 9 during  
1360 the 2012-2013 school year, a student must earn a passing score  
1361 on the end-of-course assessment in geometry or attain an  
1362 equivalent score as described in subsection (11) in order to  
1363 earn course credit.

1364 (II) Statewide, standardized end-of-course assessments in  
1365 science shall be administered according to this sub-sub-  
1366 subparagraph. Beginning with the 2011-2012 school year, all  
1367 students enrolled in Biology I or an equivalent course must take  
1368 the Biology I end-of-course assessment. For the 2011-2012 school  
1369 year, each student's performance on the end-of-course assessment  
1370 in Biology I shall constitute 30 percent of the student's final  
1371 course grade. Beginning with students entering grade 9 during

1372 the 2012-2013 school year, a student must earn a passing score  
 1373 on the end-of-course assessment in Biology I in order to earn  
 1374 course credit.

1375       b. During the 2012-2013 school year, an end-of-course  
 1376 assessment in civics education shall be administered as a field  
 1377 test at the middle school level. During the 2013-2014 school  
 1378 year, each student's performance on the statewide, standardized  
 1379 end-of-course assessment in civics education shall constitute 30  
 1380 percent of the student's final course grade. Beginning with the  
 1381 2014-2015 school year, a student must earn a passing score on  
 1382 the end-of-course assessment in civics education in order to  
 1383 pass the course and be promoted from the middle grades. The  
 1384 school principal of a middle school shall determine, in  
 1385 accordance with State Board of Education rule, whether a student  
 1386 who transfers to the middle school and who has successfully  
 1387 completed a civics education course at the student's previous  
 1388 school must take an end-of-course assessment in civics  
 1389 education.

1390       c. The commissioner may select one or more nationally  
 1391 developed comprehensive examinations, which may include, but  
 1392 need not be limited to, examinations for a College Board  
 1393 Advanced Placement course, International Baccalaureate course,  
 1394 or Advanced International Certificate of Education course, or  
 1395 industry-approved examinations to earn national industry  
 1396 certifications identified in the Industry Certification Funding  
 1397 List, pursuant to rules adopted by the State Board of Education,  
 1398 for use as end-of-course assessments under this paragraph, if  
 1399 the commissioner determines that the content knowledge and

1400 skills assessed by the examinations meet or exceed the grade  
1401 level expectations for the core curricular content established  
1402 for the course in the Next Generation Sunshine State Standards.  
1403 The commissioner may collaborate with the American Diploma  
1404 Project in the adoption or development of rigorous end-of-course  
1405 assessments that are aligned to the Next Generation Sunshine  
1406 State Standards.

1407 d. Contingent upon funding provided in the General  
1408 Appropriations Act, including the appropriation of funds  
1409 received through federal grants, the Commissioner of Education  
1410 shall establish an implementation schedule for the development  
1411 and administration of additional statewide, standardized end-of-  
1412 course assessments in English/Language Arts II, Algebra II,  
1413 chemistry, physics, earth/space science, United States history,  
1414 and world history. Priority shall be given to the development of  
1415 end-of-course assessments in English/Language Arts II. The  
1416 Commissioner of Education shall evaluate the feasibility and  
1417 effect of transitioning from the grade 9 and grade 10 FCAT  
1418 Reading and high school level FCAT Writing to an end-of-course  
1419 assessment in English/Language Arts II. The commissioner shall  
1420 report the results of the evaluation to the President of the  
1421 Senate and the Speaker of the House of Representatives no later  
1422 than July 1, 2011.

1423 3. The testing program shall measure student content  
1424 knowledge and skills adopted by the State Board of Education as  
1425 specified in paragraph (a) and measure and report student  
1426 performance levels of all students assessed in reading, writing,  
1427 mathematics, and science. The commissioner shall provide for the

1428 tests to be developed or obtained, as appropriate, through  
1429 contracts and project agreements with private vendors, public  
1430 vendors, public agencies, postsecondary educational  
1431 institutions, or school districts. The commissioner shall obtain  
1432 input with respect to the design and implementation of the  
1433 testing program from state educators, assistive technology  
1434 experts, and the public.

