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1
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. 1003.4156, F.S.; revising requirements for the
22 course in career and education planning required for
23 middle grades promotion; deleting a required parent
24 meeting; amending s. 1003.428, F.S.; conforming
25 provisions; creating s. 1003.4281, F.S., relating to
26 early high school graduation; defining the term "early
27 graduation"; requiring that each school district adopt
28 a policy that provides a high school student with the

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

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57 | exemption from Florida College System admission
58 | requirements for certain secondary students; amending
59 | s. 1007.27, F.S., relating to articulated acceleration
60 | mechanisms; deleting duplicative language relating to
61 | early admission; amending s. 1007.271, F.S., relating
62 | to dual enrollment programs; providing student
63 | eligibility requirements and restrictions for
64 | enrollment and continued enrollment in dual enrollment
65 | courses; authorizing a participation limit based upon
66 | capacity; providing requirements for faculty members
67 | providing instruction in college credit dual
68 | enrollment courses; providing curriculum standards for
69 | college credit dual enrollment; clarifying district
70 | school board duties; establishing a minimum and
71 | maximum number of college credit hours for
72 | participation in an early admission program; providing
73 | home education student eligibility requirements for
74 | enrollment in dual enrollment courses; requiring a
75 | home education articulation agreement; providing
76 | requirements for the development and contents of a
77 | school district and Florida College System institution
78 | dual enrollment articulation agreement; requiring the
79 | Department of Education to develop an electronic
80 | submission system for dual enrollment articulation
81 | agreements and to review agreements for compliance;
82 | authorizing dual enrollment articulation agreements
83 | with state universities, eligible independent colleges
84 | and universities, and private secondary schools;

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85 | repealing s. 1007.272, F.S., relating to joint dual
86 | enrollment and advanced placement instruction;
87 | amending s. 1008.22, F.S.; requiring that the end-of-
88 | course assessment in Algebra I be administered four
89 | times annually; amending s. 1008.25, F.S.; revising
90 | legislative intent relating to public school student
91 | progression; requiring the comprehensive student
92 | progression plan to include information for students
93 | and parents on accelerated educational options;
94 | deleting a technical assistance responsibility of the
95 | department; amending s. 1009.25, F.S.; conforming a
96 | cross-reference; amending ss. 1009.531 and 1009.532,
97 | F.S.; providing requirements for the evaluation of
98 | certain students for initial and renewal awards under
99 | the Florida Bright Futures Scholarship Program;
100 | amending s. 1011.61, F.S.; providing reporting
101 | requirements for school districts for a full-time
102 | equivalent student in courses requiring certain
103 | statewide, standardized end-of-course assessments and
104 | for a student who passes a statewide, standardized
105 | end-of-course assessment without being enrolled in the
106 | corresponding course; amending s. 1011.62, F.S.;
107 | providing for calculation of additional full-time
108 | equivalent membership based on completion of career-
109 | themed courses; providing a calculation of additional
110 | full-time equivalent membership based on early high
111 | school graduation; providing an effective date.

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

114
 115 Section 1. Section 1002.3105, Florida Statutes, is created
 116 to read:

117 1002.3105 Academically Challenging Curriculum to Enhance
 118 Learning (ACCEL) options.—

119 (1) ACCEL OPTIONS.—

120 (a) Academically Challenging Curriculum to Enhance
 121 Learning (ACCEL) options are educational options that provide
 122 academically challenging curriculum or accelerated instruction
 123 to eligible public school students in kindergarten through grade
 124 12.

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

135 (2) ELIGIBILITY AND PROCEDURAL REQUIREMENTS.—

136 (a) Principal determined eligibility requirements.—

137 1. Each principal must establish student eligibility
 138 requirements for virtual instruction in higher grade level
 139 subjects. Each principal must also establish student eligibility
 140 requirements for whole-grade promotion, midyear promotion, and

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141 subject-matter acceleration when the promotion or acceleration
 142 occurs within the principal's school.

143 2. If a school offers enriched STEM coursework, enrichment
 144 programs, flexible grouping, advanced academic courses, combined
 145 classes, self-paced instruction, curriculum compacting,
 146 advanced-content instruction, telescoping curriculum, or an
 147 alternative ACCEL option established by the principal, the
 148 principal must establish student eligibility requirements.

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

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

161 (a) The student's performance on a locally determined
 162 assessment, a statewide assessment, or a statewide, standardized
 163 assessment administered pursuant to s. 1008.22.

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

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

166 (d) Recommendations from one or more of the student's
 167 teachers in core-curricula courses as defined in s.
 168 1003.01 (14) (a) - (e) .

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

171 (4) ACCEL REQUIREMENTS.—

172 (a) Each principal must inform parents and students of the
 173 ACCEL options available at the school and the student
 174 eligibility requirements for the ACCEL options established
 175 pursuant to paragraph (2) (a).

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

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

195 (c) If a student participates in an ACCEL option pursuant
 196 to the parental request under subparagraph (b)1., a performance

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197 contract must be executed by the student, the parent, and the
 198 principal. At a minimum, the performance contract must require
 199 compliance with:

- 200 1. Minimum student attendance requirements.
- 201 2. Minimum student conduct requirements.
- 202 3. ACCEL option requirements established by the principal,
 203 which may include participation in extracurricular activities,
 204 educational outings, field trips, interscholastic competitions,
 205 and other activities related to the ACCEL option selected.

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

211 Section 2. Paragraph (a) of subsection (8) of section
 212 1001.64, Florida Statutes, is amended to read:

213 1001.64 Florida College System institution boards of
 214 trustees; powers and duties.—

215 (8) Each board of trustees has authority for policies
 216 related to students, enrollment of students, student records,
 217 student activities, financial assistance, and other student
 218 services.

219 (a) Each board of trustees shall govern admission of
 220 students pursuant to s. 1007.263 and rules of the State Board of
 221 Education. A board of trustees may establish additional
 222 admissions criteria, which shall be included in the dual
 223 enrollment ~~district interinstitutional~~ articulation agreement
 224 developed according to s. 1007.271(21) ~~1007.235~~, to ensure

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225 student readiness for postsecondary instruction. Each board of
 226 trustees may consider the past actions of any person applying
 227 for admission or enrollment and may deny admission or enrollment
 228 to an applicant because of misconduct if determined to be in the
 229 best interest of the Florida College System institution.

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

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

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

245 Section 4. Paragraph (d) of subsection (19) of section
 246 1002.20, Florida Statutes, is amended to read:

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

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253 (19) INSTRUCTIONAL MATERIALS.—

254 (d) Dual enrollment students.—Instructional materials
 255 purchased by a district school board or Florida College System
 256 institution board of trustees on behalf of public school dual
 257 enrollment students shall be made available to the dual
 258 enrollment students free of charge, in accordance with ~~the~~
 259 ~~provisions of s. 1007.271(17) 1007.271(14) and (15).~~

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

262 1002.41 Home education programs.—

263 (6) Home education students may participate in dual
 264 enrollment programs in accordance with ~~the provisions of ss.~~
 265 ~~1007.27(4) and 1007.271(13) 1007.271(10).~~

266 Section 6. Paragraph (i) of subsection (1) of section
 267 1003.02, Florida Statutes, is amended to read:

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

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281 (1) Provide for the proper accounting for all students of
 282 school age, for the attendance and control of students at
 283 school, and for proper attention to health, safety, and other
 284 matters relating to the welfare of students in the following
 285 fields:

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

294 Section 7. Paragraph (a) of subsection (1) of section
 295 1003.4156, Florida Statutes, is amended to read:

296 1003.4156 General requirements for middle grades
 297 promotion.—

298 (1) Promotion from a school composed of middle grades 6,
 299 7, and 8 requires that:

300 (a) The student must successfully complete academic
 301 courses as follows:

302 1. Three middle school or higher courses in English. These
 303 courses shall emphasize literature, composition, and technical
 304 text.

305 2. Three middle school or higher courses in mathematics.
 306 Each middle school must offer at least one high school level
 307 mathematics course for which students may earn high school
 308 credit. Successful completion of a high school level Algebra I

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309 or geometry course is not contingent upon the student's
310 performance on the end-of-course assessment required under s.
311 1008.22(3)(c)2.a.(I). However, beginning with the 2011-2012
312 school year, to earn high school credit for an Algebra I course,
313 a middle school student must pass the Algebra I end-of-course
314 assessment, and beginning with the 2012-2013 school year, to
315 earn high school credit for a geometry course, a middle school
316 student must pass the geometry end-of-course assessment.

317 3. Three middle school or higher courses in social
318 studies, one semester of which must include the study of state
319 and federal government and civics education. Beginning with
320 students entering grade 6 in the 2012-2013 school year, one of
321 these courses must be at least a one-semester civics education
322 course that a student successfully completes in accordance with
323 s. 1008.22(3)(c) and that includes the roles and
324 responsibilities of federal, state, and local governments; the
325 structures and functions of the legislative, executive, and
326 judicial branches of government; and the meaning and
327 significance of historic documents, such as the Articles of
328 Confederation, the Declaration of Independence, and the
329 Constitution of the United States.

330 4. Three middle school or higher courses in science.
331 Successful completion of a high school level Biology I course is
332 not contingent upon the student's performance on the end-of-
333 course assessment required under s. 1008.22(3)(c)2.a.(II).
334 However, beginning with the 2012-2013 school year, to earn high
335 school credit for a Biology I course, a middle school student
336 must pass the Biology I end-of-course assessment.

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337 5. One course in career and education planning to be
338 completed in 6th, 7th, or 8th grade. The course may be taught by
339 any member of the instructional staff; must result in a
340 completed personalized academic and career plan for the student;
341 must emphasize technology or the application of technology in
342 career fields; and, beginning in the 2014-2015 academic year,
343 must include information from the Department of Economic
344 Opportunity's economic security report as described in s. 445.07
345 ~~must include career exploration using Florida CHOICES or a~~
346 ~~comparable cost-effective program; must include educational~~
347 ~~planning using the online student advising system known as~~
348 ~~Florida Academic Counseling and Tracking for Students at the~~
349 ~~Internet website FACTS.org; and shall result in the completion~~
350 ~~of a personalized academic and career plan.~~ The required
351 personalized academic and career plan must inform students of
352 high school graduation requirements, high school assessment and
353 college entrance test requirements, Florida Bright Futures
354 Scholarship Program requirements, state university and Florida
355 College System institution admission requirements, and programs
356 through which a high school student can earn college credit,
357 including Advanced Placement, International Baccalaureate,
358 Advanced International Certificate of Education, dual
359 enrollment, career academy and career-themed course
360 opportunities, and courses that lead to national industry
361 certification.

362
363 A student with a disability, as defined in s. 1007.02(2), for
364 whom the individual education plan team determines that an end-

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365 of-course assessment cannot accurately measure the student's
 366 abilities, taking into consideration all allowable
 367 accommodations, shall have the end-of-course assessment results
 368 waived for purposes of determining the student's course grade
 369 and completing the requirements for middle grades promotion.
 370 Each school must ~~hold a parent meeting either in the evening or~~
 371 ~~on a weekend to~~ inform parents about the course curriculum and
 372 activities. Each student shall complete a ~~an electronic~~ personal
 373 education plan that must be signed by the student; ~~the student's~~
 374 ~~instructor, guidance counselor, or academic advisor;~~ and the
 375 student's parent. The Department of Education shall develop
 376 course frameworks and professional development materials for the
 377 career ~~exploration~~ and education planning course. The course may
 378 be implemented as a stand-alone course or integrated into
 379 another course or courses. The Commissioner of Education shall
 380 collect longitudinal high school course enrollment data by
 381 student ethnicity in order to analyze course-taking patterns.

