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1                   A bill to be entitled  
2     An act relating to K-20 education; amending s.  
3     1000.03, F.S.; providing for comprehensive K-20 career  
4     and education planning; amending s. 1000.21, F.S.;  
5     providing that Next Generation Sunshine State  
6     Standards include specified common core standards;  
7     amending s. 1001.42, F.S.; authorizing a district  
8     school board to appoint a governing board for a school  
9     district technical center; providing governing board  
10    membership and responsibilities; amending s.  
11    1002.3105, F.S.; providing additional academically  
12    challenging curriculum options; amending s. 1002.33,  
13    F.S.; conforming provisions; amending s. 1002.37,  
14    F.S.; revising funding for the Florida Virtual School  
15    based on student completion of end-of-course  
16    assessments; repealing s. 1002.375, F.S., relating to  
17    an alternative credit for high school courses pilot  
18    project; amending s. 1002.45, F.S.; revising funding  
19    for virtual instruction programs based on student  
20    completion of end-of-course assessments; amending s.  
21    1003.02, F.S.; conforming provisions; amending s.  
22    1003.03, F.S.; revising implementation options to meet  
23    class size requirements; amending s. 1003.41, F.S.;  
24    revising requirements for the Next Generation Sunshine  
25    State Standards; repealing s. 1003.413, F.S., relating  
26    to the Florida Secondary School Redesign Act; amending  
27    s. 1003.4156, F.S.; revising middle grades promotion  
28    requirements; conforming provisions relating to the  
29    statewide, standardized assessment program; revising

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30 career and education planning course content; revising  
31 remediation strategies; amending s. 1003.4203, F.S.;  
32 requiring the availability of digital materials in  
33 prekindergarten through grade 12; providing for  
34 digital recognition and certificate programs; amending  
35 s. 1003.428, F.S.; including financial literacy within  
36 the economics course required for high school  
37 graduation; conforming provisions; amending s.  
38 1003.4281, F.S.; conforming provisions; creating s.  
39 1003.4282, F.S.; providing requirements for a standard  
40 high school diploma; establishing a 24-credit  
41 requirement; providing for a standard college and  
42 career high school diploma and course and assessment  
43 requirements; providing requirements relating to  
44 online courses, remediation, grade forgiveness, award  
45 of a standard high school diploma, transfer of high  
46 school credits, and career education courses that earn  
47 high school credits; requiring the State Board of  
48 Education to adopt rules; amending s. 1003.4285, F.S.;  
49 revising standard high school diploma designations;  
50 providing for a scholar designation, an industry  
51 designation, or a waiver designation on the diploma;  
52 creating s. 1003.4286, F.S.; providing for the award  
53 of a standard high school diploma to honorably  
54 discharged veterans pursuant to rule; repealing s.  
55 1003.429, F.S., relating to accelerated high school  
56 graduation options; amending s. 1003.4295, F.S.;  
57 conforming provisions; repealing s. 1003.43, F.S.,  
58 relating to general requirements for high school

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59 graduation; amending s. 1003.433, F.S.; conforming  
60 provisions; amending s. 1003.435, F.S.; deleting a  
61 rulemaking requirement relating to high school  
62 equivalency diplomas; amending s. 1003.436, F.S.;  
63 providing a reference to the Credit Acceleration  
64 Program for purposes of defining the term "credit";  
65 amending ss. 1003.438, 1003.491, 1003.4935, 1003.51,  
66 1003.621, and 1004.935, F.S.; conforming provisions;  
67 amending s. 1007.271, F.S.; authorizing career dual  
68 enrollment students to earn industry certifications  
69 for credit toward high school graduation; amending s.  
70 1008.22, F.S.; substantially rewording the student  
71 assessment program for public schools; providing  
72 requirements for a statewide, standardized assessment  
73 program aligned to core curricular content in the Next  
74 Generation Sunshine State Standards; providing  
75 requirements for end-of-course assessments; providing  
76 requirements for instruction for students with  
77 disabilities; providing for transition to common core  
78 assessments in English Language Arts and mathematics;  
79 providing requirements for assessment scores,  
80 achievement levels, assessment schedules, and  
81 reporting of assessment results; providing prohibited  
82 and authorized assessment-preparation activities;  
83 authorizing contracts for assessments; requiring  
84 analysis of data, administration of local assessments,  
85 and identification of concordant and comparative  
86 scores; requiring annual reporting of student  
87 performance data; requiring the state board to adopt

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88 rules; amending s. 1008.25, F.S.; providing for  
89 instructional sequencing of courses, including  
90 industry certifications; conforming provisions  
91 relating to student assessment, remediation,  
92 retention, and progression; deleting unfunded and  
93 inactive programs and reporting requirements; revising  
94 school district reporting requirements; amending ss.  
95 1008.30 and 1008.34, F.S.; conforming provisions;  
96 creating s. 1008.44, F.S.; providing requirements for  
97 industry certifications, an industry certification  
98 funding list, and a postsecondary industry  
99 certification funding list for distribution of funding  
100 to school districts and Florida College System  
101 institutions; amending s. 1011.61, F.S.; revising  
102 provisions relating to funding for students in virtual  
103 instruction programs, the Florida Virtual School, and  
104 regular instructional programs based on student  
105 completion of end-of-course assessments; amending s.  
106 1011.62, F.S.; revising provisions relating to bonuses  
107 awarded to teachers providing advanced placement  
108 instruction; revising the calculation of additional  
109 full-time equivalent membership based on completion of  
110 career-themed courses and issuance of industry  
111 certification; providing for teacher bonuses related  
112 to industry certification instruction; providing for  
113 certain recognitions and performance payments to  
114 schools in which students earn digital competency  
115 certificates; amending ss. 1012.22 and 1012.56, F.S.;  
116 conforming provisions; amending s. 1012.98, F.S.;

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117 revising requirements for professional development  
118 systems developed by school districts; providing that  
119 students participating in an accelerated high school  
120 graduation option may continue participation;  
121 providing a directive to the Division of Law Revision  
122 and Information; amending s. 1001.706, F.S.; requiring  
123 the strategic plan of the Board of Governors to  
124 include criteria for designating high-demand degree  
125 programs of emphasis; creating s. 1001.7065, F.S.;  
126 creating the preeminent state research universities  
127 program; establishing a collaborative partnership  
128 between the Board of Governors and the Legislature to  
129 elevate the academic and research preeminence of the  
130 highest-performing state research universities;  
131 establishing academic and research excellence  
132 standards for a university to be designated a  
133 preeminent state research university; providing for a  
134 preeminent state research university to establish an  
135 institute for online learning; directing the Board of  
136 Governors to convene an advisory board; providing  
137 duties and responsibilities of the advisory board, the  
138 university, and the Board of Governors to provide  
139 high-quality, fully online baccalaureate degree  
140 programs, including establishment of a tuition  
141 structure for the institute; providing for the award  
142 of funding to preeminent state research universities  
143 based upon performance; authorizing a preeminent state  
144 research university to establish special course  
145 requirements; providing for preeminent state research

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146 university flexibility; encouraging the Board of  
147 Governors to promote additional programs of  
148 excellence; amending s. 1004.02, F.S.; revising  
149 definitions relating to adult general education and  
150 instruction to attain academic and workforce readiness  
151 skills; creating s. 1004.082, F.S.; providing for  
152 support for talent retention programs for certain  
153 middle school and high school students; amending s.  
154 1004.91, F.S.; revising requirements for basic skills  
155 instruction for career education programs; amending s.  
156 1004.93, F.S.; requiring certain adult education  
157 students to complete action-steps-to-employment;  
158 amending s. 1006.735, F.S.; establishing the Complete  
159 Florida Degree Program and providing requirements for  
160 its implementation; amending s. 1007.263, F.S.;  
161 conforming provisions; amending s. 1008.37, F.S.;  
162 conforming provisions; amending s. 1009.22, F.S.;  
163 revising provisions relating to fees for students in  
164 adult education programs; amending s. 1009.25, F.S.;  
165 revising provisions relating to fee exemptions;  
166 amending s. 1009.26, F.S.; providing for fee waivers  
167 for certain baccalaureate degree programs; amending s.  
168 1009.531, F.S.; deleting an eligibility requirement  
169 for a Florida Bright Futures Scholarship Program  
170 award; amending s. 1011.80, F.S.; revising provisions  
171 relating to the basis for funding workforce education  
172 programs; providing requirements for performance  
173 funding for industry certifications for school  
174 district workforce education programs; revising

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175 provisions relating to funding for coenrolled  
176 students; amending s. 1011.81, F.S.; providing  
177 requirements for performance funding for industry  
178 certifications for Florida College System  
179 institutions; providing for performance funding based  
180 on accountability metrics; amending s. 1011.905, F.S.;  
181 revising the formula upon which performance funding  
182 for state universities is based and awarded; requiring  
183 the State Board of Education and the Board of  
184 Governors to provide recommendations to the  
185 Legislature by a specified date; providing an  
186 effective date.

187  
188 Be It Enacted by the Legislature of the State of Florida:  
189

190 Section 1. Paragraph (g) is added to subsection (5) of  
191 section 1000.03, Florida Statutes, to read:

192 1000.03 Function, mission, and goals of the Florida K-20  
193 education system.—

194 (5) The priorities of Florida's K-20 education system  
195 include:

196 (g) Comprehensive K-20 career and education planning.—It is  
197 essential that Florida's K-20 education system better prepare  
198 all students at every level for the transition from school to  
199 postsecondary education or work by providing information  
200 regarding:

201 1. Career opportunities, educational requirements  
202 associated with each career, educational institutions that  
203 prepare students to enter each career, and student financial aid

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204 available to pursue postsecondary instruction required to enter  
205 each career.

206 2. How to make informed decisions about the program of  
207 study that best addresses the students' interests and abilities  
208 while preparing them to enter postsecondary education or the  
209 workforce.

210 3. Recommended coursework and programs that prepare  
211 students for success in their areas of interest and ability.

212

213 This information shall be provided to students and parents  
214 through websites, handbooks, manuals, or other regularly  
215 provided communications.