1435 4. The testing program shall be composed of criterion-  
1436 referenced tests that shall, to the extent determined by the  
1437 commissioner, include test items that require the student to  
1438 produce information or perform tasks in such a way that the core  
1439 content knowledge and skills he or she uses can be measured.

1440 5. FCAT Reading, Mathematics, and Science and all  
1441 statewide, standardized end-of-course assessments shall measure  
1442 the content knowledge and skills a student has attained on the  
1443 assessment by the use of scaled scores and achievement levels.  
1444 Achievement levels shall range from 1 through 5, with level 1  
1445 being the lowest achievement level, level 5 being the highest  
1446 achievement level, and level 3 indicating satisfactory  
1447 performance on an assessment. For purposes of FCAT Writing,  
1448 student achievement shall be scored using a scale of 1 through 6  
1449 and the score earned shall be used in calculating school grades.  
1450 A score shall be designated for each subject area tested, below  
1451 which score a student's performance is deemed inadequate. The  
1452 school districts shall provide appropriate remedial instruction  
1453 to students who score below these levels.

1454 6. The State Board of Education shall, by rule, designate  
1455 a passing score for each part of the grade 10 assessment test

1456 and end-of-course assessments. Any rule that has the effect of  
1457 raising the required passing scores may apply only to students  
1458 taking the assessment for the first time after the rule is  
1459 adopted by the State Board of Education. Except as otherwise  
1460 provided in this subparagraph and as provided in s.  
1461 1003.428(8)(b) or s. 1003.43(11)(b), students must earn a  
1462 passing score on grade 10 FCAT Reading and grade 10 FCAT  
1463 Mathematics or attain concordant scores as described in  
1464 subsection (10) in order to qualify for a standard high school  
1465 diploma.

1466 7. In addition to designating a passing score under  
1467 subparagraph 6., the State Board of Education shall also  
1468 designate, by rule, a score for each statewide, standardized  
1469 end-of-course assessment which indicates that a student is high  
1470 achieving and has the potential to meet college-readiness  
1471 standards by the time the student graduates from high school.

1472 8. Participation in the testing program is mandatory for  
1473 all students attending public school, including students served  
1474 in Department of Juvenile Justice programs, except as otherwise  
1475 prescribed by the commissioner. A student who has not earned  
1476 passing scores on the grade 10 FCAT as provided in subparagraph  
1477 6. must participate in each retake of the assessment until the  
1478 student earns passing scores or achieves scores on a  
1479 standardized assessment which are concordant with passing scores  
1480 pursuant to subsection (10). If a student does not participate  
1481 in the statewide assessment, the district must notify the  
1482 student's parent and provide the parent with information  
1483 regarding the implications of such nonparticipation. A parent

1484 must provide signed consent for a student to receive classroom  
 1485 instructional accommodations that would not be available or  
 1486 permitted on the statewide assessments and must acknowledge in  
 1487 writing that he or she understands the implications of such  
 1488 instructional accommodations. The State Board of Education shall  
 1489 adopt rules, based upon recommendations of the commissioner, for  
 1490 the provision of test accommodations for students in exceptional  
 1491 education programs and for students who have limited English  
 1492 proficiency. Accommodations that negate the validity of a  
 1493 statewide assessment are not allowable in the administration of  
 1494 the FCAT or an end-of-course assessment. However, instructional  
 1495 accommodations are allowable in the classroom if included in a  
 1496 student's individual education plan. Students using  
 1497 instructional accommodations in the classroom that are not  
 1498 allowable as accommodations on the FCAT or an end-of-course  
 1499 assessment may have the FCAT or an end-of-course assessment  
 1500 requirement waived pursuant to the requirements of s.  
 1501 1003.428(8)(b) or s. 1003.43(11)(b).

1502 9. A student seeking an adult high school diploma must  
 1503 meet the same testing requirements that a regular high school  
 1504 student must meet.