382 Section 8. Paragraph (c) of subsection (2) of section
 383 1003.428, Florida Statutes, is amended to read:

384 1003.428 General requirements for high school graduation;
 385 revised.—

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

389 (c) Beginning with students entering grade 9 in the 2011-
 390 2012 school year, at least one course within the 24 credits
 391 required in this subsection must be completed through online
 392 learning. However, an online course taken during grades 6

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393 through 8 fulfills this requirement. This requirement shall be
 394 met through an online course offered by the Florida Virtual
 395 School, an online course offered by the high school, or an
 396 online dual enrollment course ~~offered pursuant to a district~~
 397 ~~interinstitutional articulation agreement pursuant to s.~~
 398 ~~1007.235.~~ A student who is enrolled in a full-time or part-time
 399 virtual instruction program under s. 1002.45 meets this
 400 requirement.

401 Section 9. Section 1003.4281, Florida Statutes, is created
 402 to read:

403 1003.4281 Early high school graduation.—

404 (1) The purpose of this section is to provide a student
 405 the option of early graduation if the student has completed a
 406 minimum of 24 credits and meets the graduation requirements set
 407 forth in s. 1003.428. For purposes of this section, the term
 408 "early graduation" means graduation from high school in less
 409 than 8 semesters or the equivalent.

410 (2) Each district school board shall adopt a policy that
 411 provides a high school student the option of early graduation.
 412 Each school district shall notify the parent of a student who is
 413 eligible to graduate early. A school district may not prohibit a
 414 student who meets the requirements of this section from
 415 graduating early.

416 (3) A student who graduates early may continue to
 417 participate in school activities and social events and attend
 418 and participate in graduation events with the student's cohort,
 419 as if the student were still enrolled in high school. A student
 420 who graduates early will be included in class ranking, honors,

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421 and award determinations for the student's cohort. A student who
 422 graduates early must comply with district school board rules and
 423 policies regarding access to the school facilities and grounds
 424 during normal operating hours.

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

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

435 Section 10. Subsections (1) and (3) of section 1003.4295,
 436 Florida Statutes, are amended to read:

437 1003.4295 Acceleration options ~~courses~~.—

438 (1) Each high school shall advise each student of programs
 439 through which a high school student can earn college credit,
 440 including Advanced Placement, International Baccalaureate,
 441 Advanced International Certificate of Education, dual
 442 enrollment, and early admission courses, career academy courses,
 443 and courses that lead to national industry certification, as
 444 well as the availability of course offerings through virtual
 445 instruction. Students shall also be advised of the early and
 446 accelerated graduation options under ss. 1003.4281 and 1003.429.

447 (3) The Credit Acceleration Program (CAP) is created for
 448 the purpose of allowing a ~~secondary~~ student to earn high school

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449 credit in a course that requires a statewide, standardized end-
 450 of-course assessment if the student attains a specified score on
 451 the assessment. Notwithstanding s. 1003.436, a school district
 452 shall award course credit to a student who is not enrolled in
 453 the course, or who has not completed the course, if the student
 454 attains a passing score ~~indicating satisfactory performance, as~~
 455 ~~defined in s. 1008.22(3)(e)5.,~~ on the corresponding statewide,
 456 standardized end-of-course assessment. The school district shall
 457 permit a student who is not enrolled in the course, or who has
 458 not completed the course, to take the standardized end-of-course
 459 assessment during the regular administration of the assessment.

460 Section 11. Paragraph (a) of subsection (1) of section
 461 1003.436, Florida Statutes, is amended to read:

462 1003.436 Definition of "credit".-

463 (1)(a) For the purposes of requirements for high school
 464 graduation, one full credit means a minimum of 135 hours of bona
 465 fide instruction in a designated course of study that contains
 466 student performance standards. One full credit means a minimum
 467 of 120 hours of bona fide instruction in a designated course of
 468 study that contains student performance standards for purposes
 469 of meeting high school graduation requirements in a district
 470 school that has been authorized to implement block scheduling by
 471 the district school board. The State Board of Education shall
 472 determine the number of postsecondary credit hours earned
 473 through dual enrollment pursuant to s. 1007.271 that satisfy the
 474 requirements of a dual enrollment ~~district's interinstitutional~~
 475 articulation agreement according to s. 1007.271(21) ~~1007.235~~ and
 476 that equal one full credit of the equivalent high school course

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477 identified pursuant to s. 1007.271(9) ~~1007.271(6)~~.

478 Section 12. Section 1003.437, Florida Statutes, is amended
479 to read:

480 1003.437 Middle and high school grading system.—The
481 grading system and interpretation of letter grades used to
482 measure student success in grade 6 through grade 12 courses for
483 students in public schools ~~in grades 6-12~~ shall be as follows:

484 (1) Grade "A" equals 90 percent through 100 percent, has a
485 grade point average value of 4, and is defined as "outstanding
486 progress."

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

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

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

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

499 (6) Grade "I" equals zero percent, has a grade point
500 average value of zero, and is defined as "incomplete."
501

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

504 Section 13. Section 1003.491, Florida Statutes, is amended

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505 to read:

506 1003.491 Florida Career and Professional Education Act.—

507 The Florida Career and Professional Education Act is created to

508 provide a statewide planning partnership between the business

509 and education communities in order to attract, expand, and

510 retain targeted, high-value industry and to sustain a strong,

511 knowledge-based economy.

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

513 Professional Education Act is to:

514 (a) Improve middle and high school academic performance by

515 providing rigorous and relevant curriculum opportunities;

516 (b) Provide rigorous and relevant career-themed courses

517 that articulate to postsecondary-level coursework and lead to

518 industry certification;

519 (c) Support local and regional economic development;

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

521 (e) Provide state residents with access to high-wage and

522 high-demand careers.

523 (2) Each district school board shall develop, in

524 collaboration with regional workforce boards, economic

525 development agencies, and postsecondary institutions approved to

526 operate in the state, a strategic 3-year ~~5-year~~ plan to address

527 and meet local and regional workforce demands. If involvement of

528 a regional workforce board or an economic development agency in

529 the strategic plan development is not feasible, the local school

530 board, with the approval of the Department of Economic

531 Opportunity, shall collaborate with the most appropriate

532 regional business leadership board. Two or more school districts

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533 may collaborate in the development of the strategic plan and
 534 offer career-themed courses, as defined in s. 1003.493(1)(b), or
 535 a career and professional academy as a joint venture. The
 536 strategic plan must describe in detail provisions for the
 537 efficient transportation of students, the maximum use of shared
 538 resources, access to courses aligned to state curriculum
 539 standards through virtual education providers legislatively
 540 authorized to provide part-time instruction to middle school
 541 students, and an objective review of proposed career and
 542 professional academy courses and other career-themed courses to
 543 determine if the courses will lead to the attainment of industry
 544 certifications included on the Industry Certified Funding List
 545 pursuant to rules adopted by the State Board of Education. Each
 546 strategic plan shall be reviewed, updated, and jointly approved
 547 every 3 ~~5~~ years by the local school district, regional workforce
 548 boards, economic development agencies, and state-approved
 549 postsecondary institutions.

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

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

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

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

563 (d) Strategies that ensure instruction by industry-
564 certified faculty and standards and strategies to maintain
565 current industry credentials and for recruiting and retaining
566 faculty to meet those standards;

567 (e) Strategies to provide personalized student advisement,
568 including a parent-participation component, and coordination
569 with middle schools to promote and support career-themed courses
570 and education planning as required under s. 1003.4156.

571 (f) ~~(e)~~ Alignment of requirements for middle school career
572 planning under s. 1003.4156(1)(a)5. exploration, middle and high
573 school career and professional academies or career-themed
574 courses leading to industry certification or postsecondary
575 credit, and high school graduation requirements;

576 (g) ~~(f)~~ Provisions to ensure that career-themed courses and
577 courses offered through career and professional academies are
578 academically rigorous, meet or exceed appropriate state-adopted
579 subject area standards, result in attainment of industry
580 certification, and, when appropriate, result in postsecondary
581 credit;

582 (h) Plans to sustain and improve career-themed courses and
583 career and professional academies;

584 (i) ~~(g)~~ Strategies to improve the passage rate for industry
585 certification examinations if the rate falls below 50 percent;

586 (j) ~~(h)~~ Strategies to recruit students into career-themed
587 courses and ~~Establishment of student eligibility criteria in~~
588 career and professional academies which include opportunities

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589 | for students who have been unsuccessful in traditional
 590 | classrooms but who are interested in enrolling in career-themed
 591 | courses or a career and professional academy ~~show aptitude to~~
 592 | ~~participate in academies~~. School boards shall ~~address the~~
 593 | ~~analysis of eighth grade student achievement data to provide~~
 594 | opportunities for students who may be deemed as potential
 595 | dropouts to enroll in career-themed courses or participate in
 596 | career and professional academies;

597 | (k) ~~(i)~~ Strategies to provide sufficient space within
 598 | academies to meet workforce needs and to provide access to all
 599 | interested and qualified students;

600 | (l) ~~(j)~~ Strategies to implement career-themed courses or
 601 | career and professional academy training that lead ~~leads~~ to
 602 | industry certification in juvenile justice education programs ~~at~~
 603 | ~~Department of Juvenile Justice facilities~~;

604 | (m) ~~(k)~~ Opportunities for high school students to earn
 605 | weighted or dual enrollment credit for higher-level career and
 606 | technical courses;

607 | (n) ~~(l)~~ Promotion of the benefits of the Gold Seal Bright
 608 | Futures Scholarship;

609 | (o) ~~(m)~~ Strategies to ensure the review of district pupil-
 610 | progression plans and to amend such plans to include career-
 611 | themed courses and career and professional academy courses and
 612 | to include courses that may qualify as substitute courses for
 613 | core graduation requirements and those that may be counted as
 614 | elective courses; ~~and~~

615 | (p) ~~(n)~~ Strategies to provide professional development for
 616 | secondary guidance counselors on the benefits of career and

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617 professional academies and career-themed courses that lead to
 618 industry certification;

619 (q) Strategies to redirect appropriated career funding in
 620 secondary and postsecondary institutions to support career
 621 academies and career-themed courses that lead to industry
 622 certification.

623 (4) The State Board of Education shall establish a process
 624 for the continual and uninterrupted review of newly proposed
 625 core secondary courses and existing courses requested to be
 626 considered as core courses to ensure that sufficient rigor and
 627 relevance is provided for workforce skills and postsecondary
 628 education and aligned to state curriculum standards.

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

633 1.(a) Three certified high school guidance counselors
 634 recommended by the Florida Association of Student Services
 635 Administrators.

636 2.(b) Three assistant superintendents for curriculum and
 637 instruction, recommended by the Florida Association of District
 638 School Superintendents and who serve in districts that operate
 639 successful career and professional academies pursuant to s.
 640 1003.492 or a successful series of courses that lead to industry
 641 certification. Committee members in this category shall employ
 642 the expertise of appropriate subject area specialists in the
 643 review of proposed courses.