216 Section 2. Subsection (7) of section 1000.21, Florida  
217 Statutes, is amended to read:

218 1000.21 Systemwide definitions.—As used in the Florida K-20  
219 Education Code:

220 (7) ~~“Sunshine State Standards” or the “Next Generation~~  
221 ~~Sunshine State Standards” means the state’s public K-12~~  
222 ~~curricular standards, including common core standards in English~~  
223 ~~Language Arts and mathematics, adopted under s. 1003.41. The~~  
224 ~~term includes the Sunshine State Standards that are in place for~~  
225 ~~a subject until the standards for that subject are replaced~~  
226 ~~under s. 1003.41 by the Next Generation Sunshine State~~  
227 ~~Standards.~~

228 Section 3. Subsection (26) of section 1001.42, Florida  
229 Statutes, is renumbered as subsection (27), and a new subsection  
230 (26) is added to that section, to read:

231 1001.42 Powers and duties of district school board.—The  
232 district school board, acting as a board, shall exercise all



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233 powers and perform all duties listed below:

234 (26) TECHNICAL CENTER GOVERNING BOARD.—May appoint a  
235 governing board for a school district technical center or a  
236 system of technical centers for the purpose of aligning the  
237 educational programs of the technical center with the needs of  
238 local businesses and responding quickly to the needs of local  
239 businesses for employees holding industry certifications. A  
240 technical center governing board shall be comprised of seven  
241 members, three of whom must be members of the district school  
242 board or their designees and four of whom must be local business  
243 leaders. The district school board shall delegate to the  
244 technical center governing board decisions regarding entrance  
245 requirements for students, curriculum, program development,  
246 budget and funding allocations, and the development with local  
247 businesses of partnership agreements and appropriate industry  
248 certifications in order to meet local and regional economic  
249 needs. A technical center governing board may approve only  
250 courses and programs that contain industry certifications. A  
251 course may be continued if at least 25 percent of the students  
252 enrolled in the course attain an industry certification. If  
253 fewer than 25 percent of the students enrolled in a course  
254 attain an industry certification, the course must be  
255 discontinued the following year.

256 Section 4. Paragraph (b) of subsection (1) of section  
257 1002.3105, Florida Statutes, is amended, and subsection (5) is  
258 added to that section, to read:

259 1002.3105 Academically Challenging Curriculum to Enhance  
260 Learning (ACCEL) options.—

261 (1) ACCEL OPTIONS.—

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262 (b) At a minimum, each school must offer the following  
263 ACCEL options: whole-grade and midyear promotion; subject-matter  
264 acceleration; virtual instruction in higher grade level  
265 subjects; and the Credit Acceleration Program under s.  
266 1003.4295. Additional ACCEL options may include, but are not  
267 limited to, enriched science, technology, engineering, and  
268 mathematics ~~(STEM)~~ coursework; enrichment programs; flexible  
269 grouping; advanced academic courses; combined classes; self-  
270 paced instruction; rigorous industry certifications that are  
271 articulated to college credit and approved pursuant to ss.  
272 1003.492 and 1008.44; work-related internships or  
273 apprenticeships; curriculum compacting; advanced-content  
274 instruction; and telescoping curriculum.

275 (5) AWARD OF A STANDARD HIGH SCHOOL DIPLOMA.—A student who  
276 meets the requirements of s. 1003.4282(3)(a)-(e), earns three  
277 credits in electives, and earns a cumulative grade point average  
278 (GPA) of 2.0 on a 4.0 scale shall be awarded a standard high  
279 school diploma in a form prescribed by the State Board of  
280 Education.

281 Section 5. Paragraph (a) of subsection (7) of section  
282 1002.33, Florida Statutes, is amended to read:

283 1002.33 Charter schools.—

284 (7) CHARTER.—The major issues involving the operation of a  
285 charter school shall be considered in advance and written into  
286 the charter. The charter shall be signed by the governing board  
287 of the charter school and the sponsor, following a public  
288 hearing to ensure community input.

289 (a) The charter shall address and criteria for approval of  
290 the charter shall be based on:

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

293 2. The focus of the curriculum, the instructional methods  
294 to be used, any distinctive instructional techniques to be  
295 employed, and identification and acquisition of appropriate  
296 technologies needed to improve educational and administrative  
297 performance which include a means for promoting safe, ethical,  
298 and appropriate uses of technology which comply with legal and  
299 professional standards.

300 a. The charter shall ensure that reading is a primary focus  
301 of the curriculum and that resources are provided to identify  
302 and provide specialized instruction for students who are reading  
303 below grade level. The curriculum and instructional strategies  
304 for reading must be consistent with the Next Generation Sunshine  
305 State Standards and grounded in scientifically based reading  
306 research.

307 b. In order to provide students with access to diverse  
308 instructional delivery models, to facilitate the integration of  
309 technology within traditional classroom instruction, and to  
310 provide students with the skills they need to compete in the  
311 21st century economy, the Legislature encourages instructional  
312 methods for blended learning courses consisting of both  
313 traditional classroom and online instructional techniques.  
314 Charter schools may implement blended learning courses which  
315 combine traditional classroom instruction and virtual  
316 instruction. Students in a blended learning course must be full-  
317 time students of the charter school and receive the online  
318 instruction in a classroom setting at the charter school.  
319 Instructional personnel certified pursuant to s. 1012.55 who

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320 provide virtual instruction for blended learning courses may be  
321 employees of the charter school or may be under contract to  
322 provide instructional services to charter school students. At a  
323 minimum, such instructional personnel must hold an active state  
324 or school district adjunct certification under s. 1012.57 for  
325 the subject area of the blended learning course. The funding and  
326 performance accountability requirements for blended learning  
327 courses are the same as those for traditional courses.

328 3. The current incoming baseline standard of student  
329 academic achievement, the outcomes to be achieved, and the  
330 method of measurement that will be used. The criteria listed in  
331 this subparagraph shall include a detailed description of:

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

334 b. How these baseline rates will be compared to rates of  
335 academic progress achieved by these same students while  
336 attending the charter school.

337 c. To the extent possible, how these rates of progress will  
338 be evaluated and compared with rates of progress of other  
339 closely comparable student populations.

340

341 The district school board is required to provide academic  
342 student performance data to charter schools for each of their  
343 students coming from the district school system, as well as  
344 rates of academic progress of comparable student populations in  
345 the district school system.

346 4. The methods used to identify the educational strengths  
347 and needs of students and how well educational goals and  
348 performance standards are met by students attending the charter

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349 school. The methods shall provide a means for the charter school  
350 to ensure accountability to its constituents by analyzing  
351 student performance data and by evaluating the effectiveness and  
352 efficiency of its major educational programs. Students in  
353 charter schools shall, at a minimum, participate in the  
354 statewide assessment program created under s. 1008.22.

355 5. In secondary charter schools, a method for determining  
356 that a student has satisfied the requirements for graduation in  
357 s. 1003.428 or s. 1003.4282, ~~s. 1003.429~~, ~~or s. 1003.43~~.

358 6. A method for resolving conflicts between the governing  
359 board of the charter school and the sponsor.

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

362 8. The ways by which the school will achieve a  
363 racial/ethnic balance reflective of the community it serves or  
364 within the racial/ethnic range of other public schools in the  
365 same school district.

366 9. The financial and administrative management of the  
367 school, including a reasonable demonstration of the professional  
368 experience or competence of those individuals or organizations  
369 applying to operate the charter school or those hired or  
370 retained to perform such professional services and the  
371 description of clearly delineated responsibilities and the  
372 policies and practices needed to effectively manage the charter  
373 school. A description of internal audit procedures and  
374 establishment of controls to ensure that financial resources are  
375 properly managed must be included. Both public sector and  
376 private sector professional experience shall be equally valid in  
377 such a consideration.

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378 10. The asset and liability projections required in the  
379 application which are incorporated into the charter and shall be  
380 compared with information provided in the annual report of the  
381 charter school.

382 11. A description of procedures that identify various risks  
383 and provide for a comprehensive approach to reduce the impact of  
384 losses; plans to ensure the safety and security of students and  
385 staff; plans to identify, minimize, and protect others from  
386 violent or disruptive student behavior; and the manner in which  
387 the school will be insured, including whether or not the school  
388 will be required to have liability insurance, and, if so, the  
389 terms and conditions thereof and the amounts of coverage.

390 12. The term of the charter which shall provide for  
391 cancellation of the charter if insufficient progress has been  
392 made in attaining the student achievement objectives of the  
393 charter and if it is not likely that such objectives can be  
394 achieved before expiration of the charter. The initial term of a  
395 charter shall be for 4 or 5 years. In order to facilitate access  
396 to long-term financial resources for charter school  
397 construction, charter schools that are operated by a  
398 municipality or other public entity as provided by law are  
399 eligible for up to a 15-year charter, subject to approval by the  
400 district school board. A charter lab school is eligible for a  
401 charter for a term of up to 15 years. In addition, to facilitate  
402 access to long-term financial resources for charter school  
403 construction, charter schools that are operated by a private,  
404 not-for-profit, s. 501(c)(3) status corporation are eligible for  
405 up to a 15-year charter, subject to approval by the district  
406 school board. Such long-term charters remain subject to annual

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407 review and may be terminated during the term of the charter, but  
408 only according to the provisions set forth in subsection (8).

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

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

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

416 16. A timetable for implementing the charter which  
417 addresses the implementation of each element thereof and the  
418 date by which the charter shall be awarded in order to meet this  
419 timetable.

420 17. In the case of an existing public school that is being  
421 converted to charter status, alternative arrangements for  
422 current students who choose not to attend the charter school and  
423 for current teachers who choose not to teach in the charter  
424 school after conversion in accordance with the existing  
425 collective bargaining agreement or district school board rule in  
426 the absence of a collective bargaining agreement. However,  
427 alternative arrangements shall not be required for current  
428 teachers who choose not to teach in a charter lab school, except  
429 as authorized by the employment policies of the state university  
430 which grants the charter to the lab school.

431 18. Full disclosure of the identity of all relatives  
432 employed by the charter school who are related to the charter  
433 school owner, president, chairperson of the governing board of  
434 directors, superintendent, governing board member, principal,  
435 assistant principal, or any other person employed by the charter

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436 school who has equivalent decisionmaking authority. For the  
437 purpose of this subparagraph, the term "relative" means father,  
438 mother, son, daughter, brother, sister, uncle, aunt, first  
439 cousin, nephew, niece, husband, wife, father-in-law, mother-in-  
440 law, son-in-law, daughter-in-law, brother-in-law, sister-in-law,  
441 stepfather, stepmother, stepson, stepdaughter, stepbrother,  
442 stepsister, half brother, or half sister.

443 19. Implementation of the activities authorized under s.  
444 1002.331 by the charter school when it satisfies the eligibility  
445 requirements for a high-performing charter school. A high-  
446 performing charter school shall notify its sponsor in writing by  
447 March 1 if it intends to increase enrollment or expand grade  
448 levels the following school year. The written notice shall  
449 specify the amount of the enrollment increase and the grade  
450 levels that will be added, as applicable.