1505 10. District school boards must provide instruction to  
 1506 prepare students in the core curricular content established in  
 1507 the Next Generation Sunshine State Standards adopted under s.  
 1508 1003.41, including the core content knowledge and skills  
 1509 necessary for successful grade-to-grade progression and high  
 1510 school graduation. If a student is provided with instructional  
 1511 accommodations in the classroom that are not allowable as

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1512 accommodations in the statewide assessment program, as described  
1513 in the test manuals, the district must inform the parent in  
1514 writing and must provide the parent with information regarding  
1515 the impact on the student's ability to meet expected performance  
1516 levels in reading, writing, mathematics, and science. The  
1517 commissioner shall conduct studies as necessary to verify that  
1518 the required core curricular content is part of the district  
1519 instructional programs.

1520 11. District school boards must provide opportunities for  
1521 students to demonstrate an acceptable performance level on an  
1522 alternative standardized assessment approved by the State Board  
1523 of Education following enrollment in summer academies.

1524 12. The Department of Education must develop, or select,  
1525 and implement a common battery of assessment tools that will be  
1526 used in all juvenile justice programs in the state. These tools  
1527 must accurately measure the core curricular content established  
1528 in the Next Generation Sunshine State Standards.

1529 13. For students seeking a special diploma pursuant to s.  
1530 1003.438, the Department of Education must develop or select and  
1531 implement an alternate assessment tool that accurately measures  
1532 the core curricular content established in the Next Generation  
1533 Sunshine State Standards for students with disabilities under s.  
1534 1003.438.

1535 14. The Commissioner of Education shall establish  
1536 schedules for the administration of statewide assessments and  
1537 the reporting of student test results. When establishing the  
1538 schedules for the administration of statewide assessments, the  
1539 commissioner shall consider the observance of religious and

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1540 school holidays. The commissioner shall, by August 1 of each  
1541 year, notify each school district in writing and publish on the  
1542 department's Internet website the testing and reporting  
1543 schedules for, at a minimum, the school year following the  
1544 upcoming school year. The testing and reporting schedules shall  
1545 require that:

1546 a. There is the latest possible administration of  
1547 statewide assessments and the earliest possible reporting to the  
1548 school districts of student test results which is feasible  
1549 within available technology and specific appropriations;  
1550 however, test results for the FCAT must be made available no  
1551 later than the week of June 8. Student results for end-of-course  
1552 assessments must be provided no later than 1 week after the  
1553 school district completes testing for each course. The  
1554 commissioner may extend the reporting schedule under exigent  
1555 circumstances.

1556 b. FCAT Writing may not be administered earlier than the  
1557 week of March 1, and a comprehensive statewide assessment of any  
1558 other subject may not be administered earlier than the week of  
1559 April 15.

1560 c. A statewide, standardized end-of-course assessment is  
1561 administered at the end of the course. The commissioner shall  
1562 select an administration period for assessments that meets the  
1563 intent of end-of-course assessments and provides student results  
1564 prior to the end of the course. School districts shall  
1565 administer tests in accordance with the schedule determined by  
1566 the commissioner. For an end-of-course assessment administered  
1567 at the end of the first semester, the commissioner shall



1568 determine the most appropriate testing dates based on a review  
 1569 of each school district's academic calendar.

1570  
 1571 The commissioner may, based on collaboration and input from  
 1572 school districts, design and implement student testing programs,  
 1573 for any grade level and subject area, necessary to effectively  
 1574 monitor educational achievement in the state, including the  
 1575 measurement of educational achievement of the Next Generation  
 1576 Sunshine State Standards for students with disabilities.  
 1577 Development and refinement of assessments shall include  
 1578 universal design principles and accessibility standards that  
 1579 will prevent any unintended obstacles for students with  
 1580 disabilities while ensuring the validity and reliability of the  
 1581 test. These principles should be applicable to all technology  
 1582 platforms and assistive devices available for the assessments.  
 1583 The field testing process and psychometric analyses for the  
 1584 statewide assessment program must include an appropriate  
 1585 percentage of students with disabilities and an evaluation or  
 1586 determination of the effect of test items on such students.