644 3.(e) Three workforce representatives recommended by the

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645 Department of Economic Opportunity.

646 4.~~(d)~~ Three admissions directors of postsecondary
 647 institutions accredited by the Southern Association of Colleges
 648 and Schools, representing both public and private institutions.

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

653 (b)~~(5)~~ The curriculum review committee shall review
 654 submission and review of newly proposed core courses shall be
 655 conducted electronically.~~7~~ and Each proposed core course shall
 656 be approved or denied within 30 ~~60~~ days after submission by a
 657 district school board or regional workforce board. All courses
 658 approved as core courses for purposes of middle school promotion
 659 and high school graduation shall be immediately added to the
 660 Course Code Directory. Approved core courses shall also be
 661 reviewed and considered for approval for dual enrollment credit.
 662 The Board of Governors and the Commissioner of Education shall
 663 jointly recommend an annual deadline for approval of new core
 664 courses to be included for purposes of postsecondary admissions
 665 and dual enrollment credit the following academic year. The
 666 State Board of Education shall establish an appeals process in
 667 the event that a proposed course is denied which shall require a
 668 consensus ruling by the Department of Economic Opportunity and
 669 the Commissioner of Education within 15 days.

670 Section 14. Section 1003.492, Florida Statutes, is amended
 671 to read:

672 1003.492 Industry-certified career education programs.—

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673 (1) Secondary schools offering career-themed courses, as
 674 defined in s. 1003.493(1)(b), and career and professional
 675 academies shall be coordinated with the relevant and appropriate
 676 industry ~~indicating that all components of the program are~~
 677 ~~relevant and appropriate~~ to prepare a the student for further
 678 education or for employment in that industry.

679 (2) The State Board of Education shall use the expertise
 680 of Workforce Florida, Inc., to develop and adopt rules pursuant
 681 to ss. 120.536(1) and 120.54 for implementing an industry
 682 certification process. Industry certification shall be defined
 683 by the Department of Economic Opportunity, based upon the
 684 highest available national standards for specific industry
 685 certification, to ensure student skill proficiency and to
 686 address emerging labor market and industry trends. A regional
 687 workforce board or a school principal ~~career and professional~~
 688 ~~academy~~ may apply to Workforce Florida, Inc., to request
 689 additions to the approved list of industry certifications based
 690 on high-skill, high-wage, and high-demand job requirements in
 691 the regional economy. The list of industry certifications
 692 approved by Workforce Florida, Inc., and the Department of
 693 Education shall be published and updated annually by a date
 694 certain, to be included in the adopted rule.

695 (3) The Department of Education shall collect student
 696 achievement and performance data in industry-certified career
 697 education programs and career-themed courses and shall work with
 698 Workforce Florida, Inc., in the analysis of collected data. The
 699 data collection and analyses shall examine the performance of
 700 participating students over time. Performance factors shall

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701 include, but not be limited to, graduation rates, retention
 702 rates, Florida Bright Futures Scholarship awards, additional
 703 educational attainment, employment records, earnings, industry
 704 certification, and employer satisfaction. The results of this
 705 study shall be submitted to the President of the Senate and the
 706 Speaker of the House of Representatives annually by December 31.

707 Section 15. Section 1003.493, Florida Statutes, is amended
 708 to read:

709 1003.493 Career and professional academies and career-
 710 themed courses.—

711 (1) (a) A "career and professional academy" is a research-
 712 based program that integrates a rigorous academic curriculum
 713 with an industry-specific curriculum aligned directly to
 714 priority workforce needs established by the regional workforce
 715 board or the Department of Economic Opportunity. Career and
 716 professional academies shall be offered by public schools and
 717 school districts. The Florida Virtual School is encouraged to
 718 develop and offer rigorous career and professional courses as
 719 appropriate. Students completing career and professional academy
 720 programs must receive a standard high school diploma, the
 721 highest available industry certification, and opportunities to
 722 earn postsecondary credit if the academy partners with a
 723 postsecondary institution approved to operate in the state.

724 (b) A "career-themed course" is a course, or a course in a
 725 series of courses, that leads to an industry certification
 726 identified in the Industry Certification Funding List pursuant
 727 to rules adopted by the State Board of Education. Career-themed
 728 courses have industry-specific curriculum aligned directly to

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729 priority workforce needs established by the regional workforce
 730 board or the Department of Economic Opportunity. School
 731 districts shall offer at least two career-themed courses and
 732 each secondary school is encouraged to offer at least one
 733 career-themed course. The Florida Virtual School is encouraged
 734 to develop and offer rigorous career-themed courses as
 735 appropriate. Students completing a career-themed course must be
 736 provided opportunities to earn postsecondary credit if the
 737 credit for the career-themed course can be articulated to a
 738 postsecondary institution approved to operate in the state.

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

741 (a) Increase student academic achievement and graduation
 742 rates through integrated academic and career curricula.

743 (b) Prepare graduating high school students to make
 744 appropriate choices relative to employment and future
 745 educational experiences.

746 (c) Focus on career preparation through rigorous academics
 747 and industry certification.

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

750 (e) Promote acceleration mechanisms, such as dual
 751 enrollment or, articulated credit, ~~or occupational completion~~
 752 ~~points~~, so that students may earn postsecondary credit while in
 753 high school.

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

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

759 (b) Existing career education courses may serve as a
 760 foundation for the creation of a career and professional
 761 academy. A career and professional academy may be offered as one
 762 of the following small learning communities:

763 1.(a) A school-within-a-school career academy, as part of
 764 an existing high school, that provides courses in one or more
 765 occupational clusters ~~cluster~~. Students who attend in the high
 766 school are not required to attend ~~be students in~~ the academy.

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

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

773 (a) Provide a rigorous standards-based academic curriculum
 774 integrated with a career curriculum; consider. ~~The curriculum~~
 775 ~~must take into consideration~~ multiple styles of student
 776 learning; promote learning by doing through application and
 777 adaptation; maximize relevance of the subject matter; enhance
 778 each student's capacity to excel; and include an emphasis on
 779 work habits and work ethics.

780 (b) Include one or more partnerships with postsecondary
 781 institutions, businesses, industry, employers, economic
 782 development organizations, or other appropriate partners from
 783 the local community. Such partnerships with postsecondary
 784 institutions shall be delineated in articulation agreements and

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785 include any career and professional academy courses or career-
 786 themed ~~to provide for career-based~~ courses that earn
 787 postsecondary credit. Such agreements may include articulation
 788 between the secondary school ~~academy~~ and public or private 2-
 789 year and 4-year postsecondary institutions and technical
 790 centers. The Department of Education, in consultation with the
 791 Board of Governors, shall establish a mechanism to ensure
 792 articulation and transfer of credits to postsecondary
 793 institutions in this state. Such partnerships must provide
 794 opportunities for:

- 795 1. Instruction from highly skilled professionals who
- 796 possess industry-certification credentials for courses they are
- 797 teaching.
- 798 2. Internships, externships, and on-the-job training.
- 799 3. A postsecondary degree, diploma, or certificate.
- 800 4. The highest available level of industry certification.
- 801 5. Maximum articulation of credits pursuant to s. 1007.23
- 802 upon program completion.

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

805 ~~(d) Provide personalized student advisement, including a~~
 806 ~~parent-participation component, and coordination with middle~~
 807 ~~schools to promote and support career exploration and education~~
 808 ~~planning as required under s. 1003.4156. Coordination with~~
 809 ~~middle schools must provide information to middle school~~
 810 ~~students about secondary and postsecondary career education~~
 811 ~~programs and academies.~~

812 (c)-(e) Promote and provide opportunities for students

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813 enrolled in a career and professional academy or a career-themed
 814 course ~~students~~ to attain, at minimum, the Florida Gold Seal
 815 Vocational Scholars award pursuant to s. 1009.536.

816 ~~(d)-(f)~~ Provide instruction in careers designated as high-
 817 skill, high-wage, and high-demand ~~high-growth, high-demand, and~~
 818 ~~high-pay~~ by the regional workforce development board, the
 819 chamber of commerce, economic development agencies, or the
 820 Department of Economic Opportunity.

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

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

827 ~~(g)-(i)~~ Provide instruction resulting in competency,
 828 certification, or credentials in workplace skills, including,
 829 but not limited to, communication skills, interpersonal skills,
 830 decisionmaking skills, the importance of attendance and
 831 timeliness in the work environment, and work ethics.

832 ~~(j)~~ ~~Include a plan to sustain career and professional~~
 833 ~~academies.~~

834 ~~(k)~~ ~~Redirect appropriated career funding to career and~~
 835 ~~professional academies.~~

836 (5) All career courses offered in a career and
 837 professional academy and each career-themed course offered by a
 838 secondary school must lead to industry certification or college
 839 credit ~~linked directly to the career theme of the course.~~ If the
 840 passage rate on an industry certification examination that is

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841 associated with the career and professional academy or a career-
 842 themed course falls below 50 percent, the 3-year strategic plan
 843 must be amended to include specific strategies to improve the
 844 passage rate of the academy or career-themed course ~~the academy~~
 845 ~~must discontinue enrollment of new students the following school~~
 846 ~~year and each year thereafter until such time as the passage~~
 847 ~~rate is above 50 percent or the academy is discontinued.~~

848 (6) Workforce Florida, Inc., ~~through the secondary career~~
 849 ~~academies initiatives,~~ shall serve in an advisory role and offer
 850 technical assistance in the development and deployment of newly
 851 established career and professional academies and career-themed
 852 courses.

853 Section 16. Section 1003.4935, Florida Statutes, is amended
 854 to read:

855 1003.4935 Middle school career and professional academy
 856 courses and career-themed courses.—

857 (1) Beginning with the 2011-2012 school year, each
 858 district school board, in collaboration with regional workforce
 859 boards, economic development agencies, and state-approved
 860 postsecondary institutions, shall include plans to implement a
 861 career and professional academy or a career-themed course, as
 862 defined in s. 1003.493(1)(b), in at least one middle school in
 863 the district as part of the strategic 3-year ~~5-year~~ plan
 864 pursuant to s. 1003.491(2). The ~~middle school career and~~
 865 ~~professional academy component of the strategic plan must~~
 866 provide students ensure the opportunity to transfer transition
 867 from a ~~of~~ middle school career and professional academy or a
 868 career-themed course ~~students~~ to a high school career and

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869 professional academy or a career-themed course currently
 870 operating within the school district. Students who complete a
 871 middle school career and professional academy or a career-themed
 872 course must have the opportunity to earn an industry certificate
 873 and high school credit and participate in career planning, job
 874 shadowing, and business leadership development activities.

875 (2) Each middle school career and professional academy or
 876 career-themed course must be aligned with at least one high
 877 school career and professional academy or career-themed course
 878 offered in the district and maintain partnerships with local
 879 business and industry and economic development boards. Middle
 880 school career and professional academies and career-themed
 881 courses must:

882 (a) Lead ~~Provide instruction in courses leading to careers~~
 883 in occupations designated as high-skill, high-wage, and high-
 884 demand ~~high growth, high demand, and high pay~~ in the Industry
 885 Certification Funding List approved under rules adopted by the
 886 State Board of Education;

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

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

892 (d) Coordinate with high schools to maximize opportunities
 893 for middle school ~~career and professional academy~~ students to
 894 earn high school credit;

895 (e) Provide access to virtual instruction courses provided
 896 by virtual education providers legislatively authorized to

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897 provide part-time instruction to middle school students. The
 898 virtual instruction courses must be aligned to state curriculum
 899 standards for middle school career and professional academy
 900 courses or career-themed courses ~~students~~, with priority given
 901 to students who have required course deficits;

902 (f) Provide instruction from highly skilled professionals
 903 who hold industry certificates in the career area in which they
 904 teach;

905 (g) Offer externships; and

906 (h) Provide personalized student advisement that includes
 907 a parent-participation component.