451 Section 6. Paragraph (a) of subsection (3) and paragraph  
452 (b) of subsection (9) of section 1002.37, Florida Statutes, are  
453 amended to read:

454 1002.37 The Florida Virtual School.—

455 (3) Funding for the Florida Virtual School shall be  
456 provided as follows:

457 (a)1. For a student in grades 9 through 12, a "full-time  
458 equivalent student" is one student who has successfully  
459 completed six full-credit courses that count toward the minimum  
460 number of credits required for high school graduation. A student  
461 who completes fewer than six full-credit courses is a fraction  
462 of a full-time equivalent student. Half-credit course  
463 completions shall be included in determining a full-time  
464 equivalent student. Credit completed by a student in excess of



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465 the minimum required for that student for high school graduation  
466 is not eligible for funding.

467 2. For a student in kindergarten through grade 8, a "full-  
468 time equivalent student" is one student who has successfully  
469 completed six courses or the prescribed level of content that  
470 counts toward promotion to the next grade. A student who  
471 completes fewer than six courses or the prescribed level of  
472 content shall be a fraction of a full-time equivalent student.

473 3. Beginning in the 2016-2017 ~~2014-2015~~ fiscal year, ~~when~~  
474 ~~s. 1008.22(3)(g) is implemented,~~ the reported full-time  
475 equivalent students and associated funding of students enrolled  
476 in courses requiring passage of an end-of-course assessment  
477 under s. 1003.4282 to earn a standard high school diploma shall  
478 be adjusted if after the student does not pass ~~completes~~ the  
479 end-of-course assessment. However, no adjustment shall be made  
480 for home education program students who choose not to take an  
481 end-of-course assessment or for a student who enrolls in a  
482 segmented remedial course delivered online.

483  
484 For purposes of this paragraph, the calculation of "full-time  
485 equivalent student" shall be as prescribed in s.  
486 1011.61(1)(c)1.b.(V).

487 (9)

488 (b) Public school students receiving part-time instruction  
489 by the Florida Virtual School in courses requiring statewide  
490 end-of-course assessments must take all statewide end-of-course  
491 assessments required pursuant to s. 1008.22 ~~s. 1008.22(3)(e)2.~~

492 Section 7. Section 1002.375, Florida Statutes, is repealed.

493 Section 8. Paragraph (b) of subsection (4) and paragraph

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494 (e) of subsection (7) of section 1002.45, Florida Statutes, are  
495 amended to read:

496 1002.45 Virtual instruction programs.—

497 (4) CONTRACT REQUIREMENTS.—Each contract with an approved  
498 provider must at minimum:

499 (b) Provide a method for determining that a student has  
500 satisfied the requirements for graduation in s. 1003.428 or s.  
501 1003.4282, ~~s. 1003.429~~, ~~or s. 1003.43~~ if the contract is for the  
502 provision of a full-time virtual instruction program to students  
503 in grades 9 through 12.

504 (7) VIRTUAL INSTRUCTION PROGRAM AND VIRTUAL CHARTER SCHOOL  
505 FUNDING.—

506 (e) Beginning in the 2016-2017 ~~2014-2015~~ fiscal year, ~~when~~  
507 ~~s. 1008.22(3)(g) is implemented~~, the reported full-time  
508 equivalent students and associated funding of students enrolled  
509 in courses requiring passage of an end-of-course assessment  
510 under s. 1003.4282 to earn a standard high school diploma shall  
511 be adjusted if after the student does not pass completes the  
512 end-of-course assessment. However, no adjustment shall be made  
513 for a student who enrolls in a segmented remedial course  
514 delivered online.

515 Section 9. Paragraph (i) of subsection (1) of section  
516 1003.02, Florida Statutes, is amended to read:

517 1003.02 District school board operation and control of  
518 public K-12 education within the school district.—As provided in  
519 part II of chapter 1001, district school boards are  
520 constitutionally and statutorily charged with the operation and  
521 control of public K-12 education within their school district.  
522 The district school boards must establish, organize, and operate

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523 their public K-12 schools and educational programs, employees,  
524 and facilities. Their responsibilities include staff  
525 development, public K-12 school student education including  
526 education for exceptional students and students in juvenile  
527 justice programs, special programs, adult education programs,  
528 and career education programs. Additionally, district school  
529 boards must:

530 (1) Provide for the proper accounting for all students of  
531 school age, for the attendance and control of students at  
532 school, and for proper attention to health, safety, and other  
533 matters relating to the welfare of students in the following  
534 fields:

535 (i) *Parental notification of acceleration options.*—At the  
536 beginning of each school year, notify parents of students in or  
537 entering high school of the opportunity and benefits of advanced  
538 placement, International Baccalaureate, Advanced International  
539 Certificate of Education, dual enrollment, and Florida Virtual  
540 School courses and options for early ~~or accelerated high school~~  
541 graduation under s. ss. 1003.4281 and 1003.429.

542 Section 10. Paragraph (c) of subsection (3) of section  
543 1003.03, Florida Statutes, is amended to read:

544 1003.03 Maximum class size.—

545 (3) IMPLEMENTATION OPTIONS.—District school boards must  
546 consider, but are not limited to, implementing the following  
547 items in order to meet the constitutional class size maximums  
548 described in subsection (1):

549 (c)1. Repeal district school board policies that require  
550 students to earn ~~have~~ more than the 24 credits required under s.  
551 1003.428 to graduate from high school.

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552           2. Implement the early graduation option provided in s.  
553 1003.4281 Adopt policies to allow students to graduate from high  
554 school as soon as they pass the grade 10 FCAT and complete the  
555 courses required for high school graduation.

556           Section 11. Section 1003.41, Florida Statutes, is amended  
557 to read:

558           (Substantial rewording of section. See  
559 s. 1003.41, F.S., for present text.)

560           1003.41 Next Generation Sunshine State Standards.—

561           (1) Next Generation Sunshine State Standards establish the  
562 core content of the curricula to be taught in the state and  
563 specify the core content knowledge and skills that K-12 public  
564 school students are expected to acquire. Standards must be  
565 rigorous and relevant and provide for the logical, sequential  
566 progression of core curricular content that incrementally  
567 increases a student's core content knowledge and skills over  
568 time. Curricular content for all subjects must integrate  
569 critical-thinking, problem-solving, and workforce-literacy  
570 skills; communication, reading, and writing skills; mathematics  
571 skills; collaboration skills; contextual and applied-learning  
572 skills; technology-literacy skills; information and media-  
573 literacy skills; and civic-engagement skills. The standards must  
574 include distinct grade-level expectations for the core content  
575 knowledge and skills that a student is expected to have acquired  
576 by each individual grade level from kindergarten through grade  
577 8. The standards for grades 9 through 12 may be organized by  
578 grade clusters of more than one grade level except as otherwise  
579 provided for visual and performing arts, physical education,  
580 health, and foreign language standards.

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581 (2) Next Generation Sunshine State Standards must meet the  
582 following requirements:

583 (a) English Language Arts standards must establish specific  
584 curricular content for, at a minimum, reading, writing, speaking  
585 and listening, and language.

586 (b) Science standards must establish specific curricular  
587 content for, at a minimum, the nature of science, earth and  
588 space science, physical science, and life science.

589 (c) Mathematics standards must establish specific  
590 curricular content for, at a minimum, algebra, geometry,  
591 statistics and probability, number and quantity, functions, and  
592 modeling.

593 (d) Social Studies standards must establish specific  
594 curricular content for, at a minimum, geography, United States  
595 and world history, government, civics, humanities, and  
596 economics, including financial literacy. Financial literacy  
597 includes the knowledge, understanding, skills, behaviors,  
598 attitudes, and values that will enable a student to make  
599 responsible and effective financial decisions on a daily basis.  
600 Financial literacy instruction shall be an integral part of  
601 instruction throughout the entire economics course and include  
602 information regarding earning income; buying goods and services;  
603 saving and financial investing; taxes; the use of credit and  
604 credit cards; budgeting and debt management, including student  
605 loans and secured loans; banking and financial services;  
606 planning for one's financial future, including higher education  
607 and career planning; credit reports and scores; and fraud and  
608 identity theft prevention.

609 (e) Visual and performing arts, physical education, health,

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610 and foreign language standards must establish specific  
611 curricular content and include distinct grade level expectations  
612 for the core content knowledge and skills that a student is  
613 expected to have acquired by each individual grade level from  
614 kindergarten through grade 5. The standards for grades 6 through  
615 12 may be organized by grade clusters of more than one grade  
616 level.

617 (3) The Commissioner of Education, as needed, shall develop  
618 and submit proposed revisions to the standards for review and  
619 comment by Florida educators, school administrators,  
620 representatives of the Florida College System institutions and  
621 state universities who have expertise in the content knowledge  
622 and skills necessary to prepare a student for postsecondary  
623 education and careers, business and industry leaders, and the  
624 public. The commissioner, after considering reviews and  
625 comments, shall submit the proposed revisions to the State Board  
626 of Education for adoption. In addition, the commissioner shall  
627 prepare an analysis of the costs associated with implementing a  
628 separate, one-half credit course in financial literacy,  
629 including estimated costs for instructional personnel, training,  
630 and the development or purchase of instructional materials. The  
631 commissioner shall work with one or more nonprofit organizations  
632 with proven expertise in the area of personal finance, consider  
633 free resources that can be utilized for instructional materials,  
634 and provide data on the implementation of such a course in other  
635 states. The commissioner shall provide the cost analysis to the  
636 President of the Senate and the Speaker of the House of  
637 Representatives by October 1, 2013.

638 (4) The State Board of Education shall adopt rules to

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639 administer this section.

640 Section 12. Section 1003.413, Florida Statutes, is  
641 repealed.

642 Section 13. Section 1003.4156, Florida Statutes, is amended  
643 to read:

644 1003.4156 General requirements for middle grades  
645 promotion.—

646 (1) In order for a student to be promoted to high school  
647 ~~Promotion~~ from a school that includes ~~composed of~~ middle grades  
648 6, 7, and 8, ~~requires that:~~

649 ~~(a)~~ the student must successfully complete the following  
650 ~~academic~~ courses ~~as follows:~~

651 ~~(a)1.~~ Three middle grades school or higher courses in  
652 English Language Arts (ELA). ~~These courses shall emphasize~~  
653 ~~literature, composition, and technical text.~~

654 ~~(b)2.~~ Three middle grades school or higher courses in  
655 mathematics. Each ~~middle~~ school that includes middle grades must  
656 offer at least one high school level mathematics course for  
657 which students may earn high school credit. Successful  
658 completion of a high school level Algebra I or geometry course  
659 is not contingent upon the student's performance on the  
660 statewide, standardized end-of-course (EOC) assessment or, upon  
661 transition to common core assessments, the common core Algebra I  
662 or geometry assessments required under s. 1008.22 s.