1587 Section 22. Subsections (1), (2), (9), and (10) of section  
 1588 1008.25, Florida Statutes, are amended to read:

1589 1008.25 Public school student progression; remedial  
 1590 instruction; reporting requirements.—

1591 (1) INTENT.—It is the intent of the Legislature that each  
 1592 student's progression from one grade to another be determined,  
 1593 in part, upon satisfactory performance ~~proficiency~~ in reading,  
 1594 writing, science, and mathematics; that district school board  
 1595 policies facilitate student achievement ~~such proficiency; and~~

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1596 that each student and his or her parent be informed of that  
 1597 student's academic progress; and that students have access to  
 1598 educational options that provide academically challenging  
 1599 coursework or accelerated instruction pursuant to s. 1002.3105.

1600 (2) COMPREHENSIVE STUDENT PROGRESSION PLAN PROGRAM.—Each  
 1601 district school board shall establish a comprehensive plan  
 1602 ~~program~~ for student progression which must ~~include~~:

1603 (a) Provide standards for evaluating each student's  
 1604 performance, including how well he or she masters the  
 1605 performance standards approved by the State Board of Education.

1606 (b) Provide specific levels of performance in reading,  
 1607 writing, science, and mathematics for each grade level,  
 1608 including the levels of performance on statewide assessments as  
 1609 defined by the commissioner, below which a student must receive  
 1610 remediation~~r~~, or be retained within an intensive program that is  
 1611 different from the previous year's program and that takes into  
 1612 account the student's learning style.

1613 (c) Provide appropriate alternative placement for a  
 1614 student who has been retained 2 or more years.

1615 (d)1. List the student eligibility and procedural  
 1616 requirements established by the school district for whole-grade  
 1617 promotion, midyear promotion, and subject-matter acceleration  
 1618 that would result in a student attending a different school,  
 1619 pursuant to s. 1002.3105(2)(b).

1620 2. Notify parents and students of the school district's  
 1621 process by which a parent may request student participation in  
 1622 whole-grade promotion, midyear promotion, or subject-matter

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1623 acceleration that would result in a student attending a  
1624 different school, pursuant to s. 1002.3105(4)(b)2.

1625 (e)1. Advise parents and students that additional ACCEL  
1626 options may be available at the student's school, pursuant to s.  
1627 1002.3105.

1628 2. Advise parents and students to contact the principal at  
1629 the student's school for information related to student  
1630 eligibility requirements for whole-grade promotion, midyear  
1631 promotion, and subject-matter acceleration when the promotion or  
1632 acceleration occurs within the principal's school; virtual  
1633 instruction in higher grade level subjects; and any other ACCEL  
1634 options offered by the principal, pursuant to s.  
1635 1002.3105(2)(a).

1636 3. Advise parents and students to contact the principal at  
1637 the student's school for information related to the school's  
1638 process by which a parent may request student participation in  
1639 whole-grade promotion, midyear promotion, and subject-matter  
1640 acceleration when the promotion or acceleration occurs within  
1641 the principal's school; virtual instruction in higher grade  
1642 level subjects; and any other ACCEL options offered by the  
1643 principal, pursuant to s. 1002.3105(4)(b)1.

1644 (f) Advise parents and students of the early and  
1645 accelerated graduation options under ss. 1003.4281 and 1003.429.

1646 (g) List, or incorporate by reference, all dual enrollment  
1647 courses contained within the dual enrollment articulation  
1648 agreement established pursuant to s. 1007.271(21).

1649 (9) RULEMAKING STATE BOARD AUTHORITY AND  
1650 RESPONSIBILITIES.—

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1651 ~~(a) The State Board of Education shall have authority as~~  
 1652 ~~provided in s. 1008.32 to enforce this section.~~

1653 ~~(b)~~ The State Board of Education shall adopt rules  
 1654 pursuant to ss. 120.536(1) and 120.54 for the administration of  
 1655 this section.