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

914 (4) The State Board of Education shall adopt rules to
 915 identify industry certifications in science, technology,
 916 engineering, and mathematics offered in middle school to be
 917 included on the Industry Certified Funding List and which are
 918 eligible for additional full-time equivalent membership under s.
 919 1011.62(1).

920 Section 17. Section 1007.235, Florida Statutes, is
 921 repealed.

922 Section 18. Paragraph (a) of subsection (2) of section
 923 1007.263, Florida Statutes, is amended to read:

924 1007.263 Florida College System institutions; admissions

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925 of students.—Each Florida College System institution board of
 926 trustees is authorized to adopt rules governing admissions of
 927 students subject to this section and rules of the State Board of
 928 Education. These rules shall include the following:

929 (2) Admission to associate degree programs is subject to
 930 minimum standards adopted by the State Board of Education and
 931 shall require:

932 (a) A standard high school diploma, a high school
 933 equivalency diploma as prescribed in s. 1003.435, previously
 934 demonstrated competency in college credit postsecondary
 935 coursework, or, in the case of a student who is home educated, a
 936 signed affidavit submitted by the student's parent or legal
 937 guardian attesting that the student has completed a home
 938 education program pursuant to the requirements of s. 1002.41.
 939 Students who are enrolled in a dual enrollment or early
 940 admission program pursuant to s. ss. 1007.27 and 1007.271 are
 941 ~~and secondary students enrolled in college-level instruction~~
 942 ~~creditable toward the associate degree, but not toward the high~~
 943 ~~school diploma, shall be exempt from this requirement.~~

944
 945 Each board of trustees shall establish policies that notify
 946 students about, and place students into, adult basic education,
 947 adult secondary education, or other instructional programs that
 948 provide students with alternatives to traditional college-
 949 preparatory instruction, including private provider instruction.
 950 A student is prohibited from enrolling in additional college-
 951 level courses until the student scores above the cut-score on
 952 all sections of the common placement test.

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953 Section 19. Subsections (6) through (9) of section
954 1007.27, Florida Statutes, are renumbered as subsections (5)
955 through (8), respectively, and present subsections (1) and (5)
956 of that section are amended to read:

957 1007.27 Articulated acceleration mechanisms.—

958 (1) It is the intent of the Legislature that a variety of
959 articulated acceleration mechanisms be available for secondary
960 and postsecondary students attending public educational
961 institutions. It is intended that articulated acceleration serve
962 to shorten the time necessary for a student to complete the
963 requirements associated with the conference of a high school
964 diploma and a postsecondary degree, broaden the scope of
965 curricular options available to students, or increase the depth
966 of study available for a particular subject. Articulated
967 acceleration mechanisms shall include, but are not ~~be~~ limited
968 to, dual enrollment and early admission as provided for in s.
969 1007.271, ~~early admission~~, advanced placement, credit by
970 examination, the International Baccalaureate Program, and the
971 Advanced International Certificate of Education Program. Credit
972 earned through the Florida Virtual School shall provide
973 additional opportunities for early graduation and acceleration.
974 Students of Florida public secondary schools enrolled pursuant
975 to this subsection shall be deemed authorized users of the
976 state-funded electronic library resources that are licensed for
977 Florida College System institutions and state universities by
978 the Florida Center for Library Automation and the College Center
979 for Library Automation. Verification of eligibility shall be in
980 accordance with rules established by the State Board of

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981 Education and regulations established by the Board of Governors
 982 and processes implemented by Florida College System institutions
 983 and state universities.

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

991 Section 20. Section 1007.271, Florida Statutes, is amended
 992 to read:

993 1007.271 Dual enrollment programs.—

994 (1) The dual enrollment program is the enrollment of an
 995 eligible secondary student or home education student in a
 996 postsecondary course creditable toward high school completion
 997 and a career certificate or an associate or baccalaureate
 998 degree. A student who is enrolled in postsecondary instruction
 999 that is not creditable toward a high school diploma may not be
 1000 classified as a dual enrollment student.

1001 (2) For the purpose of this section, an eligible secondary
 1002 student is a student who is enrolled in a Florida public
 1003 secondary school or in a Florida private secondary school which
 1004 is in compliance with s. 1002.42(2) and provides ~~conducts~~ a
 1005 secondary curriculum pursuant to s. 1003.428, s. 1003.429, or s.
 1006 1003.43. ~~Students enrolled in postsecondary instruction that is~~
 1007 ~~not creditable toward the high school diploma shall not be~~
 1008 ~~classified as dual enrollments.~~ Students who are eligible for

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1009 dual enrollment pursuant to this section ~~may shall be permitted~~
 1010 ~~to~~ enroll in dual enrollment courses conducted during school
 1011 hours, after school hours, and during the summer term. However,
 1012 if the student is projected to graduate from high school before
 1013 the scheduled completion date of a postsecondary course, the
 1014 student may not register for that course through dual
 1015 enrollment. The student may apply to the postsecondary
 1016 institution and pay the required registration, tuition, and fees
 1017 if the student meets the postsecondary institution's admissions
 1018 requirements under s. 1007.263. Instructional time for dual such
 1019 enrollment may vary from 900 hours; however, the school district
 1020 may only report the student for a maximum of 1.0 FTE, as
 1021 provided in s. 1011.61(4). Any student ~~so~~ enrolled as a dual
 1022 enrollment student is exempt from the payment of registration,
 1023 tuition, and laboratory fees. Vocational-preparatory
 1024 instruction, college-preparatory instruction, and other forms of
 1025 precollegiate instruction, as well as physical education courses
 1026 that focus on the physical execution of a skill rather than the
 1027 intellectual attributes of the activity, are ineligible for
 1028 inclusion in the dual enrollment program. Recreation and leisure
 1029 studies courses shall be evaluated individually in the same
 1030 manner as physical education courses for potential inclusion in
 1031 the program.

1032 (3) ~~The Department of Education shall adopt guidelines~~
 1033 ~~designed to achieve comparability across school districts of~~
 1034 ~~both student qualifications and teacher qualifications for dual~~
 1035 ~~enrollment courses. Student qualifications must demonstrate~~
 1036 ~~readiness for college-level coursework if the student is to be~~

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1037 ~~enrolled in college courses. Student qualifications must~~
 1038 ~~demonstrate readiness for career-level coursework if the student~~
 1039 ~~is to be enrolled in career courses. In addition to the common~~
 1040 ~~placement examination,~~ Student eligibility requirements
 1041 ~~qualifications~~ for initial enrollment in college credit dual
 1042 enrollment courses must include a 3.0 unweighted high school
 1043 grade point average, and the minimum score on a common placement
 1044 test adopted by the State Board of Education which indicates
 1045 that the student is ready for college-level coursework. Student
 1046 eligibility requirements for continued enrollment in college
 1047 credit dual enrollment courses must include the maintenance of a
 1048 3.0 unweighted high school grade point average and the minimum
 1049 postsecondary grade point average established by the
 1050 postsecondary institution. Regardless of meeting student
 1051 eligibility requirements for continued enrollment, a student may
 1052 lose the opportunity to participate in a dual enrollment course
 1053 if the student is disruptive to the learning process such that
 1054 the progress of other students or the efficient administration
 1055 of the course is hindered. Student eligibility requirements
 1056 ~~qualifications~~ for initial and continued enrollment in career
 1057 certificate dual enrollment courses must include a 2.0
 1058 unweighted high school grade point average. Exceptions to the
 1059 required grade point averages may be granted on an individual
 1060 student basis if the educational entities agree and the terms of
 1061 the agreement are contained within the dual enrollment
 1062 ~~interinstitutional~~ articulation agreement established pursuant
 1063 to subsection (21). Florida College System institution boards of
 1064 trustees may establish additional initial student eligibility

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1065 requirements ~~admissions criteria~~, which shall be included in the
 1066 dual enrollment district interinstitutional articulation
 1067 agreement ~~developed according to s. 1007.235~~, to ensure student
 1068 readiness for postsecondary instruction. Additional requirements
 1069 included in the agreement may ~~shall~~ not arbitrarily prohibit
 1070 students who have demonstrated the ability to master advanced
 1071 courses from participating in dual enrollment courses.

1072 (4) District school boards may not refuse to enter into a
 1073 dual enrollment articulation an agreement with a local Florida
 1074 College System institution if that Florida College System
 1075 institution has the capacity to offer dual enrollment courses. A
 1076 Florida College System institution may limit dual enrollment
 1077 participation based upon capacity. Such limitation must be
 1078 clearly specified in the dual enrollment articulation agreement.

1079 (5) (a) Each faculty member providing instruction in
 1080 college credit dual enrollment courses must:

1081 1. Meet the qualifications required by the entity
 1082 accrediting the postsecondary institution offering the course.
 1083 The qualifications apply to all faculty members regardless of
 1084 the location of instruction. The postsecondary institution
 1085 offering the course must require compliance with these
 1086 qualifications.

1087 2. Provide the institution offering the dual enrollment
 1088 course a copy of his or her postsecondary transcript.

1089 3. Provide a copy of the current syllabus for each course
 1090 taught to the discipline chair or department chair of the
 1091 postsecondary institution before the start of each term. The
 1092 content of each syllabus must meet the same standards required

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1093 for all college-level courses offered by that postsecondary
 1094 institution.

1095 4. Adhere to the professional rules, guidelines, and
 1096 expectations stated in the postsecondary institution's faculty
 1097 or adjunct faculty handbook. Any exceptions must be included in
 1098 the dual enrollment articulation agreement.

1099 5. Adhere to the rules, guidelines, and expectations
 1100 stated in the postsecondary institution's student handbook which
 1101 apply to faculty members. Any exceptions must be noted in the
 1102 dual enrollment articulation agreement.

1103 (b) Each president, or designee, of a postsecondary
 1104 institution offering a college credit dual enrollment course
 1105 must:

1106 1. Provide a copy of the institution's current faculty or
 1107 adjunct faculty handbook to all faculty members teaching a dual
 1108 enrollment course.

1109 2. Provide to all faculty members teaching a dual
 1110 enrollment course a copy of the institution's current student
 1111 handbook, which may include, but is not limited to, information
 1112 on registration policies, the student code of conduct, grading
 1113 policies, and critical dates.

1114 3. Designate an individual or individuals to observe all
 1115 faculty members teaching a dual enrollment course, regardless of
 1116 the location of instruction.

1117 4. Use the same criteria to evaluate faculty members
 1118 teaching a dual enrollment course as the criteria used to
 1119 evaluate all other faculty members.

1120 5. Provide course plans and objectives to all faculty

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1121 members teaching a dual enrollment course.