663 ~~1008.22(3)(c)2.a.(I)~~. However, beginning with the 2011-2012  
664 school year, to earn high school credit for ~~an~~ Algebra I ~~course,~~  
665 a middle grades school student must pass the Algebra I  
666 statewide, standardized end-of-course assessment, and beginning  
667 with the 2012-2013 school year, to earn high school credit for a

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668 geometry course, a middle grades school student must take pass  
669 the statewide, standardized geometry end-of-course assessment,  
670 which constitutes 30 percent of the student's final course  
671 grade, and earn a passing grade in the course.

672 (c)3. Three middle grades school or higher courses in  
673 social studies, ~~one semester of which must include the study of~~  
674 ~~state and federal government and civics education.~~ Beginning  
675 with students entering grade 6 in the 2012-2013 school year, one  
676 of these courses must be at least a one-semester civics  
677 education course ~~that a student successfully completes in~~  
678 ~~accordance with s. 1008.22(3)(c) and that includes the roles and~~  
679 ~~responsibilities of federal, state, and local governments; the~~  
680 ~~structures and functions of the legislative, executive, and~~  
681 ~~judicial branches of government; and the meaning and~~  
682 ~~significance of historic documents, such as the Articles of~~  
683 ~~Confederation, the Declaration of Independence, and the~~  
684 ~~Constitution of the United States.~~ Beginning with the 2013-2014  
685 school year, each student's performance on the statewide,  
686 standardized EOC assessment in civics education required under  
687 s. 1008.22 constitutes 30 percent of the student's final course  
688 grade.

689 (d)4. Three middle grades school or higher courses in  
690 science. Successful completion of a high school level Biology I  
691 course is not contingent upon the student's performance on the  
692 statewide, standardized EOC end-of-course assessment required  
693 under s. 1008.22 ~~s. 1008.22(3)(c)2.a.(II)~~. However, beginning  
694 with the 2012-2013 school year, to earn high school credit for a  
695 Biology I course, a middle grades school student must take pass  
696 the statewide, standardized Biology I EOC end-of-course



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697 assessment, which constitutes 30 percent of the student's final  
698 course grade, and earn a passing grade in the course.

699 (e)5. One course in career and education planning to be  
700 completed in 6th, 7th, or 8th grade. The course may be taught by  
701 any member of the instructional staff. At a minimum, the course  
702 must be Internet-based, easy to use, and customizable to each  
703 student and include research-based assessments to assist  
704 students in determining educational and career options and  
705 goals. In addition, the course~~;~~ must result in a completed  
706 personalized academic and career plan for the student; must  
707 emphasize the importance of entrepreneurship skills; must  
708 emphasize technology or the application of technology in career  
709 fields; and, beginning in the 2014-2015 academic year, must  
710 include information from the Department of Economic  
711 Opportunity's economic security report as described in s.  
712 445.07. The required personalized academic and career plan must  
713 inform students of high school graduation requirements,  
714 including a detailed explanation of the diploma designation  
715 options provided under s. 1003.4285; high school assessment and  
716 college entrance test requirements;~~;~~ Florida Bright Futures  
717 Scholarship Program requirements;~~;~~ state university and Florida  
718 College System institution admission requirements; available  
719 opportunities to, ~~and programs through which a high school~~  
720 ~~student can~~ earn college credit in high school, including  
721 Advanced Placement courses; the~~;~~ International Baccalaureate  
722 Program; the~~;~~ Advanced International Certificate of Education  
723 Program;~~;~~ dual enrollment, including career dual enrollment; and  
724 career education courses, including ~~academy and career-themed~~  
725 courses ~~course opportunities,~~ and courses that lead to ~~national~~

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726 industry certification pursuant to s. 1003.492 or s. 1008.44.

727

728 ~~A student with a disability, as defined in s. 1007.02(2), for~~  
729 ~~whom the individual education plan team determines that an end-~~  
730 ~~of-course assessment cannot accurately measure the student's~~  
731 ~~abilities, taking into consideration all allowable~~  
732 ~~accommodations, shall have the end-of-course assessment results~~  
733 ~~waived for purposes of determining the student's course grade~~  
734 ~~and completing the requirements for middle grades promotion.~~

735 Each school must inform parents about the course curriculum and  
736 activities. Each student shall complete a personal education  
737 plan that must be signed by the student and the student's  
738 parent. The Department of Education shall develop course  
739 frameworks and professional development materials for the career  
740 and education planning course. The course may be implemented as  
741 a stand-alone course or integrated into another course or  
742 courses. The Commissioner of Education shall collect  
743 longitudinal high school course enrollment data by student  
744 ethnicity in order to analyze course-taking patterns.

745 (2)(b) If For each year in which a middle grades student  
746 scores at Level 1 or Level 2 on FCAT Reading or, when the state  
747 transitions to common core assessments on the English Language  
748 Arts assessments required under s. 1008.22, the following year  
749 the student must enroll be enrolled in and complete a remedial  
750 an intensive reading course the following year. Placement of  
751 Level 2 readers in either an intensive reading course or a  
752 content area course in which remediation reading strategies are  
753 incorporated into course content delivery delivered shall be  
754 determined by diagnosis of reading needs. The department shall

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755 provide guidance on appropriate strategies for diagnosing and  
756 meeting the varying instructional needs of students performing  
757 reading below grade level. Reading courses shall be designed and  
758 offered pursuant to the comprehensive reading plan required by  
759 s. 1011.62(9). A middle grades student who scores at Level 1 or  
760 Level 2 on FCAT Reading but who did not score below Level 3 in  
761 the previous 3 years may be granted a 1-year exemption from the  
762 reading remediation requirement; however, the student must have  
763 an approved academic improvement plan already in place, signed  
764 by the appropriate school staff and the student's parent, for  
765 the year for which the exemption is granted.

766 (3)(e) If For each year in which a middle grades student  
767 scores at Level 1 or Level 2 on FCAT Mathematics or, when the  
768 state transitions to common core assessments, on the mathematics  
769 common core assessments required under s. 1008.22, the following  
770 year, the student must receive remediation the following year,  
771 which may be integrated into the student's required mathematics  
772 courses course.

773 (2) Students in grade 6, grade 7, or grade 8 who are not  
774 enrolled in schools with a middle grades configuration are  
775 subject to the promotion requirements of this section.

776 (4)(3) The State Board of Education shall may adopt rules  
777 pursuant to ss. 120.536(1) and 120.54 to implement the  
778 provisions of this section and may enforce the provisions of  
779 this section pursuant to s. 1008.32.

780 Section 14. Section 1003.4203, Florida Statutes, is amended  
781 to read:

782 1003.4203 Digital materials, recognitions, certificates,  
783 and technical assistance curriculum.-

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784 (1) Each district school board, in consultation with the  
785 district school superintendent, shall make available ~~may develop~~  
786 ~~and implement a~~ digital materials curriculum for students in  
787 prekindergarten grades ~~6~~ through grade 12 in order to enable  
788 students to attain digital skills ~~competencies in web~~  
789 ~~communications and web design. A digital curriculum may include~~  
790 ~~web-based skills, web-based core technologies, web design, use~~  
791 ~~of digital technologies and markup language to show competency~~  
792 ~~in computer skills, and use of web-based core technologies to~~  
793 ~~design creative, informational, and content standards for web-~~  
794 ~~based digital products that demonstrate proficiency in creating,~~  
795 ~~publishing, testing, monitoring, and maintaining a website.~~

796 (2) The digital materials curriculum instruction may be  
797 integrated into ~~middle school and high school~~ subject area  
798 curricula, ~~or~~ offered as a separate course, made available  
799 through open-access options, or deployed through online or  
800 digital computer applications, subject to available funding.

801 (2) Beginning with the 2013-2014 school year, each district  
802 school board, in consultation with the district school  
803 superintendent, shall make available digital and instructional  
804 materials, including software applications, to students with  
805 disabilities who are in prekindergarten through grade 12.

806 (3) Subject to available funding, by December 1, 2013, the  
807 department shall contract with one or more technology companies,  
808 or affiliated nonprofit organizations, that have approved  
809 industry certifications identified on the Industry Certification  
810 Funding List or the Postsecondary Industry Certification Funding  
811 List, pursuant to s. 1003.492 or s. 1008.44, to develop a  
812 Florida Cyber Security Recognition and a Florida Digital Arts

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813 Recognition. The department shall notify each school district  
814 when the recognitions are developed and available. The  
815 recognitions shall be made available to all public elementary  
816 school students at no cost to the districts or charter schools.

817 (a) Targeted knowledge and skills to be mastered for each  
818 recognition shall be identified by the department. Knowledge and  
819 skills may be demonstrated through student attainment of the  
820 below recognitions in particular content areas:

821 1. The Florida Cyber Security Recognition must be based  
822 upon an understanding of computer processing operations and, in  
823 most part, on cyber security skills that increase a student's  
824 cyber-safe practices.

825 2. The Florida Digital Arts Recognition must reflect a  
826 balance of skills in technology and the arts.

827 (b) The technology companies or affiliated nonprofit  
828 organizations that provide the recognition must provide open  
829 access to materials for teaching and assessing the skills a  
830 student must acquire in order to earn a Florida Cyber Security  
831 Recognition or a Florida Digital Arts Recognition. The school  
832 district shall notify each elementary school advisory council of  
833 the methods of delivery of the open-access content and  
834 assessments. If there is no elementary school advisory council,  
835 notification must be provided to the district advisory council.

836 (4) Subject to available funding, by December 1, 2013, the  
837 department shall contract with one or more technology companies  
838 that have approved industry certifications identified on the  
839 Industry Certification Funding List or the Postsecondary  
840 Industry Certification Funding List, pursuant to s. 1003.492 or  
841 s. 1008.44, to develop a Florida Digital Tools Certificate to

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842 indicate a student's digital skills. The department shall notify  
843 each school district when the certificate is developed and  
844 available. The certificate shall be made available to all public  
845 middle grades students at no cost to the districts or charter  
846 schools.

847 (a) Targeted skills to be mastered for the certificate  
848 include digital skills that are necessary to the student's  
849 academic work and skills the student may need in future  
850 employment. The skills must include, but are not limited to,  
851 word processing, spreadsheet display, and creation of  
852 presentations, including sound, text, and graphic presentations,  
853 consistent with industry certifications that are listed on the  
854 Industry Certification Funding List, pursuant to s. 1003.492.

855 (b) A technology company that provides the certificate must  
856 provide open access to materials for teaching and assessing the  
857 skills necessary to earn the certificate. The school district  
858 shall notify each middle school advisory council of the methods  
859 of delivery of the open-access content and assessments for the  
860 certificate. If there is no middle school advisory council,  
861 notification must be provided to the district advisory council.