1656 ~~(10) TECHNICAL ASSISTANCE. The department shall provide~~  
 1657 ~~technical assistance as needed to aid district school boards in~~  
 1658 ~~administering this section.~~

1659 Section 23. Paragraph (a) of subsection (1) of section  
 1660 1009.25, Florida Statutes, is amended to read:

1661 1009.25 Fee exemptions.—

1662 (1) The following students are exempt from the payment of  
 1663 tuition and fees, including lab fees, at a school district that  
 1664 provides postsecondary career programs, Florida College System  
 1665 institution, or state university:

1666 (a) A student enrolled in a dual enrollment or early  
 1667 admission program pursuant to ~~s. 1007.27~~ or s. 1007.271.

1668 Section 24. Paragraphs (b) and (f) of subsection (1) of  
 1669 section 1009.531, Florida Statutes, are amended to read:

1670 1009.531 Florida Bright Futures Scholarship Program;  
 1671 student eligibility requirements for initial awards.—

1672 (1) Effective January 1, 2008, in order to be eligible for  
 1673 an initial award from any of the three types of scholarships  
 1674 under the Florida Bright Futures Scholarship Program, a student  
 1675 must:

1676 (b) Earn a standard Florida high school diploma or its  
 1677 equivalent pursuant to ~~as described in s. 1003.428, s.~~  
 1678 1003.4281, s. 1003.429, s. 1003.43, or s. 1003.435 unless:

1679 1. The student completes a home education program  
 1680 according to s. 1002.41; or

1681 2. The student earns a high school diploma from a non-  
 1682 Florida school while living with a parent or guardian who is on  
 1683 military or public service assignment away from Florida.

1684 (f) Apply for a scholarship from the program by high  
 1685 school graduation. However, a student who graduates from high  
 1686 school midyear must apply no later than August 31 of the  
 1687 student's graduation year in order to be evaluated for and, if  
 1688 eligible, receive an award for the current academic year.

1689 Section 25. Subsection (4) is added to section 1009.532,  
 1690 Florida Statutes, to read:

1691 1009.532 Florida Bright Futures Scholarship Program;  
 1692 student eligibility requirements for renewal awards.—

1693 (4) A student who receives an initial award during the  
 1694 spring term shall be evaluated for scholarship renewal after the  
 1695 completion of a full academic year, which begins with the fall  
 1696 term.

1697 Section 26. Paragraph (c) of subsection (1) of section  
 1698 1011.61, Florida Statutes, is amended to read:

1699 1011.61 Definitions.—Notwithstanding the provisions of s.  
 1700 1000.21, the following terms are defined as follows for the  
 1701 purposes of the Florida Education Finance Program:

1702 (1) A "full-time equivalent student" in each program of  
 1703 the district is defined in terms of full-time students and part-  
 1704 time students as follows:

1705 (c)1. A "full-time equivalent student" is:

1706 a. A full-time student in any one of the programs listed

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1707 in s. 1011.62(1)(c); or

1708 b. A combination of full-time or part-time students in any  
1709 one of the programs listed in s. 1011.62(1)(c) which is the  
1710 equivalent of one full-time student based on the following  
1711 calculations:

1712 (I) A full-time student in a combination of programs  
1713 listed in s. 1011.62(1)(c) shall be a fraction of a full-time  
1714 equivalent membership in each special program equal to the  
1715 number of net hours per school year for which he or she is a  
1716 member, divided by the appropriate number of hours set forth in  
1717 subparagraph (a)1. or subparagraph (a)2. The difference between  
1718 that fraction or sum of fractions and the maximum value as set  
1719 forth in subsection (4) for each full-time student is presumed  
1720 to be the balance of the student's time not spent in such  
1721 special education programs and shall be recorded as time in the  
1722 appropriate basic program.

1723 (II) A prekindergarten handicapped student shall meet the  
1724 requirements specified for kindergarten students.

1725 (III) A full-time equivalent student for students in  
1726 kindergarten through grade 5 in a virtual instruction program  
1727 under s. 1002.45 or a virtual charter school under s. 1002.33  
1728 shall consist of a student who has successfully completed a  
1729 basic program listed in s. 1011.62(1)(c)1.a. or b., and who is  
1730 promoted to a higher grade level.