1122 (6) The following curriculum standards apply to college
 1123 credit dual enrollment:

1124 (a) Dual enrollment courses taught on the high school
 1125 campus must meet the same competencies required for courses
 1126 taught on the postsecondary institution campus. To ensure
 1127 equivalent rigor with courses taught on the postsecondary
 1128 institution campus, the postsecondary institution offering the
 1129 course is responsible for providing in a timely manner a
 1130 comprehensive, cumulative end-of-course assessment or a series
 1131 of assessments of all expected learning outcomes to the faculty
 1132 member teaching the course. Completed, scored assessments must
 1133 be returned to the postsecondary institution and held for 1
 1134 year.

1135 (b) Instructional materials used in dual enrollment
 1136 courses must be the same as or comparable to those used in
 1137 courses offered by the postsecondary institution with the same
 1138 course prefix and number. The postsecondary institution must
 1139 advise the school district of instructional materials
 1140 requirements as soon as that information becomes available but
 1141 no later than one term before a course is offered.

1142 (c) Course requirements, such as tests, papers, or other
 1143 assignments, for dual enrollment students must be at the same
 1144 level of rigor or depth as those for all nondual enrollment
 1145 postsecondary students. All faculty members teaching dual
 1146 enrollment courses must observe the procedures and deadlines of
 1147 the postsecondary institution for the submission of grades. A
 1148 postsecondary institution must advise each faculty member

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1149 teaching a dual enrollment course of the institution's grading
 1150 guidelines before the faculty member begins teaching the course.

1151 (d) Dual enrollment courses taught on a high school campus
 1152 may not be combined with any noncollege credit high school
 1153 course.

1154 (7)-(4) Career dual enrollment shall be provided as a
 1155 curricular option for secondary students to pursue in order to
 1156 earn a series of elective credits toward the high school
 1157 diploma. Career dual enrollment shall be available for secondary
 1158 students seeking a degree or certificate from a complete career-
 1159 preparatory program, and may shall not be used to enroll
 1160 students in isolated career courses. ~~It is the intent of the~~
 1161 ~~Legislature that career dual enrollment provide a comprehensive~~
 1162 ~~academic and career dual enrollment program within the career~~
 1163 ~~center or Florida College System institution.~~

1164 (8)-(5) Each district school board shall inform all
 1165 secondary students and their parents of dual enrollment as an
 1166 educational option and mechanism for acceleration. Students and
 1167 their parents shall be informed of student eligibility
 1168 requirements ~~criteria~~, the option for taking dual enrollment
 1169 courses beyond the regular school year, and the minimum academic
 1170 credits required for graduation. District school boards shall
 1171 annually assess the demand for dual enrollment and provide that
 1172 information to each partnering postsecondary institution ~~other~~
 1173 ~~advanced courses, and the district school board shall consider~~
 1174 ~~strategies and programs to meet that demand and include access~~
 1175 ~~to dual enrollment on the high school campus whenever possible.~~
 1176 Alternative grade calculation, weighting systems, and ~~or~~

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1177 information regarding student education options that
 1178 discriminate ~~which discriminates~~ against dual enrollment courses
 1179 are is prohibited.

1180 (9)~~(6)~~ The Commissioner of Education shall appoint faculty
 1181 committees representing public school, Florida College System
 1182 institution, and university faculties to identify postsecondary
 1183 courses that meet the high school graduation requirements of s.
 1184 1003.428, s. 1003.429, or s. 1003.43~~7~~ and to establish the
 1185 number of postsecondary semester credit hours of instruction and
 1186 equivalent high school credits earned through dual enrollment
 1187 pursuant to this section that are necessary to meet high school
 1188 graduation requirements. Such equivalencies shall be determined
 1189 solely on comparable course content and not on seat time
 1190 traditionally allocated to such courses in high school. The
 1191 Commissioner of Education shall recommend to the State Board of
 1192 Education those postsecondary courses identified to meet high
 1193 school graduation requirements, based on mastery of course
 1194 outcomes, by their course numbers, and all high schools shall
 1195 accept these postsecondary education courses toward meeting the
 1196 requirements of s. 1003.428, s. 1003.429, or s. 1003.43.

1197 (10)~~(7)~~ Early admission is ~~shall be~~ a form of dual
 1198 enrollment through which eligible secondary students enroll in a
 1199 postsecondary institution on a full-time basis in courses that
 1200 are creditable toward the high school diploma and the associate
 1201 or baccalaureate degree. A student must enroll in a minimum of
 1202 12 college credit hours per semester or the equivalent to
 1203 participate in the early admission program; however, a student
 1204 may not be required to enroll in more than 15 college credit

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1205 hours per semester or the equivalent. Students enrolled pursuant
 1206 to this subsection are ~~shall be~~ exempt from the payment of
 1207 registration, tuition, and laboratory fees.

1208 ~~(11)(8)~~ Career early admission is a form of career dual
 1209 enrollment through which eligible secondary students enroll full
 1210 time in a career center or a Florida College System institution
 1211 in courses that are creditable toward the high school diploma
 1212 and the certificate or associate degree. Participation in the
 1213 career early admission program is ~~shall be~~ limited to students
 1214 who have completed a minimum of 6 semesters of full-time
 1215 secondary enrollment, including studies undertaken in the ninth
 1216 grade. Students enrolled pursuant to this section are exempt
 1217 from the payment of registration, tuition, and laboratory fees.

1218 ~~(12)(9)~~ The State Board of Education shall adopt rules for
 1219 any dual enrollment programs involving requirements for high
 1220 school graduation.

1221 ~~(13)(10)~~(a) The dual enrollment program for home education
 1222 students consists of the enrollment of an eligible home
 1223 education secondary student in a postsecondary course creditable
 1224 toward an associate degree, a career certificate, or a
 1225 baccalaureate degree. To participate in the dual enrollment
 1226 program, an eligible home education secondary student must:

- 1227 1. Provide proof of enrollment in a home education program
 1228 pursuant to s. 1002.41.
- 1229 2. Be responsible for his or her own instructional
 1230 materials and transportation unless provided for otherwise.

1231 3. Sign a home education articulation agreement pursuant
 1232 to paragraph (b).

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1233 (b) Each postsecondary career center, ~~Florida College~~
 1234 ~~System~~ institution, ~~and state university~~ shall enter into a home
 1235 education articulation agreement with each home education
 1236 student seeking enrollment in a dual enrollment course and the
 1237 student's parent. The home education articulation agreement
 1238 shall include, at a minimum:

1239 1. A delineation of ~~Delineate~~ courses and programs
 1240 available to ~~for~~ dually enrolled home education students.
 1241 Courses and programs may be added, revised, or deleted at any
 1242 time by the postsecondary institution.

1243 2. The initial and continued ~~Identify~~ eligibility
 1244 requirements ~~criteria~~ for home education student participation,
 1245 not to exceed those required of other dually enrolled students.

1246 3. The student's responsibilities for providing his or her
 1247 own instructional materials and transportation.

1248 4. A copy of the statement on transfer guarantees
 1249 developed by the Department of Education under subsection (15).

1250 (14) ~~(11)~~ The Department of Education shall approve any
 1251 course for inclusion in the dual enrollment program that is
 1252 contained within the statewide course numbering system. However,
 1253 college-preparatory and other forms of precollegiate
 1254 instruction, and physical education and other courses that focus
 1255 on the physical execution of a skill rather than the
 1256 intellectual attributes of the activity, may not be so approved,
 1257 but must be evaluated individually for potential inclusion in
 1258 the dual enrollment program. This subsection may ~~shall~~ not be
 1259 construed to mean that an independent postsecondary institution
 1260 eligible for inclusion in a dual enrollment or early admission

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1261 program pursuant to s. 1011.62 must participate in the statewide
 1262 course numbering system developed pursuant to s. 1007.24 to
 1263 participate in a dual enrollment program.

1264 (15)~~(12)~~ The Department of Education shall develop a
 1265 statement on transfer guarantees to ~~which will~~ inform students
 1266 and their parents, prior to enrollment in a dual enrollment
 1267 course, of the potential for the dual enrollment course to
 1268 articulate as an elective or a general education course into a
 1269 postsecondary education certificate or degree program. The
 1270 statement shall be provided to each district school
 1271 superintendent, who shall include the statement in the
 1272 information provided to all secondary students and their parents
 1273 as required pursuant to this subsection. The statement may also
 1274 include additional information, including, but not limited to,
 1275 dual enrollment options, guarantees, privileges, and
 1276 responsibilities.

1277 (16)~~(13)~~ Students who meet the eligibility requirements of
 1278 this section and who choose to participate in dual enrollment
 1279 programs are exempt from the payment of registration, tuition,
 1280 and laboratory fees.

1281 (17)~~(14)~~ Instructional materials assigned for use within
 1282 dual enrollment courses shall be made available to dual
 1283 enrollment students from Florida public high schools free of
 1284 charge. This subsection does ~~shall not be construed to~~ prohibit
 1285 a Florida College System institution from providing
 1286 instructional materials at no cost to a home education student
 1287 or student from a private school. ~~Students enrolled in~~
 1288 ~~postsecondary instruction not creditable toward a high school~~

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1289 ~~diploma shall not be considered dual enrollments and shall be~~
 1290 ~~required to assume the cost of instructional materials necessary~~
 1291 ~~for such instruction.~~

1292 ~~(15)~~ Instructional materials purchased by a district
 1293 school board or Florida College System institution board of
 1294 trustees on behalf of dual enrollment students shall be the
 1295 property of the board against which the purchase is charged.

1296 ~~(18)~~ ~~(16)~~ ~~Beginning with students entering grade 9 in the~~
 1297 ~~2006-2007 school year,~~ School districts and Florida College
 1298 System institutions must weigh dual enrollment courses the same
 1299 as advanced placement, International Baccalaureate, and Advanced
 1300 International Certificate of Education courses when grade point
 1301 averages are calculated. Alternative grade calculation systems,
 1302 alternative grade ~~or~~ weighting systems, and information
 1303 regarding student education options that discriminate against
 1304 dual enrollment courses are prohibited.

1305 ~~(19)~~ ~~(17)~~ The Commissioner of Education may approve dual
 1306 enrollment agreements for limited course offerings that have
 1307 statewide appeal. Such programs shall be limited to a single
 1308 site with multiple county participation.

1309 (20) A postsecondary institution shall assign letter
 1310 grades to each student enrolled in a dual enrollment course. The
 1311 letter grade assigned by the postsecondary institution shall be
 1312 posted to the student's high school transcript by the school
 1313 district.

1314 (21) Each district school superintendent and Florida
 1315 College System institution president shall develop a
 1316 comprehensive dual enrollment articulation agreement for the

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1317 respective school district and Florida College System
 1318 institution. The superintendent and president shall establish an
 1319 articulation committee for the purpose of developing the
 1320 agreement. Each state university president may designate a
 1321 university representative to participate in the development of a
 1322 dual enrollment articulation agreement. A dual enrollment
 1323 articulation agreement shall be completed and submitted annually
 1324 by the Florida College System institution to the Department of
 1325 Education on or before August 1. The agreement must include, but
 1326 is not limited to:

1327 (a) A ratification or modification of all existing
 1328 articulation agreements.

1329 (b) A description of the process by which students and
 1330 their parents are informed about opportunities for student
 1331 participation in the dual enrollment program.

1332 (c) A delineation of courses and programs available to
 1333 students eligible to participate in dual enrollment.

1334 (d) A description of the process by which students and
 1335 their parents exercise options to participate in the dual
 1336 enrollment program.

1337 (e) A list of any additional initial student eligibility
 1338 requirements for participation in the dual enrollment program.