862 (c) The Legislature intends that by July 1, 2018, on an  
863 annual basis, at least 75 percent of public middle grades  
864 students earn a Florida Digital Tools Certificate.

865 (5)~~(3)~~ The Department of Education or a company contracted  
866 with under subsection (4) shall provide technical assistance to  
867 shall develop a model digital curriculum to serve as a guide for  
868 district school boards in the implementation of this section.  
869 Technical assistance to districts shall include, but is not  
870 limited to, identification of digital resources, primarily open-

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871 access resources, including digital curriculum, instructional  
872 materials, media assets, and other digital tools and  
873 applications; training mechanisms for teachers and others to  
874 facilitate integration of digital resources and technologies  
875 into instructional strategies; and model policies and procedures  
876 that support sustainable implementation practices ~~development of~~  
877 ~~a digital curriculum.~~

878 (6) (4) A district school board may seek partnerships with  
879 other school districts, private businesses, postsecondary  
880 institutions, or and consultants to offer classes and  
881 instruction to teachers and students to assist the school  
882 district in providing digital materials, recognitions, and  
883 certificates established pursuant to this section ~~curriculum~~  
884 ~~instruction.~~

885 (7) The State Board of Education shall adopt rules to  
886 administer this section.

887 Section 15. Section 1003.428, Florida Statutes, is amended  
888 to read:

889 1003.428 General requirements for high school graduation,  
890 revised.—

891 ~~(1) Except as otherwise authorized pursuant to s. 1003.429,~~  
892 Beginning with students entering grade 9 in the 2007-2008 school  
893 year, graduation requires the successful completion of a minimum  
894 of 24 credits, an International Baccalaureate curriculum, or an  
895 Advanced International Certificate of Education curriculum.  
896 Students must be advised of eligibility requirements for state  
897 scholarship programs and postsecondary admissions.

898 (2) The 24 credits may be earned through applied,  
899 integrated, and career education ~~combined~~ courses approved by

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900 the Department of Education. The 24 credits shall be distributed  
901 as follows:

902 (a) Sixteen core curriculum credits:

903 1. Four credits in English, with major concentration in  
904 composition, reading for information, and literature.

905 2. Four credits in mathematics, one of which must be  
906 Algebra I, a series of courses equivalent to Algebra I, or a  
907 higher-level mathematics course. Beginning with students  
908 entering grade 9 in the 2010-2011 school year, in addition to  
909 the Algebra I credit requirement, one of the four credits in  
910 mathematics must be geometry or a series of courses equivalent  
911 to geometry as approved by the State Board of Education.  
912 Beginning with students entering grade 9 in the 2010-2011 school  
913 year, the end-of-course assessment requirements under s.  
914 1008.22(3)(c)2.a.(I) must be met in order for a student to earn  
915 the required credit in Algebra I. Beginning with students  
916 entering grade 9 in the 2011-2012 school year, the end-of-course  
917 assessment requirements under s. 1008.22(3)(c)2.a.(I) must be  
918 met in order for a student to earn the required credit in  
919 geometry. Beginning with students entering grade 9 in the 2012-  
920 2013 school year, in addition to the Algebra I and geometry  
921 credit requirements, one of the four credits in mathematics must  
922 be Algebra II or a series of courses equivalent to Algebra II as  
923 approved by the State Board of Education.

924 3. Three credits in science, two of which must have a  
925 laboratory component. Beginning with students entering grade 9  
926 in the 2011-2012 school year, one of the three credits in  
927 science must be Biology I or a series of courses equivalent to  
928 Biology I as approved by the State Board of Education. Beginning



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929 with students entering grade 9 in the 2011-2012 school year, the  
930 end-of-course assessment requirements under s.  
931 1008.22(3)(c)2.a.(II) must be met in order for a student to earn  
932 the required credit in Biology I. Beginning with students  
933 entering grade 9 in the 2013-2014 school year, one of the three  
934 credits must be Biology I or a series of courses equivalent to  
935 Biology I as approved by the State Board of Education, one  
936 credit must be chemistry or physics or a series of courses  
937 equivalent to chemistry or physics as approved by the State  
938 Board of Education, and one credit must be an equally rigorous  
939 course, as determined by the State Board of Education.

940 4. Three credits in social studies as follows: one credit  
941 in United States history; one credit in world history; one-half  
942 credit in economics, which shall include financial literacy; and  
943 one-half credit in United States government.

944 5. One credit in fine or performing arts, speech and  
945 debate, or a practical arts course that incorporates artistic  
946 content and techniques of creativity, interpretation, and  
947 imagination. Eligible practical arts courses shall be identified  
948 through the Course Code Directory.

949 6. One credit in physical education to include integration  
950 of health. Participation in an interscholastic sport at the  
951 junior varsity or varsity level for two full seasons shall  
952 satisfy the one-credit requirement in physical education if the  
953 student passes a competency test on personal fitness with a  
954 score of "C" or better. The competency test on personal fitness  
955 must be developed by the Department of Education. A district  
956 school board may not require that the one credit in physical  
957 education be taken during the 9th grade year. Completion of one

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958 semester with a grade of "C" or better in a marching band class,  
959 in a physical activity class that requires participation in  
960 marching band activities as an extracurricular activity, or in a  
961 dance class shall satisfy one-half credit in physical education  
962 or one-half credit in performing arts. This credit may not be  
963 used to satisfy the personal fitness requirement or the  
964 requirement for adaptive physical education under an individual  
965 education plan (IEP) or 504 plan. Completion of 2 years in a  
966 Reserve Officer Training Corps (R.O.T.C.) class, a significant  
967 component of which is drills, shall satisfy the one-credit  
968 requirement in physical education and the one-credit requirement  
969 in performing arts. This credit may not be used to satisfy the  
970 personal fitness requirement or the requirement for adaptive  
971 physical education under an individual education plan (IEP) or  
972 504 plan.

973 (b) Eight credits in electives.

974 1. For each year in which a student scores ~~at~~ Level 1 on  
975 FCAT Reading, the student must be enrolled in and complete an  
976 intensive reading course the following year. Placement of Level  
977 2 readers in either an intensive reading course or a content  
978 area course in which reading strategies are delivered shall be  
979 determined by diagnosis of reading needs. The department shall  
980 provide guidance on appropriate strategies for diagnosing and  
981 meeting the varying instructional needs of students reading  
982 below grade level. Reading courses shall be designed and offered  
983 pursuant to the comprehensive reading plan required by s.  
984 1011.62(9). A high school student who scores ~~at~~ Level 1 or Level  
985 2 on FCAT Reading but who did not score below Level 3 in the  
986 previous 3 years may be granted a 1-year exemption from the

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987 reading remediation requirement; however, the student must have  
988 an approved academic improvement plan already in place, signed  
989 by the appropriate school staff and the student's parent, for  
990 the year for which the exemption is granted.

991 2. For each year in which a student scores ~~at~~ Level 1 or  
992 Level 2 on FCAT Mathematics, the student must receive  
993 remediation the following year. These courses may be taught  
994 through applied, integrated, or combined courses and are subject  
995 to approval by the department for inclusion in the Course Code  
996 Directory.

997 (c) Beginning with students entering grade 9 in the 2011-  
998 2012 school year, at least one course within the 24 credits  
999 required in this subsection must be completed through online  
1000 learning. A school district may not require a student to take  
1001 the online course outside the school day or in addition to a  
1002 student's courses for a given semester. An online course taken  
1003 during grades 6 through 8 fulfills this requirement. This  
1004 requirement shall be met through an online course offered by the  
1005 Florida Virtual School, an online course offered by the high  
1006 school, or an online dual enrollment course. A student who is  
1007 enrolled in a full-time or part-time virtual instruction program  
1008 under s. 1002.45 meets this requirement. This requirement does  
1009 not apply to a student who has an individual educational plan  
1010 under s. 1003.57 which indicates that an online course would be  
1011 inappropriate or a student who is enrolled in a Florida high  
1012 school and has less than 1 academic year remaining in high  
1013 school.

1014 (3) (a) A district school board may require specific courses  
1015 and programs of study within the minimum credit requirements for

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1016 high school graduation and shall modify basic courses, as  
1017 necessary, to assure exceptional students the opportunity to  
1018 meet the graduation requirements for a standard diploma, using  
1019 one of the following strategies:

1020 1. Assignment of the exceptional student to an exceptional  
1021 education class for instruction in a basic course with the same  
1022 student performance standards as those required of  
1023 nonexceptional students in the district school board student  
1024 progression plan; or

1025 2. Assignment of the exceptional student to a basic  
1026 education class for instruction that is modified to accommodate  
1027 the student's exceptionality.

1028 (b) The district school board shall determine which of  
1029 these strategies to employ based upon an assessment of the  
1030 student's needs and shall reflect this decision in the student's  
1031 individual education plan.

1032 (4) Each district school board shall establish standards  
1033 for graduation from its schools, which must include:

1034 (a) Successful completion of the academic credit or  
1035 curriculum requirements of subsections (1) and (2). For courses  
1036 that require statewide, standardized end-of-course assessments  
1037 under s. 1008.22(3)(c)2.d., a minimum of 30 percent of a  
1038 student's course grade shall be comprised of performance on the  
1039 statewide, standardized end-of-course assessment.

1040 (b) Earning passing scores on the FCAT, as defined in s.  
1041 1008.22(3)(c), or scores on a standardized test that are  
1042 concordant with passing scores on the FCAT as defined in s.  
1043 1008.22(10).

1044 (c) Completion of all other applicable requirements

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1045 prescribed by the district school board pursuant to s. 1008.25.

1046 (d) Achievement of a cumulative grade point average of 2.0  
1047 on a 4.0 scale, or its equivalent, in the courses required by  
1048 this section.