1731 (IV) A full-time equivalent student for students in grades  
1732 6 through 12 in a virtual instruction program under s.  
1733 1002.45(1)(b)1., 2., or 3. or a virtual charter school under s.  
1734 1002.33 shall consist of six full credit completions in programs

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1735 listed in s. 1011.62(1)(c)1.b. or c. and 3. Credit completions  
1736 may be a combination of full-credit courses or half-credit  
1737 courses. Beginning in the 2014-2015 fiscal year, when s.  
1738 1008.22(3)(g) is implemented, the reported full-time equivalent  
1739 students and associated funding of students enrolled in courses  
1740 requiring passage of an end-of-course assessment shall be  
1741 adjusted after the student completes the end-of-course  
1742 assessment.

1743 (V) A Florida Virtual School full-time equivalent student  
1744 shall consist of six full credit completions or the prescribed  
1745 level of content that counts toward promotion to the next grade  
1746 in the programs listed in s. 1011.62(1)(c)1.a. and b. for  
1747 kindergarten through grade 8 and the programs listed in s.  
1748 1011.62(1)(c)1.c. for grades 9 through 12. Credit completions  
1749 may be a combination of full-credit courses or half-credit  
1750 courses. Beginning in the 2014-2015 fiscal year, when s.  
1751 1008.22(3)(g) is implemented, the reported full-time equivalent  
1752 students and associated funding of students enrolled in courses  
1753 requiring passage of an end-of-course assessment shall be  
1754 adjusted after the student completes the end-of-course  
1755 assessment.

1756 (VI) Each successfully completed full-credit course earned  
1757 through an online course delivered by a district other than the  
1758 one in which the student resides shall be calculated as 1/6 FTE.

1759 (VII) Each successfully completed credit earned under the  
1760 alternative high school course credit requirements authorized in  
1761 s. 1002.375, which is not reported as a portion of the 900 net  
1762 hours of instruction pursuant to subparagraph (1)(a)1., shall be

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1763 calculated as 1/6 FTE.

1764 (VIII) (A) A full-time equivalent student for courses  
1765 requiring a statewide, standardized end-of-course assessment  
1766 pursuant to s. 1008.22(3)(c)2.a. shall be defined and reported  
1767 as provided in subparagraph (a)1. for the first 3 years of  
1768 administering the end-of-course assessment. Beginning in the 4th  
1769 year of administering the statewide, standardized end-of-course  
1770 assessment, the FTE shall be credit based and each course shall  
1771 be equal to 1/6 FTE. The reported FTE shall be adjusted after  
1772 the student completes the end-of-course assessment pursuant to  
1773 s. 1008.22(3)(c)2.a.

1774 (B) For students enrolled in a school district as a full-  
1775 time student, the district may report 1/6 FTE for each student  
1776 who passes a statewide, standardized end-of-course assessment  
1777 without being enrolled in the corresponding course.

1778 (C) The FTE earned under this sub-sub-subparagraph and any  
1779 FTE for courses or programs listed in s. 1011.62(1)(c) that do  
1780 not require passing a statewide, standardized end-of-course  
1781 assessment are subject to the requirements in subsection (4).

1782 2. A student in membership in a program scheduled for more  
1783 or less than 180 school days or the equivalent on an hourly  
1784 basis as specified by rules of the State Board of Education is a  
1785 fraction of a full-time equivalent membership equal to the  
1786 number of instructional hours in membership divided by the  
1787 appropriate number of hours set forth in subparagraph (a)1.;

1788 however, for the purposes of this subparagraph, membership in  
1789 programs scheduled for more than 180 days is limited to students  
1790 enrolled in juvenile justice education programs and the Florida



1791 Virtual School.

1792  
 1793 The department shall determine and implement an equitable method  
 1794 of equivalent funding for experimental schools and for schools  
 1795 operating under emergency conditions, which schools have been  
 1796 approved by the department to operate for less than the minimum  
 1797 school day.