1339 (f) A delineation of the high school credit earned for the
 1340 passage of each dual enrollment course.

1341 (g) A description of the process for informing students
 1342 and their parents of college-level course expectations.

1343 (h) The policies and procedures, if any, for determining
 1344 exceptions to the required grade point averages on an individual

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1345 student basis.

1346 (i) The registration policies for dual enrollment courses
 1347 as determined by the postsecondary institution.

1348 (j) Exceptions, if any, to the professional rules,
 1349 guidelines, and expectations stated in the faculty or adjunct
 1350 faculty handbook for the postsecondary institution.

1351 (k) Exceptions, if any, to the rules, guidelines, and
 1352 expectations stated in the student handbook of the postsecondary
 1353 institution which apply to faculty members.

1354 (l) The responsibilities of the school district regarding
 1355 the determination of student eligibility before participating in
 1356 the dual enrollment program and the monitoring of student
 1357 performance while participating in the dual enrollment program.

1358 (m) The responsibilities of the Florida College System
 1359 institution regarding the transmission of student grades in dual
 1360 enrollment courses to the school district.

1361 (n) A funding provision that delineates costs incurred by
 1362 each entity. School districts should share funding to cover
 1363 instructional and support costs incurred by the postsecondary
 1364 institution.

1365 (o) Any institutional responsibilities for student
 1366 transportation, if provided.

1367 (22) The Department of Education shall develop an
 1368 electronic submission system for dual enrollment articulation
 1369 agreements and shall review, for compliance, each dual
 1370 enrollment articulation agreement submitted pursuant to
 1371 subsection (21). The Commissioner of Education shall notify the
 1372 district school superintendent and the Florida College System

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1373 institution president if the dual enrollment articulation
 1374 agreement does not comply with statutory requirements and shall
 1375 submit any dual enrollment articulation agreement with
 1376 unresolved issues of noncompliance to the State Board of
 1377 Education.

1378 (23) District school boards and Florida College System
 1379 institutions may enter into additional dual enrollment
 1380 articulation agreements with state universities for the purposes
 1381 of this section. School districts may also enter into dual
 1382 enrollment articulation agreements with eligible independent
 1383 colleges and universities pursuant to s. 1011.62(1)(i).

1384 (24) Postsecondary institutions may enter into dual
 1385 enrollment articulation agreements with private secondary
 1386 schools pursuant to subsection (2).

1387 Section 21. Section 1007.272, Florida Statutes, is
 1388 repealed.

1389 Section 22. Paragraph (c) of subsection (3) of section
 1390 1008.22, Florida Statutes, is amended to read:

1391 1008.22 Student assessment program for public schools.—

1392 (3) STATEWIDE ASSESSMENT PROGRAM.—The commissioner shall
 1393 design and implement a statewide program of educational
 1394 assessment that provides information for the improvement of the
 1395 operation and management of the public schools, including
 1396 schools operating for the purpose of providing educational
 1397 services to youth in Department of Juvenile Justice programs.
 1398 The commissioner may enter into contracts for the continued
 1399 administration of the assessment, testing, and evaluation
 1400 programs authorized and funded by the Legislature. Contracts may

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1401 be initiated in 1 fiscal year and continue into the next and may
 1402 be paid from the appropriations of either or both fiscal years.
 1403 The commissioner is authorized to negotiate for the sale or
 1404 lease of tests, scoring protocols, test scoring services, and
 1405 related materials developed pursuant to law. Pursuant to the
 1406 statewide assessment program, the commissioner shall:

1407 (c) Develop and implement a student achievement testing
 1408 program as follows:

1409 1. The Florida Comprehensive Assessment Test (FCAT)
 1410 measures a student's content knowledge and skills in reading,
 1411 writing, science, and mathematics. The content knowledge and
 1412 skills assessed by the FCAT must be aligned to the core
 1413 curricular content established in the Next Generation Sunshine
 1414 State Standards. Other content areas may be included as directed
 1415 by the commissioner. Comprehensive assessments of reading and
 1416 mathematics shall be administered annually in grades 3 through
 1417 10 except, beginning with the 2010-2011 school year, the
 1418 administration of grade 9 FCAT Mathematics shall be
 1419 discontinued, and beginning with the 2011-2012 school year, the
 1420 administration of grade 10 FCAT Mathematics shall be
 1421 discontinued, except as required for students who have not
 1422 attained minimum performance expectations for graduation as
 1423 provided in paragraph (9) (c). FCAT Writing and FCAT Science
 1424 shall be administered at least once at the elementary, middle,
 1425 and high school levels except, beginning with the 2011-2012
 1426 school year, the administration of FCAT Science at the high
 1427 school level shall be discontinued.

1428 2.a. End-of-course assessments for a subject shall be

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1429 administered in addition to the comprehensive assessments
1430 required under subparagraph 1. End-of-course assessments must be
1431 rigorous, statewide, standardized, and developed or approved by
1432 the department. The content knowledge and skills assessed by
1433 end-of-course assessments must be aligned to the core curricular
1434 content established in the Next Generation Sunshine State
1435 Standards.

1436 (I) Statewide, standardized end-of-course assessments in
1437 mathematics shall be administered according to this sub-sub-
1438 subparagraph. Beginning with the 2010-2011 school year, all
1439 students enrolled in Algebra I or an equivalent course must take
1440 the Algebra I end-of-course assessment. For students entering
1441 grade 9 during the 2010-2011 school year and who are enrolled in
1442 Algebra I or an equivalent, each student's performance on the
1443 end-of-course assessment in Algebra I shall constitute 30
1444 percent of the student's final course grade. Beginning with the
1445 2012-2013 school year, the end-of-course assessment in Algebra I
1446 shall be administered four times annually. Beginning with
1447 students entering grade 9 in the 2011-2012 school year, a
1448 student who is enrolled in Algebra I or an equivalent must earn
1449 a passing score on the end-of-course assessment in Algebra I or
1450 attain an equivalent score as described in subsection (11) in
1451 order to earn course credit. Beginning with the 2011-2012 school
1452 year, all students enrolled in geometry or an equivalent course
1453 must take the geometry end-of-course assessment. For students
1454 entering grade 9 during the 2011-2012 school year, each
1455 student's performance on the end-of-course assessment in
1456 geometry shall constitute 30 percent of the student's final

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1457 course grade. Beginning with students entering grade 9 during
1458 the 2012-2013 school year, a student must earn a passing score
1459 on the end-of-course assessment in geometry or attain an
1460 equivalent score as described in subsection (11) in order to
1461 earn course credit.

1462 (II) Statewide, standardized end-of-course assessments in
1463 science shall be administered according to this sub-sub-
1464 subparagraph. Beginning with the 2011-2012 school year, all
1465 students enrolled in Biology I or an equivalent course must take
1466 the Biology I end-of-course assessment. For the 2011-2012 school
1467 year, each student's performance on the end-of-course assessment
1468 in Biology I shall constitute 30 percent of the student's final
1469 course grade. Beginning with students entering grade 9 during
1470 the 2012-2013 school year, a student must earn a passing score
1471 on the end-of-course assessment in Biology I in order to earn
1472 course credit.

1473 b. During the 2012-2013 school year, an end-of-course
1474 assessment in civics education shall be administered as a field
1475 test at the middle school level. During the 2013-2014 school
1476 year, each student's performance on the statewide, standardized
1477 end-of-course assessment in civics education shall constitute 30
1478 percent of the student's final course grade. Beginning with the
1479 2014-2015 school year, a student must earn a passing score on
1480 the end-of-course assessment in civics education in order to
1481 pass the course and be promoted from the middle grades. The
1482 school principal of a middle school shall determine, in
1483 accordance with State Board of Education rule, whether a student
1484 who transfers to the middle school and who has successfully

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1485 completed a civics education course at the student's previous
 1486 school must take an end-of-course assessment in civics
 1487 education.

1488 c. The commissioner may select one or more nationally
 1489 developed comprehensive examinations, which may include, but
 1490 need not be limited to, examinations for a College Board
 1491 Advanced Placement course, International Baccalaureate course,
 1492 or Advanced International Certificate of Education course, or
 1493 industry-approved examinations to earn national industry
 1494 certifications identified in the Industry Certification Funding
 1495 List, pursuant to rules adopted by the State Board of Education,
 1496 for use as end-of-course assessments under this paragraph, if
 1497 the commissioner determines that the content knowledge and
 1498 skills assessed by the examinations meet or exceed the grade
 1499 level expectations for the core curricular content established
 1500 for the course in the Next Generation Sunshine State Standards.
 1501 The commissioner may collaborate with the American Diploma
 1502 Project in the adoption or development of rigorous end-of-course
 1503 assessments that are aligned to the Next Generation Sunshine
 1504 State Standards.

1505 d. Contingent upon funding provided in the General
 1506 Appropriations Act, including the appropriation of funds
 1507 received through federal grants, the Commissioner of Education
 1508 shall establish an implementation schedule for the development
 1509 and administration of additional statewide, standardized end-of-
 1510 course assessments in English/Language Arts II, Algebra II,
 1511 chemistry, physics, earth/space science, United States history,
 1512 and world history. Priority shall be given to the development of

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1513 end-of-course assessments in English/Language Arts II. The
1514 Commissioner of Education shall evaluate the feasibility and
1515 effect of transitioning from the grade 9 and grade 10 FCAT
1516 Reading and high school level FCAT Writing to an end-of-course
1517 assessment in English/Language Arts II. The commissioner shall
1518 report the results of the evaluation to the President of the
1519 Senate and the Speaker of the House of Representatives no later
1520 than July 1, 2011.

1521 3. The testing program shall measure student content
1522 knowledge and skills adopted by the State Board of Education as
1523 specified in paragraph (a) and measure and report student
1524 performance levels of all students assessed in reading, writing,
1525 mathematics, and science. The commissioner shall provide for the
1526 tests to be developed or obtained, as appropriate, through
1527 contracts and project agreements with private vendors, public
1528 vendors, public agencies, postsecondary educational
1529 institutions, or school districts. The commissioner shall obtain
1530 input with respect to the design and implementation of the
1531 testing program from state educators, assistive technology
1532 experts, and the public.

1533 4. The testing program shall be composed of criterion-
1534 referenced tests that shall, to the extent determined by the
1535 commissioner, include test items that require the student to
1536 produce information or perform tasks in such a way that the core
1537 content knowledge and skills he or she uses can be measured.

1538 5. FCAT Reading, Mathematics, and Science and all
1539 statewide, standardized end-of-course assessments shall measure
1540 the content knowledge and skills a student has attained on the

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1541 assessment by the use of scaled scores and achievement levels.
 1542 Achievement levels shall range from 1 through 5, with level 1
 1543 being the lowest achievement level, level 5 being the highest
 1544 achievement level, and level 3 indicating satisfactory
 1545 performance on an assessment. For purposes of FCAT Writing,
 1546 student achievement shall be scored using a scale of 1 through 6
 1547 and the score earned shall be used in calculating school grades.
 1548 A score shall be designated for each subject area tested, below
 1549 which score a student's performance is deemed inadequate. The
 1550 school districts shall provide appropriate remedial instruction
 1551 to students who score below these levels.