1049  
1050 Each district school board shall adopt policies designed to  
1051 assist students in meeting the requirements of this subsection.  
1052 These policies may include, but are not limited to: forgiveness  
1053 policies, summer school or before or after school attendance,  
1054 special counseling, volunteers or peer tutors, school-sponsored  
1055 help sessions, homework hotlines, and study skills classes.  
1056 Forgiveness policies for required courses shall be limited to  
1057 replacing a grade of "D" or "F," or the equivalent of a grade of  
1058 "D" or "F," with a grade of "C" or higher, or the equivalent of  
1059 a grade of "C" or higher, earned subsequently in the same or  
1060 comparable course. Forgiveness policies for elective courses  
1061 shall be limited to replacing a grade of "D" or "F," or the  
1062 equivalent of a grade of "D" or "F," with a grade of "C" or  
1063 higher, or the equivalent of a grade of "C" or higher, earned  
1064 subsequently in another course. The only exception to these  
1065 forgiveness policies shall be made for a student in the middle  
1066 grades who takes any high school course for high school credit  
1067 and earns a grade of "C," "D," or "F" or the equivalent of a  
1068 grade of "C," "D," or "F." In such case, the district  
1069 forgiveness policy must allow the replacement of the grade with  
1070 a grade of "C" or higher, or the equivalent of a grade of "C" or  
1071 higher, earned subsequently in the same or comparable course. In  
1072 all cases of grade forgiveness, only the new grade shall be used  
1073 in the calculation of the student's grade point average. Any

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1074 course grade not replaced according to a district school board  
1075 forgiveness policy shall be included in the calculation of the  
1076 cumulative grade point average required for graduation.

1077 (5) The State Board of Education, after a public hearing  
1078 and consideration, shall adopt rules based upon the  
1079 recommendations of the commissioner for the provision of test  
1080 accommodations and modifications of procedures as necessary for  
1081 students with disabilities which will demonstrate the student's  
1082 abilities rather than reflect the student's impaired sensory,  
1083 manual, speaking, or psychological process skills.

1084 (6) The public hearing and consideration required in  
1085 subsection (5) shall not be construed to amend or nullify the  
1086 requirements of security relating to the contents of  
1087 examinations or assessment instruments and related materials or  
1088 data as prescribed in s. 1008.23.

1089 (7) (a) A student who meets all requirements prescribed in  
1090 subsections (1), (2), (3), and (4) shall be awarded a standard  
1091 diploma in a form prescribed by the State Board of Education.

1092 (b) A student who completes the minimum number of credits  
1093 and other requirements prescribed by subsections (1), (2), and  
1094 (3), but who is unable to meet the standards of paragraph  
1095 (4) (b), paragraph (4) (c), or paragraph (4) (d), shall be awarded  
1096 a certificate of completion in a form prescribed by the State  
1097 Board of Education. However, any student who is otherwise  
1098 entitled to a certificate of completion may elect to remain in  
1099 the secondary school either as a full-time student or a part-  
1100 time student for up to 1 additional year and receive special  
1101 instruction designed to remedy his or her identified  
1102 deficiencies.

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1103 (8) (a) Each district school board must provide instruction  
1104 to prepare students with disabilities to demonstrate proficiency  
1105 in the core content knowledge and skills necessary for  
1106 successful grade-to-grade progression and high school  
1107 graduation.

1108 (b)1. A student with a disability, as defined in s.  
1109 1007.02(2), for whom the individual education plan (IEP)  
1110 committee determines that the FCAT cannot accurately measure the  
1111 student's abilities taking into consideration all allowable  
1112 accommodations, shall have the FCAT requirement of paragraph  
1113 (4) (b) waived for the purpose of receiving a standard high  
1114 school diploma, if the student:

1115 a. Completes the minimum number of credits and other  
1116 requirements prescribed by subsections (1), (2), and (3).

1117 b. Does not meet the requirements of paragraph (4) (b) after  
1118 one opportunity in 10th grade and one opportunity in 11th grade.

1119 2. A student with a disability, as defined in s.  
1120 1007.02(2), for whom the IEP committee determines that an end-  
1121 of-course assessment cannot accurately measure the student's  
1122 abilities, taking into consideration all allowable  
1123 accommodations, shall have the end-of-course assessment results  
1124 waived for the purpose of determining the student's course grade  
1125 and credit as required in paragraph (4) (a).

1126 ~~(9) The Commissioner of Education may award a standard high~~  
1127 ~~school diploma to honorably discharged veterans who started high~~  
1128 ~~school between 1937 and 1946 and were scheduled to graduate~~  
1129 ~~between 1941 and 1950 but were inducted into the United States~~  
1130 ~~Armed Forces between September 16, 1940, and December 31, 1946,~~  
1131 ~~prior to completing the necessary high school graduation~~

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1132 ~~requirements. Upon the recommendation of the commissioner, the~~  
1133 ~~State Board of Education may develop criteria and guidelines for~~  
1134 ~~awarding such diplomas.~~

1135 ~~(10) The Commissioner of Education may award a standard~~  
1136 ~~high school diploma to honorably discharged veterans who started~~  
1137 ~~high school between 1946 and 1950 and were scheduled to graduate~~  
1138 ~~between 1950 and 1954, but were inducted into the United States~~  
1139 ~~Armed Forces between June 27, 1950, and January 31, 1955, and~~  
1140 ~~served during the Korean Conflict prior to completing the~~  
1141 ~~necessary high school graduation requirements. Upon the~~  
1142 ~~recommendation of the commissioner, the State Board of Education~~  
1143 ~~may develop criteria and guidelines for awarding such diplomas.~~

1144 ~~(9) (11)~~ The State Board of Education may adopt rules  
1145 pursuant to ss. 120.536(1) and 120.54 to implement the  
1146 ~~provisions of this section and may enforce the provisions of~~  
1147 ~~this section pursuant to s. 1008.32.~~

1148 Section 16. Subsection (1) of section 1003.4281, Florida  
1149 Statutes, is amended to read:

1150 1003.4281 Early high school graduation.—

1151 (1) The purpose of this section is to provide a student the  
1152 option of early graduation if the student earns ~~has completed a~~  
1153 ~~minimum of~~ 24 credits and meets the graduation requirements set  
1154 forth in s. 1003.428 or s. 1003.4282, as applicable. For  
1155 purposes of this section, the term "early graduation" means  
1156 graduation from high school in less than 8 semesters or the  
1157 equivalent.

1158 Section 17. Section 1003.4282, Florida Statutes, is created  
1159 to read:

1160 1003.4282 Requirements for a standard high school diploma.—



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1161 (1) TWENTY-FOUR CREDITS REQUIRED.—

1162 (a) Beginning with students entering grade 9 in the 2013-  
1163 2014 school year, receipt of a standard high school diploma  
1164 requires successful completion of 24 credits, an International  
1165 Baccalaureate curriculum, or an Advanced International  
1166 Certificate of Education curriculum.

1167 (b) The required credits may be earned through equivalent,  
1168 applied, or integrated courses or career education courses as  
1169 defined in s. 1003.01(4), including work-related internships  
1170 approved by the State Board of Education and identified in the  
1171 course code directory. However, any must-pass assessment  
1172 requirements must be met. An equivalent course is one or more  
1173 courses identified by content-area experts as being a match to  
1174 the core curricular content of another course, based upon review  
1175 of the Next Generation Sunshine State Standards for that  
1176 subject. An applied course aligns with Next Generation Sunshine  
1177 State Standards and includes real-world applications of a career  
1178 and technical education standard used in business or industry.  
1179 An integrated course includes content from several courses  
1180 within a content area or across content areas.

1181 (2) NOTIFICATION REQUIREMENTS.—The school district must  
1182 notify students and parents, in writing, of the requirements for  
1183 a standard high school diploma, available designations, and the  
1184 eligibility requirements for state scholarship programs and  
1185 postsecondary admissions. The Department of Education shall  
1186 directly and through the school districts notify registered  
1187 private schools of public high school course credit and  
1188 assessment requirements. Each private school must make this  
1189 information available to students and their parents so they are

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1190 aware of public high school graduation requirements.

1191 (3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT  
1192 REQUIREMENTS.—

1193 (a) Four credits in English Language Arts (ELA).—The four  
1194 credits must be in ELA I, II, III, and IV. A student must pass  
1195 10th grade FCAT Reading until the state transitions to a common  
1196 core 10th grade ELA assessment, after which time a student must  
1197 pass the ELA assessment in order to earn a standard high school  
1198 diploma.

1199 (b) Four credits in mathematics.—A student must earn one  
1200 credit in Algebra I and one credit in geometry. A student's  
1201 performance on the Algebra I end-of-course (EOC) assessment or  
1202 common core assessment, as applicable, constitutes 30 percent of  
1203 the student's final course grade. A student must pass the  
1204 Algebra I EOC assessment until the state transitions to a common  
1205 core Algebra I assessment after which time a student must pass  
1206 the common core assessment in order to earn a standard high  
1207 school diploma. A student's performance on the Geometry EOC  
1208 assessment or common core assessment, as applicable, constitutes  
1209 30 percent of the student's final course grade. When the state  
1210 administers a common core Algebra II assessment, a student  
1211 selecting Algebra II must take the assessment, and the student's  
1212 performance on the assessment constitutes 30 percent of the  
1213 student's final course grade. Industry certification courses  
1214 that lead to college credit may substitute for up to two math  
1215 credits.

1216 (c) Three credits in science.—Two of the three required  
1217 credits must have a laboratory component. A student must earn  
1218 one credit in Biology I and two credits in equally rigorous

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1219 courses. The Biology I EOC assessment constitutes 30 percent of  
1220 the student's final course grade. Industry certification courses  
1221 that lead to college credit may substitute for up to one science  
1222 credit.

1223 (d) Three credits in social studies.—A student must earn  
1224 one credit in United States History; one credit in World  
1225 History; one-half credit in economics, which must include  
1226 financial literacy; and one-half credit in United States  
1227 Government. The United States History EOC assessment constitutes  
1228 30 percent of the student's final course grade.

1229 (e) One credit in fine or performing arts, speech and  
1230 debate, or practical arts.—The practical arts course must  
1231 incorporate artistic content and techniques of creativity,  
1232 interpretation, and imagination. Eligible practical arts courses  
1233 are identified in the Course Code Directory.

1234 (f) One credit in physical education.—Physical education  
1235 must include the integration of health. This requirement is  
1236 subject to all of the provisions in s. 1003.428(2)(a)6.

1237 (g) Eight credits in electives.—School districts must  
1238 develop and offer coordinated electives so that a student may  
1239 develop knowledge and skills in his or her area of interest,  
1240 such as electives with a STEM or liberal arts focus. Such  
1241 electives must include opportunities for students to earn  
1242 college credit, including industry-certified career education  
1243 programs or series of career-themed courses that result in  
1244 industry certification or articulate into the award of college  
1245 credit, or career education courses for which there is a  
1246 statewide or local articulation agreement and which lead to  
1247 college credit.