1798 Section 27. Paragraph (o) of subsection (1) of section  
 1799 1011.62, Florida Statutes, is amended, paragraphs (p) through  
 1800 (s) are redesignated as paragraphs (q) through (t),  
 1801 respectively, and a new paragraph (p) is added to that  
 1802 subsection, to read:

1803 1011.62 Funds for operation of schools.—If the annual  
 1804 allocation from the Florida Education Finance Program to each  
 1805 district for operation of schools is not determined in the  
 1806 annual appropriations act or the substantive bill implementing  
 1807 the annual appropriations act, it shall be determined as  
 1808 follows:

1809 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR  
 1810 OPERATION.—The following procedure shall be followed in  
 1811 determining the annual allocation to each district for  
 1812 operation:

1813 (o) Calculation of additional full-time equivalent  
 1814 membership based on certification of successful completion of  
 1815 industry-certified career and professional academy programs or a  
 1816 career-themed course pursuant to ss. 1003.491, 1003.492,  
 1817 1003.493, and 1003.4935 and who is issued the highest level of  
 1818 industry certification identified in the Industry Certified

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1819 Funding List pursuant to rules adopted by the State Board of  
1820 Education.—A value of 0.1, 0.2, or 0.3 full-time equivalent  
1821 student membership shall be calculated for each student who  
1822 completes an industry-certified career and professional academy  
1823 program or a career-themed course under ss. 1003.491, 1003.492,  
1824 1003.493, and 1003.4935 and who is issued the highest level of  
1825 industry certification identified annually in the Industry  
1826 Certification Funding List approved under rules adopted by the  
1827 State Board of Education and a high school diploma. The maximum  
1828 full-time equivalent student membership value for any student is  
1829 0.3. The Department of Education shall assign the appropriate  
1830 full-time equivalent value for each certification, 50 percent of  
1831 which is based on rigor and the remaining 50 percent on  
1832 employment value. The State Board of Education shall include the  
1833 assigned values in the Industry Certification Funding List under  
1834 rules adopted by the state board. Rigor shall be based on the  
1835 number of instructional hours, including work experience hours,  
1836 required to earn the certification, with a bonus for industry  
1837 certifications that have a statewide articulation agreement for  
1838 college credit approved by the State Board of Education.  
1839 Employment value shall be based on the entry wage, growth rate  
1840 in employment for each occupational category, and average annual  
1841 openings for the primary occupation linked to the industry  
1842 certification. The ~~Such~~ value shall be added to the total full-  
1843 time equivalent student membership in secondary career education  
1844 programs for grades 9 through 12 in the subsequent year for  
1845 courses that were not funded through dual enrollment. The  
1846 additional full-time equivalent membership authorized under this

1847 paragraph may not exceed 0.3 per student. Each district must  
1848 allocate at least 80 percent of the funds provided for industry  
1849 certification, in accordance with this paragraph, to the program  
1850 that generated the funds. Unless a different amount is specified  
1851 in the General Appropriations Act, the appropriation for this  
1852 calculation is limited to \$15 million annually. If the  
1853 appropriation is insufficient to fully fund the total  
1854 calculation, the appropriation shall be prorated.

1855 (p) Calculation of additional full-time equivalent  
1856 membership based upon early high school graduation.—  
1857 Notwithstanding s. 1011.61(4), each unpaid high school credit  
1858 delivered by a school district during the student's prior  
1859 enrollment may be reported by the district as 1/6 FTE when the  
1860 student graduates early pursuant to s. 1003.4281. A district may  
1861 report up to 1/2 FTE for unpaid credits delivered by the  
1862 district for a student who graduates one semester in advance of  
1863 the student's cohort and up to 1 FTE for a student who graduates  
1864 1 year or more in advance of the student's cohort. If the  
1865 student was enrolled in the district as a full-time high school  
1866 student for at least 2 years, the district shall report the  
1867 unpaid FTE delivered by the district during the student's prior  
1868 enrollment. If the student was enrolled in the district for less  
1869 than 2 years, the district shall report the unpaid FTE delivered  
1870 by the district and by the district in which the student was  
1871 previously enrolled. The district of enrollment for which early  
1872 graduation is claimed shall transfer a proportionate share of  
1873 the funds earned for the unpaid FTE to the district in which the  
1874 student was previously enrolled.

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Section 28. This act shall take effect July 1, 2012.