1552 6. The State Board of Education shall, by rule, designate
 1553 a passing score for each part of the grade 10 assessment test
 1554 and end-of-course assessments. Any rule that has the effect of
 1555 raising the required passing scores may apply only to students
 1556 taking the assessment for the first time after the rule is
 1557 adopted by the State Board of Education. Except as otherwise
 1558 provided in this subparagraph and as provided in s.
 1559 1003.428(8)(b) or s. 1003.43(11)(b), students must earn a
 1560 passing score on grade 10 FCAT Reading and grade 10 FCAT
 1561 Mathematics or attain concordant scores as described in
 1562 subsection (10) in order to qualify for a standard high school
 1563 diploma.

1564 7. In addition to designating a passing score under
 1565 subparagraph 6., the State Board of Education shall also
 1566 designate, by rule, a score for each statewide, standardized
 1567 end-of-course assessment which indicates that a student is high
 1568 achieving and has the potential to meet college-readiness

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1569 standards by the time the student graduates from high school.

1570 8. Participation in the testing program is mandatory for

1571 all students attending public school, including students served

1572 in Department of Juvenile Justice programs, except as otherwise

1573 prescribed by the commissioner. A student who has not earned

1574 passing scores on the grade 10 FCAT as provided in subparagraph

1575 6. must participate in each retake of the assessment until the

1576 student earns passing scores or achieves scores on a

1577 standardized assessment which are concordant with passing scores

1578 pursuant to subsection (10). If a student does not participate

1579 in the statewide assessment, the district must notify the

1580 student's parent and provide the parent with information

1581 regarding the implications of such nonparticipation. A parent

1582 must provide signed consent for a student to receive classroom

1583 instructional accommodations that would not be available or

1584 permitted on the statewide assessments and must acknowledge in

1585 writing that he or she understands the implications of such

1586 instructional accommodations. The State Board of Education shall

1587 adopt rules, based upon recommendations of the commissioner, for

1588 the provision of test accommodations for students in exceptional

1589 education programs and for students who have limited English

1590 proficiency. Accommodations that negate the validity of a

1591 statewide assessment are not allowable in the administration of

1592 the FCAT or an end-of-course assessment. However, instructional

1593 accommodations are allowable in the classroom if included in a

1594 student's individual education plan. Students using

1595 instructional accommodations in the classroom that are not

1596 allowable as accommodations on the FCAT or an end-of-course

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1597 assessment may have the FCAT or an end-of-course assessment
1598 requirement waived pursuant to the requirements of s.
1599 1003.428(8)(b) or s. 1003.43(11)(b).

1600 9. A student seeking an adult high school diploma must
1601 meet the same testing requirements that a regular high school
1602 student must meet.

1603 10. District school boards must provide instruction to
1604 prepare students in the core curricular content established in
1605 the Next Generation Sunshine State Standards adopted under s.
1606 1003.41, including the core content knowledge and skills
1607 necessary for successful grade-to-grade progression and high
1608 school graduation. If a student is provided with instructional
1609 accommodations in the classroom that are not allowable as
1610 accommodations in the statewide assessment program, as described
1611 in the test manuals, the district must inform the parent in
1612 writing and must provide the parent with information regarding
1613 the impact on the student's ability to meet expected performance
1614 levels in reading, writing, mathematics, and science. The
1615 commissioner shall conduct studies as necessary to verify that
1616 the required core curricular content is part of the district
1617 instructional programs.

1618 11. District school boards must provide opportunities for
1619 students to demonstrate an acceptable performance level on an
1620 alternative standardized assessment approved by the State Board
1621 of Education following enrollment in summer academies.

1622 12. The Department of Education must develop, or select,
1623 and implement a common battery of assessment tools that will be
1624 used in all juvenile justice programs in the state. These tools

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1625 must accurately measure the core curricular content established
1626 in the Next Generation Sunshine State Standards.

1627 13. For students seeking a special diploma pursuant to s.
1628 1003.438, the Department of Education must develop or select and
1629 implement an alternate assessment tool that accurately measures
1630 the core curricular content established in the Next Generation
1631 Sunshine State Standards for students with disabilities under s.
1632 1003.438.

1633 14. The Commissioner of Education shall establish
1634 schedules for the administration of statewide assessments and
1635 the reporting of student test results. When establishing the
1636 schedules for the administration of statewide assessments, the
1637 commissioner shall consider the observance of religious and
1638 school holidays. The commissioner shall, by August 1 of each
1639 year, notify each school district in writing and publish on the
1640 department's Internet website the testing and reporting
1641 schedules for, at a minimum, the school year following the
1642 upcoming school year. The testing and reporting schedules shall
1643 require that:

1644 a. There is the latest possible administration of
1645 statewide assessments and the earliest possible reporting to the
1646 school districts of student test results which is feasible
1647 within available technology and specific appropriations;
1648 however, test results for the FCAT must be made available no
1649 later than the week of June 8. Student results for end-of-course
1650 assessments must be provided no later than 1 week after the
1651 school district completes testing for each course. The
1652 commissioner may extend the reporting schedule under exigent

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1653 | circumstances.

1654 | b. FCAT Writing may not be administered earlier than the
 1655 | week of March 1, and a comprehensive statewide assessment of any
 1656 | other subject may not be administered earlier than the week of
 1657 | April 15.

1658 | c. A statewide, standardized end-of-course assessment is
 1659 | administered at the end of the course. The commissioner shall
 1660 | select an administration period for assessments that meets the
 1661 | intent of end-of-course assessments and provides student results
 1662 | prior to the end of the course. School districts shall
 1663 | administer tests in accordance with the schedule determined by
 1664 | the commissioner. For an end-of-course assessment administered
 1665 | at the end of the first semester, the commissioner shall
 1666 | determine the most appropriate testing dates based on a review
 1667 | of each school district's academic calendar.

1668 |
 1669 | The commissioner may, based on collaboration and input from
 1670 | school districts, design and implement student testing programs,
 1671 | for any grade level and subject area, necessary to effectively
 1672 | monitor educational achievement in the state, including the
 1673 | measurement of educational achievement of the Next Generation
 1674 | Sunshine State Standards for students with disabilities.
 1675 | Development and refinement of assessments shall include
 1676 | universal design principles and accessibility standards that
 1677 | will prevent any unintended obstacles for students with
 1678 | disabilities while ensuring the validity and reliability of the
 1679 | test. These principles should be applicable to all technology
 1680 | platforms and assistive devices available for the assessments.

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1681 The field testing process and psychometric analyses for the
 1682 statewide assessment program must include an appropriate
 1683 percentage of students with disabilities and an evaluation or
 1684 determination of the effect of test items on such students.

1685 Section 23. Subsections (1), (2), (9), and (10) of section
 1686 1008.25, Florida Statutes, are amended to read:

1687 1008.25 Public school student progression; remedial
 1688 instruction; reporting requirements.—

1689 (1) INTENT.—It is the intent of the Legislature that each
 1690 student's progression from one grade to another be determined,
 1691 in part, upon satisfactory performance ~~proficiency~~ in reading,
 1692 writing, science, and mathematics; that district school board
 1693 policies facilitate student achievement ~~such proficiency; and~~
 1694 that each student and his or her parent be informed of that
 1695 student's academic progress; and that students have access to
 1696 educational options that provide academically challenging
 1697 coursework or accelerated instruction pursuant to s. 1002.3105.

1698 (2) COMPREHENSIVE STUDENT PROGRESSION PLAN ~~PROGRAM~~.—Each
 1699 district school board shall establish a comprehensive plan
 1700 ~~program~~ for student progression which must ~~include~~:

1701 (a) Provide standards for evaluating each student's
 1702 performance, including how well he or she masters the
 1703 performance standards approved by the State Board of Education.

1704 (b) Provide specific levels of performance in reading,
 1705 writing, science, and mathematics for each grade level,
 1706 including the levels of performance on statewide assessments as
 1707 defined by the commissioner, below which a student must receive
 1708 remediation⁷ or be retained within an intensive program that is

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1709 different from the previous year's program and that takes into
1710 account the student's learning style.

1711 (c) Provide appropriate alternative placement for a
1712 student who has been retained 2 or more years.

1713 (d)1. List the student eligibility and procedural
1714 requirements established by the school district for whole-grade
1715 promotion, midyear promotion, and subject-matter acceleration
1716 that would result in a student attending a different school,
1717 pursuant to s. 1002.3105(2) (b) .

1718 2. Notify parents and students of the school district's
1719 process by which a parent may request student participation in
1720 whole-grade promotion, midyear promotion, or subject-matter
1721 acceleration that would result in a student attending a
1722 different school, pursuant to s. 1002.3105(4) (b)2.

1723 (e)1. Advise parents and students that additional ACCEL
1724 options may be available at the student's school, pursuant to s.
1725 1002.3105.

1726 2. Advise parents and students to contact the principal at
1727 the student's school for information related to student
1728 eligibility requirements for whole-grade promotion, midyear
1729 promotion, and subject-matter acceleration when the promotion or
1730 acceleration occurs within the principal's school; virtual
1731 instruction in higher grade level subjects; and any other ACCEL
1732 options offered by the principal, pursuant to s.
1733 1002.3105(2) (a) .

1734 3. Advise parents and students to contact the principal at
1735 the student's school for information related to the school's
1736 process by which a parent may request student participation in

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1737 whole-grade promotion, midyear promotion, and subject-matter
 1738 acceleration when the promotion or acceleration occurs within
 1739 the principal's school; virtual instruction in higher grade
 1740 level subjects; and any other ACCEL options offered by the
 1741 principal, pursuant to s. 1002.3105(4)(b)1.

1742 (f) Advise parents and students of the early and
 1743 accelerated graduation options under ss. 1003.4281 and 1003.429.

1744 (g) List, or incorporate by reference, all dual enrollment
 1745 courses contained within the dual enrollment articulation
 1746 agreement established pursuant to s. 1007.271(21).

1747 (9) RULEMAKING STATE BOARD AUTHORITY AND
 1748 RESPONSIBILITIES.—

1749 ~~(a) The State Board of Education shall have authority as~~
 1750 ~~provided in s. 1008.32 to enforce this section.~~

1751 ~~(b)~~ The State Board of Education shall adopt rules
 1752 pursuant to ss. 120.536(1) and 120.54 for the administration of
 1753 this section.

1754 ~~(10) TECHNICAL ASSISTANCE.—The department shall provide~~
 1755 ~~technical assistance as needed to aid district school boards in~~
 1756 ~~administering this section.~~

1757 Section 24. Paragraph (a) of subsection (1) of section
 1758 1009.25, Florida Statutes, is amended to read:

1759 1009.25 Fee exemptions.—

1760 (1) The following students are exempt from the payment of
 1761 tuition and fees, including lab fees, at a school district that
 1762 provides postsecondary career programs, Florida College System
 1763 institution, or state university:

1764 (a) A student enrolled in a dual enrollment or early

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1765 admission program pursuant to ~~s. 1007.27~~ or s. 1007.271.

1766 Section 25. Paragraphs (b) and (f) of subsection (1) of
1767 section 1009.531, Florida Statutes, are amended to read:

1768 1009.531 Florida Bright Futures Scholarship Program;
1769 student eligibility requirements for initial awards.-

1770 (1) Effective January 1, 2008, in order to be eligible for
1771 an initial award from any of the three types of scholarships
1772 under the Florida Bright Futures Scholarship Program, a student
1773 must:

1774 (b) Earn a standard Florida high school diploma or its
1775 equivalent pursuant to ~~as described in~~ s. 1003.428, s.
1776 1003.4281, s. 1003.429, s. 1003.43, or s. 1003.435 unless:

1777 1. The student completes a home education program
1778 according to s. 1002.41; or

1779 2. The student earns a high school diploma from a non-
1780 Florida school while living with a parent or guardian who is on
1781 military or public service assignment away from Florida.