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1248       (4) ONLINE COURSE REQUIREMENT.—Excluding a driver education  
1249 course, at least one course within the 24 credits required under  
1250 this section must be completed through online learning. A school  
1251 district may not require a student to take the online course  
1252 outside the school day or in addition to a student's courses for  
1253 a given semester. An online course taken in grade 6, grade 7, or  
1254 grade 8 fulfills this requirement. This requirement is met  
1255 through an online course offered by the Florida Virtual School,  
1256 a virtual education provider approved by the State Board of  
1257 Education, a high school, or an online dual enrollment course. A  
1258 student who is enrolled in a full-time or part-time virtual  
1259 instruction program under s. 1002.45 meets this requirement.  
1260 This requirement does not apply to a student who has an  
1261 individual education plan under s. 1003.57 which indicates that  
1262 an online course would be inappropriate or to an out-of-state  
1263 transfer student who is enrolled in a Florida high school and  
1264 has 1 academic year or less remaining in high school.

1265       (5) REMEDIATION FOR HIGH SCHOOL STUDENTS.—

1266       (a) Each year a student scores Level 1 or Level 2 on 9th  
1267 grade or 10th grade FCAT Reading or, when implemented, 9th  
1268 grade, 10th grade, or 11th grade common core English Language  
1269 Arts (ELA) assessments, the student must be enrolled in and  
1270 complete an intensive remedial course the following year or be  
1271 placed in a content area course that includes remediation of  
1272 skills not acquired by the student.

1273       (b) Each year a student scores Level 1 or Level 2 on the  
1274 Algebra I EOC assessment, or upon transition to the common core  
1275 Algebra I assessment, the student must be enrolled in and  
1276 complete an intensive remedial course the following year or be

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1277 placed in a content area course that includes remediation of  
1278 skills not acquired by the student.

1279 (6) GRADE FORGIVENESS POLICY.—Each district school board  
1280 shall adopt policies designed to assist students in meeting  
1281 graduation requirements including grade forgiveness policies.  
1282 Forgiveness policies for required courses shall be limited to  
1283 replacing a grade of "D" or "F" with a grade of "C" or higher  
1284 earned subsequently in the same or comparable course.  
1285 Forgiveness policies for elective courses shall be limited to  
1286 replacing a grade of "D" or "F" with a grade of "C" or higher  
1287 earned subsequently in another course. The only exception to  
1288 these forgiveness policies shall be made for a student in the  
1289 middle grades who takes any high school course for high school  
1290 credit and earns a grade of "C," "D," or "F". In such case, the  
1291 district forgiveness policy must allow the replacement of the  
1292 grade with a grade of "C" or higher earned subsequently in the  
1293 same or comparable course. In all cases of grade forgiveness,  
1294 only the new grade shall be used in the calculation of the  
1295 student's grade point average. Any course grade not replaced  
1296 according to a district school board forgiveness policy shall be  
1297 included in the calculation of the cumulative grade point  
1298 average required for graduation.

1299 (7) AWARD OF A STANDARD HIGH SCHOOL DIPLOMA.—A student who  
1300 earns a cumulative grade point average (GPA) of 2.0 on a 4.0  
1301 scale and meets the requirements of this section shall be  
1302 awarded a standard high school diploma in a form prescribed by  
1303 the State Board of Education. Notwithstanding any other law to  
1304 the contrary, all students enrolled in high school as of the  
1305 2012-2013 school year who earned a passing grade in Biology I or

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1306 geometry before the 2013-2014 school year shall be awarded a  
1307 credit in that course if the student passed the course. The  
1308 student's performance on the EOC assessment is not required to  
1309 constitute 30 percent of the student's final course grade. A  
1310 student who fails to earn the required credits or achieve a 2.0  
1311 GPA shall be awarded a certificate of completion in a form  
1312 prescribed by the State Board of Education.

1313 (8) UNIFORM TRANSFER OF HIGH SCHOOL CREDITS.—Beginning with  
1314 the 2012-2013 school year, if a student transfers to a Florida  
1315 public high school from out of country, out of state, a private  
1316 school, or a home education program and the student's transcript  
1317 shows a mathematics credit in a course that requires passage of  
1318 a statewide, standardized assessment in order to earn a standard  
1319 high school diploma, the student must pass the assessment unless  
1320 the student earned a comparative score pursuant to s. 1008.22,  
1321 passed a statewide assessment in that subject administered by  
1322 the transferring entity, or passed the statewide assessment the  
1323 transferring entity uses to satisfy the requirements of the  
1324 Elementary and Secondary Education Act, 20 U.S.C. s. 6301. If a  
1325 student's transcript shows a credit in high school reading or  
1326 English Language Arts II or III, the student must take and pass  
1327 grade 10 FCAT Reading or earn a concordant score on the SAT or  
1328 ACT as specified by state board rule or, when the state  
1329 transitions to common core English Language Arts assessments,  
1330 earn a passing score on the English Language Arts assessment as  
1331 required under this section.

1332 (9) CAREER EDUCATION COURSES THAT SATISFY HIGH SCHOOL  
1333 CREDIT REQUIREMENTS.—

1334 (a) Participation in career education courses engages

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1335 students in their high school education, increases academic  
1336 achievement, enhances employability, and increases postsecondary  
1337 success. By July 1, 2014, the department shall develop, for  
1338 approval by the State Board of Education, multiple, additional  
1339 career education courses or a series of courses that meet the  
1340 requirements set forth in s. 1003.493(2), (4), and (5) and this  
1341 subsection and allow students to earn credit in both the career  
1342 education course and courses required for high school graduation  
1343 under this section and ss. 1003.428 and 1003.4281.

1344 1. The state board must determine if sufficient academic  
1345 standards are covered to warrant the award of academic credit.

1346 2. Career education courses must include workforce and  
1347 digital literacy skills and the integration of required course  
1348 content with practical applications and designated rigorous  
1349 coursework that results in one or more industry certifications  
1350 or clearly articulated credit or advanced standing in a 2-year  
1351 or 4-year certificate or degree program, which may include high  
1352 school junior and senior year work-related internships or  
1353 apprenticeships. The department shall negotiate state licenses  
1354 for material and testing for industry certifications. The  
1355 instructional methodology used in these courses must be  
1356 comprised of authentic projects, problems, and activities for  
1357 contextually learning the academics.

1358 (b) Each school district should take the initiative to work  
1359 with local workforce boards, local business and industry  
1360 leaders, and postsecondary institutions to establish  
1361 partnerships for the purpose of creating career education  
1362 courses or a series of courses that meet the requirements set  
1363 forth in s. 1003.493(2), (4), and (5) that students can take to

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1364 earn required high school course credits. Emphasis should be  
1365 placed on online course work and digital literacy. School  
1366 districts must submit their recommended career education courses  
1367 to the department for state board approval. School district-  
1368 recommended career education courses must meet the same rigorous  
1369 standards as department-developed career education courses in  
1370 order to be approved by the state board. School districts  
1371 participating in the development of rigorous career education  
1372 courses will be able to better address local workforce needs and  
1373 allow students the opportunity to acquire the knowledge and  
1374 skills that are needed not only for academic advancement but  
1375 also for employability purposes.

1376 (c) Regional consortium service organizations established  
1377 pursuant to s. 1001.451 shall work with school districts, local  
1378 workforce boards, postsecondary institutions, and local business  
1379 and industry leaders to create career education courses that  
1380 meet the requirements set forth in s. 1003.493(2), (4), and (5)  
1381 and this subsection that students can take to earn required high  
1382 school course credits. The regional consortium shall submit  
1383 course recommendations to the department, on behalf of the  
1384 consortium member districts, for state board approval. A strong  
1385 emphasis should be placed on online course work, digital  
1386 literacy, and workforce literacy as defined in s. 1004.02(27).  
1387 For purposes of providing students the opportunity to earn  
1388 industry certifications, consortiums must secure the necessary  
1389 site licenses and testing contracts for use by member districts.

1390 (10) RULES.—The State Board of Education shall adopt rules  
1391 to implement this section.

1392 Section 18. Section 1003.4285, Florida Statutes, is amended



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1393 to read:

1394 1003.4285 Standard high school diploma designations.—

1395 (1) Each standard high school diploma shall include, as  
1396 applicable, the following designations if the student meets the  
1397 criteria set forth for the designation:

1398 (a) *Scholar designation.*—In addition to the requirements of  
1399 ss. 1003.428 and 1003.4282, as applicable, in order to earn the  
1400 Scholar designation, a student must satisfy the following  
1401 requirements:

1402 1. English Language Arts (ELA).—When the state transitions  
1403 to common core assessments, pass the 11th grade ELA common core  
1404 assessment.

1405 2. Mathematics.—Earn one credit in Algebra II and one  
1406 credit in statistics or an equally rigorous course. When the  
1407 state transitions to common core assessments, students must pass  
1408 the Algebra II common core assessment.

1409 3. Science.—Pass the statewide, standardized Biology I end-  
1410 of-course assessment and earn one credit in chemistry or physics  
1411 and one credit in a course equally rigorous to chemistry or  
1412 physics.

1413 4. Social studies.—Pass the statewide, standardized United  
1414 States History end-of-course assessment.

1415 5. Foreign language.—Earn two credits in the same foreign  
1416 language.

1417 6. Electives.—Earn at least one credit in an Advanced  
1418 Placement, an International Baccalaureate, an Advanced  
1419 International Certificate of Education, or a dual enrollment  
1420 course.

1421 (b) *Merit designation.*—In addition to the requirements of

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1422 ss. 1003.428 and 1003.4282, as applicable, in order to earn the  
1423 Merit designation, a student must attain one or more industry  
1424 certifications from the list established under s. 1003.492.

1425 (2) Students and parents shall be provided information  
1426 about diploma designations through an online education and  
1427 career planning tool, which allows students to monitor their  
1428 progress toward the attainment of each designation.

1429 (3) The State Board of Education may make recommendations  
1430 to the Legislature regarding the establishment of additional  
1431 designations.

1432 ~~(1) A designation of the student's major area of interest~~  
1433 ~~pursuant to the student's completion of credits as provided in~~  
1434 ~~s. 1003.428.~~

1435 ~~(2) A designation reflecting completion of four or more~~  
1436 ~~accelerated college credit courses if the student is eligible~~  
1437 ~~for college credit pursuant to s. 1007.27 or s. 1007.271 in~~  
1438 ~~Advanced Placement, International Baccalaureate, Advanced~~  
1439 ~~International Certificate of Education, or dual enrollment~~  
1440 ~~courses. The Commissioner of Education shall establish~~  
1441 ~~guidelines for successful passage of examinations or coursework~~  
1442 ~~in each of the accelerated college credit options for purposes~~  
1443 ~~of this subsection.~~

1444 ~~(3) A designation reflecting the attainment of one or more~~  
1445 ~~industry certifications from the list approved by Workforce~~  
1446 ~~Florida, Inc., under s. 1003.492.~~

1447 ~~(4) A designation reflecting a Florida Ready to Work~~  
1448 ~~Credential in accordance with s. 445.06.~~

1449 Section 19. Section 1003.4286, Florida Statutes, is created  
1450 to read:

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1451 1003.4286 Award of standard high school diplomas to  
1452 honorably discharged veterans.—Pursuant to rules adopted by the  
1453 State Board of Education in consultation with the Department of  
1454 Military Affairs, the Commissioner of Education may award a  
1455 standard high school diploma to an honorably discharged veteran  
1456 who has not completed high school graduation requirements.