1782 (f) Apply for a scholarship from the program by high
1783 school graduation. However, a student who graduates from high
1784 school midyear must apply no later than August 31 of the
1785 student's graduation year in order to be evaluated for and, if
1786 eligible, receive an award for the current academic year.

1787 Section 26. Subsection (4) is added to section 1009.532,
1788 Florida Statutes, to read:

1789 1009.532 Florida Bright Futures Scholarship Program;
1790 student eligibility requirements for renewal awards.-

1791 (4) A student who receives an initial award during the
1792 spring term shall be evaluated for scholarship renewal after the

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1793 completion of a full academic year, which begins with the fall
 1794 term.

1795 Section 27. Paragraph (c) of subsection (1) of section
 1796 1011.61, Florida Statutes, is amended to read:

1797 1011.61 Definitions.—Notwithstanding the provisions of s.
 1798 1000.21, the following terms are defined as follows for the
 1799 purposes of the Florida Education Finance Program:

1800 (1) A "full-time equivalent student" in each program of
 1801 the district is defined in terms of full-time students and part-
 1802 time students as follows:

1803 (c)1. A "full-time equivalent student" is:

1804 a. A full-time student in any one of the programs listed
 1805 in s. 1011.62(1)(c); or

1806 b. A combination of full-time or part-time students in any
 1807 one of the programs listed in s. 1011.62(1)(c) which is the
 1808 equivalent of one full-time student based on the following
 1809 calculations:

1810 (I) A full-time student in a combination of programs
 1811 listed in s. 1011.62(1)(c) shall be a fraction of a full-time
 1812 equivalent membership in each special program equal to the
 1813 number of net hours per school year for which he or she is a
 1814 member, divided by the appropriate number of hours set forth in
 1815 subparagraph (a)1. or subparagraph (a)2. The difference between
 1816 that fraction or sum of fractions and the maximum value as set
 1817 forth in subsection (4) for each full-time student is presumed
 1818 to be the balance of the student's time not spent in such
 1819 special education programs and shall be recorded as time in the
 1820 appropriate basic program.

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1821 (II) A prekindergarten handicapped student shall meet the
 1822 requirements specified for kindergarten students.

1823 (III) A full-time equivalent student for students in
 1824 kindergarten through grade 5 in a virtual instruction program
 1825 under s. 1002.45 or a virtual charter school under s. 1002.33
 1826 shall consist of a student who has successfully completed a
 1827 basic program listed in s. 1011.62(1)(c)1.a. or b., and who is
 1828 promoted to a higher grade level.

1829 (IV) A full-time equivalent student for students in grades
 1830 6 through 12 in a virtual instruction program under s.
 1831 1002.45(1)(b)1., 2., or 3. or a virtual charter school under s.
 1832 1002.33 shall consist of six full credit completions in programs
 1833 listed in s. 1011.62(1)(c)1.b. or c. and 3. Credit completions
 1834 may be a combination of full-credit courses or half-credit
 1835 courses. Beginning in the 2014-2015 fiscal year, when s.
 1836 1008.22(3)(g) is implemented, the reported full-time equivalent
 1837 students and associated funding of students enrolled in courses
 1838 requiring passage of an end-of-course assessment shall be
 1839 adjusted after the student completes the end-of-course
 1840 assessment.

1841 (V) A Florida Virtual School full-time equivalent student
 1842 shall consist of six full credit completions or the prescribed
 1843 level of content that counts toward promotion to the next grade
 1844 in the programs listed in s. 1011.62(1)(c)1.a. and b. for
 1845 kindergarten through grade 8 and the programs listed in s.
 1846 1011.62(1)(c)1.c. for grades 9 through 12. Credit completions
 1847 may be a combination of full-credit courses or half-credit
 1848 courses. Beginning in the 2014-2015 fiscal year, when s.

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1849 1008.22(3)(g) is implemented, the reported full-time equivalent
1850 students and associated funding of students enrolled in courses
1851 requiring passage of an end-of-course assessment shall be
1852 adjusted after the student completes the end-of-course
1853 assessment.

1854 (VI) Each successfully completed full-credit course earned
1855 through an online course delivered by a district other than the
1856 one in which the student resides shall be calculated as 1/6 FTE.

1857 (VII) Each successfully completed credit earned under the
1858 alternative high school course credit requirements authorized in
1859 s. 1002.375, which is not reported as a portion of the 900 net
1860 hours of instruction pursuant to subparagraph (1)(a)1., shall be
1861 calculated as 1/6 FTE.

1862 (VIII)(A) A full-time equivalent student for courses
1863 requiring a statewide, standardized end-of-course assessment
1864 pursuant to s. 1008.22(3)(c)2.a. shall be defined and reported
1865 based on the number of instructional hours as provided in
1866 subsection (1) for the first 3 years of administering the end-
1867 of-course assessment. Beginning in the fourth year of
1868 administering the end-of-course assessment, the FTE shall be
1869 credit-based and each course shall be equal to 1/6 FTE. The
1870 reported FTE shall be adjusted after the student successfully
1871 completes the end-of-course assessment pursuant to s.
1872 1008.22(3)(c)2.a.

1873 (B) For students enrolled in a school district as a full-
1874 time student, the district may report 1/6 FTE for each student
1875 who passes a statewide, standardized end-of-course assessment
1876 without being enrolled in the corresponding course.

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1877 (C) The FTE earned under this sub-sub-subparagraph and any
1878 FTE for courses or programs listed in s. 1011.62(1)(c) that do
1879 not require passing a statewide, standardized end-of-course
1880 assessment are subject to the requirements in subsection (4).

1881 2. A student in membership in a program scheduled for more
1882 or less than 180 school days or the equivalent on an hourly
1883 basis as specified by rules of the State Board of Education is a
1884 fraction of a full-time equivalent membership equal to the
1885 number of instructional hours in membership divided by the
1886 appropriate number of hours set forth in subparagraph (a)1.;
1887 however, for the purposes of this subparagraph, membership in
1888 programs scheduled for more than 180 days is limited to students
1889 enrolled in juvenile justice education programs and the Florida
1890 Virtual School.

1891
1892 The department shall determine and implement an equitable method
1893 of equivalent funding for experimental schools and for schools
1894 operating under emergency conditions, which schools have been
1895 approved by the department to operate for less than the minimum
1896 school day.

1897 Section 28. Paragraph (o) of subsection (1) of section
1898 1011.62, Florida Statutes, is amended, paragraphs (p) through
1899 (s) are redesignated as paragraphs (q) through (t),
1900 respectively, and a new paragraph (p) is added to that
1901 subsection, to read:

1902 1011.62 Funds for operation of schools.—If the annual
1903 allocation from the Florida Education Finance Program to each
1904 district for operation of schools is not determined in the

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1905 annual appropriations act or the substantive bill implementing
 1906 the annual appropriations act, it shall be determined as
 1907 follows:

1908 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR
 1909 OPERATION.—The following procedure shall be followed in
 1910 determining the annual allocation to each district for
 1911 operation:

1912 (o) Calculation of additional full-time equivalent
 1913 membership based on certification of successful completion of a
 1914 career-themed course or industry-certified career and
 1915 professional academy program ~~programs~~ pursuant to ss. 1003.491,
 1916 1003.492, 1003.493, and 1003.4935 and issuance of the highest
 1917 level of industry certification identified in the Industry
 1918 Certified Funding List pursuant to rules adopted by the State
 1919 Board of Education.—

1920 1. A value of 0.1, 0.2, or 0.3 full-time equivalent
 1921 student membership shall be calculated for each student who
 1922 completes a career-themed course as defined in s. 1003.493(1)(b)
 1923 or a an industry-certified career and professional academy
 1924 program under ss. 1003.491, 1003.492, 1003.493, and 1003.4935
 1925 and who is issued the highest level of industry certification
 1926 identified annually in the Industry Certification Funding List
 1927 approved under rules adopted by the State Board of Education
 1928 upon promotion to the 9th grade under subparagraph 2. or upon
 1929 earning ~~and~~ a high school diploma. The maximum full-time
 1930 equivalent student membership value for any student is 0.3. The
 1931 Department of Education shall assign the appropriate full-time
 1932 equivalent value for each certification, 50 percent of which is

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1933 based on rigor and the remaining 50 percent on employment value.
 1934 The State Board of Education shall include the assigned values
 1935 in the Industry Certification Funding List under rules adopted
 1936 by the state board. Rigor shall be based on the number of
 1937 instructional hours, including work experience hours, required
 1938 to earn the certification, with a bonus for industry
 1939 certifications that have a statewide articulation agreement for
 1940 college credit approved by the State Board of Education.
 1941 Employment value shall be based on the entry wage, growth rate
 1942 in employment for each occupational category, and average annual
 1943 openings for the primary occupation linked to the industry
 1944 certification. Such value shall be added to the total full-time
 1945 equivalent student membership in secondary career education
 1946 programs for grades 9 through 12 in the subsequent year for
 1947 courses that were not funded through dual enrollment.

1948 2. Upon promotion to the 9th grade, a value of 0.1 full-
 1949 time equivalent student membership shall be calculated for each
 1950 student who completes a career-themed course or a career and
 1951 professional academy program under s. 1003.4935 and who is
 1952 issued the highest level of industry certification in science,
 1953 technology, engineering, or mathematics identified on the
 1954 Industry Certification Funding List under rules adopted by the
 1955 State Board of Education.

1956 3. The additional full-time equivalent membership
 1957 authorized under this paragraph may not exceed 0.3 per student.
 1958 Each district must allocate at least 80 percent of the funds
 1959 provided for industry certification, in accordance with this
 1960 paragraph, to the program that generated the funds. Unless a

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1961 different amount is specified in the General Appropriations Act,
 1962 the appropriation for this calculation is limited to
 1963 \$15 million annually. If the appropriation is insufficient to
 1964 fully fund the total calculation, the appropriation shall be
 1965 prorated.

1966 (p) Calculation of additional full-time equivalent
 1967 membership based upon early high school graduation.-
 1968 Notwithstanding s. 1011.61(4), each unpaid high school credit
 1969 delivered by a school district during the student's prior
 1970 enrollment may be reported by the district as 1/6 FTE when the
 1971 student graduates early pursuant to s. 1003.4281. A district may
 1972 report up to 1/2 FTE for unpaid credits delivered by the
 1973 district for a student who graduates one semester in advance of
 1974 the student's cohort and up to 1 FTE for a student who graduates
 1975 1 year or more in advance of the student's cohort. If the
 1976 student was enrolled in the district as a full-time high school
 1977 student for at least 2 years, the district shall report the
 1978 unpaid FTE delivered by the district during the student's prior
 1979 enrollment. If the student was enrolled in the district for less
 1980 than 2 years, the district shall report the unpaid FTE delivered
 1981 by the district and by the district in which the student was
 1982 previously enrolled. The district of enrollment for which early
 1983 graduation is claimed shall transfer a proportionate share of
 1984 the funds earned for the unpaid FTE to the district in which the
 1985 student was previously enrolled.

1986 Section 29. This act shall take effect July 1, 2012.