1457 Section 20. Section 1003.429, Florida Statutes, is  
1458 repealed.

1459 Section 21. Subsections (1) and (3) of section 1003.4295,  
1460 Florida Statutes, are amended to read:

1461 1003.4295 Acceleration options.—

1462 (1) Each high school shall advise each student of courses  
1463 ~~programs~~ through which a high school student can earn college  
1464 credit, including Advanced Placement, International  
1465 Baccalaureate, Advanced International Certificate of Education,  
1466 dual enrollment, ~~and~~ early admission ~~courses~~, and career academy  
1467 courses, ~~and~~ courses that lead to ~~national~~ industry  
1468 certification, as well as the availability of course offerings  
1469 through virtual instruction. Students shall also be advised of  
1470 the early ~~and accelerated~~ graduation options under s. ss.  
1471 ~~1003.4281 and 1003.429.~~

1472 (3) The Credit Acceleration Program (CAP) is created for  
1473 the purpose of allowing a student to earn high school credit in  
1474 Algebra I, Algebra II, geometry, United States history, or  
1475 biology ~~a course that requires a statewide, standardized end-of-~~  
1476 ~~course assessment~~ if the student passes the statewide,  
1477 standardized assessment administered under s. 1008.22 ~~attains a~~  
1478 ~~specified score on the assessment.~~ Notwithstanding s. 1003.436,  
1479 a school district shall award course credit to a student who is

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1480 not enrolled in the course, or who has not completed the course,  
1481 if the student attains a passing score on the corresponding  
1482 statewide, standardized ~~end-of-course~~ assessment. The school  
1483 district shall permit a student who is not enrolled in the  
1484 course, or who has not completed the course, to take the  
1485 ~~standardized end-of-course~~ assessment during the regular  
1486 administration of the assessment.

1487 Section 22. Section 1003.43, Florida Statutes, is repealed.

1488 Section 23. Section 1003.433, Florida Statutes, is amended  
1489 to read:

1490 1003.433 Learning opportunities for out-of-state and out-  
1491 of-country transfer students and students needing additional  
1492 instruction to meet high school graduation requirements.—

1493 (1) Students who enter a Florida public school at the  
1494 eleventh or twelfth grade from out of state or out of ~~from a~~  
1495 ~~foreign~~ country shall not be required to spend additional time  
1496 in a Florida public school in order to meet the high school  
1497 course requirements if the student has met all requirements of  
1498 the school district, state, or country from which he or she is  
1499 transferring. Such students who are not proficient in English  
1500 should receive immediate and intensive instruction in English  
1501 language acquisition. However, to receive a standard high school  
1502 diploma, a transfer student must earn a 2.0 grade point average  
1503 and meet the requirements under s. 1008.22 ~~pass the grade 10~~  
1504 ~~FCAT required in s. 1008.22(3) or an alternate assessment as~~  
1505 ~~described in s. 1008.22(10).~~

1506 (2) Students who earn the required 24 credits ~~have met all~~  
1507 ~~requirements~~ for the standard high school diploma except for  
1508 passage of any must-pass assessment under s. 1003.4282 or s.

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1509 1008.22 ~~the grade 10 FCAT~~ or an alternate assessment by the end  
1510 of grade 12 must be provided the following learning  
1511 opportunities:

1512 (a) Participation in an accelerated high school equivalency  
1513 diploma preparation program during the summer.

1514 (b) Upon receipt of a certificate of completion, be allowed  
1515 to take the College Placement Test and be admitted to remedial  
1516 or credit courses at a Florida College System institution, as  
1517 appropriate.

1518 (c) Participation in an adult general education program as  
1519 provided in s. 1004.93 for such time as the student requires to  
1520 master English, reading, mathematics, or any other subject  
1521 required for high school graduation. ~~Students attending adult  
1522 basic, adult secondary, or vocational preparatory instruction  
1523 are exempt from any requirement for the payment of tuition and  
1524 fees, including lab fees, pursuant to s. 1009.25.~~ A student  
1525 attending an adult general education program shall have the  
1526 opportunity to take any must-pass assessment under s. 1003.4282  
1527 or s. 1008.22 ~~the grade 10 FCAT~~ an unlimited number of times in  
1528 order to receive a standard high school diploma.

1529 (3) Students who have been enrolled in an ESOL program for  
1530 less than 2 school years and have met all requirements for the  
1531 standard high school diploma except for passage of any must-pass  
1532 assessment under s. 1003.4282 or s. 1008.22 ~~the grade 10 FCAT~~ or  
1533 alternate assessment may receive immersion English language  
1534 instruction during the summer following their senior year.  
1535 Students receiving such instruction are eligible to take the  
1536 required assessment ~~FCAT~~ or alternate assessment and receive a  
1537 standard high school diploma upon passage of the required

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1538 assessment ~~grade 10 FCAT~~ or the alternate assessment. This  
1539 subsection shall be implemented to the extent funding is  
1540 provided in the General Appropriations Act.

1541 ~~(4) The district school superintendent shall be responsible~~  
1542 ~~for notifying all students of the consequences of failure to~~  
1543 ~~receive a standard high school diploma, including the potential~~  
1544 ~~ineligibility for financial assistance at postsecondary~~  
1545 ~~educational institutions.~~

1546 (4)~~(5)~~ The State Board of Education may adopt rules  
1547 pursuant to ss. 120.536(1) and 120.54 to administer this  
1548 section.

1549 Section 24. Subsection (6) of section 1003.435, Florida  
1550 Statutes, is amended to read:

1551 1003.435 High school equivalency diploma program.—

1552 (6)~~(a)~~ All high school equivalency diplomas issued under  
1553 the provisions of this section shall have equal status with  
1554 other high school diplomas for all state purposes, including  
1555 admission to any state university or Florida College System  
1556 institution.

1557 ~~(b) The State Board of Education shall adopt rules~~  
1558 ~~providing for the award of a standard high school diploma to~~  
1559 ~~holders of high school equivalency diplomas who are assessed as~~  
1560 ~~meeting designated criteria, and the commissioner shall~~  
1561 ~~establish procedures for administering the assessment.~~

1562 Section 25. Paragraph (a) of subsection (1) of section  
1563 1003.436, Florida Statutes, is amended to read:

1564 1003.436 Definition of "credit".—

1565 (1) (a) For the purposes of requirements for high school  
1566 graduation, one full credit means a minimum of 135 hours of bona

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1567 fide instruction in a designated course of study that contains  
1568 student performance standards, except as otherwise provided  
1569 through the Credit Acceleration Program (CAP) under s.  
1570 1003.4295(3). One full credit means a minimum of 120 hours of  
1571 bona fide instruction in a designated course of study that  
1572 contains student performance standards for purposes of meeting  
1573 high school graduation requirements in a district school that  
1574 has been authorized to implement block scheduling by the  
1575 district school board. The State Board of Education shall  
1576 determine the number of postsecondary credit hours earned  
1577 through dual enrollment pursuant to s. 1007.271 that satisfy the  
1578 requirements of a dual enrollment articulation agreement  
1579 according to s. 1007.271(21) and that equal one full credit of  
1580 the equivalent high school course identified pursuant to s.  
1581 1007.271(9).

1582 Section 26. Section 1003.438, Florida Statutes, is amended  
1583 to read:

1584 1003.438 Special high school graduation requirements for  
1585 certain exceptional students.—A student who has been identified,  
1586 in accordance with rules established by the State Board of  
1587 Education, as a student with disabilities who has an  
1588 intellectual disability; an autism spectrum disorder; a language  
1589 impairment; an orthopedic impairment; an other health  
1590 impairment; a traumatic brain injury; an emotional or behavioral  
1591 disability; a specific learning disability, including, but not  
1592 limited to, dyslexia, dyscalculia, or developmental aphasia; or  
1593 students who are deaf or hard of hearing or dual sensory  
1594 impaired shall not be required to meet all requirements of ~~s.~~  
1595 ~~1003.43~~ or s. 1003.428 or s. 1003.4282 and shall, upon meeting

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1596 all applicable requirements prescribed by the district school  
1597 board pursuant to s. 1008.25, be awarded a special diploma in a  
1598 form prescribed by the commissioner; however, such special  
1599 graduation requirements prescribed by the district school board  
1600 must include minimum graduation requirements as prescribed by  
1601 the commissioner. Any such student who meets all special  
1602 requirements of the district school board, but is unable to meet  
1603 the appropriate special state minimum requirements, shall be  
1604 awarded a special certificate of completion in a form prescribed  
1605 by the commissioner. However, this section does not limit or  
1606 restrict the right of an exceptional student solely to a special  
1607 diploma or special certificate of completion. Any such student  
1608 shall, upon proper request, be afforded the opportunity to fully  
1609 meet all requirements of ~~s. 1003.43~~ or s. 1003.428 or s.

1610 1003.4282 through the standard procedures established therein  
1611 and thereby to qualify for a standard diploma upon graduation.

1612 Section 27. Paragraphs (e) and (f) of subsection (3) of  
1613 section 1003.491, Florida Statutes, are amended to read:

1614 1003.491 Florida Career and Professional Education Act.—The  
1615 Florida Career and Professional Education Act is created to  
1616 provide a statewide planning partnership between the business  
1617 and education communities in order to attract, expand, and  
1618 retain targeted, high-value industry and to sustain a strong,  
1619 knowledge-based economy.

1620 (3) The strategic 3-year plan developed jointly by the  
1621 local school district, regional workforce boards, economic  
1622 development agencies, and state-approved postsecondary  
1623 institutions shall be constructed and based on:

1624 (e) Strategies to provide personalized student advisement,



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1625 including a parent-participation component, and coordination  
1626 with middle grades ~~schools~~ to promote and support career-themed  
1627 courses and education planning as required under s. 1003.4156;

1628 (f) Alignment of requirements for middle school career  
1629 planning under s. 1003.4156(1)(e) ~~1003.4156(1)(a)5.~~, middle and  
1630 high school career and professional academies or career-themed  
1631 courses leading to industry certification or postsecondary  
1632 credit, and high school graduation requirements;

1633 Section 28. Section 1003.4935, Florida Statutes, is amended  
1634 to read:

1635 1003.4935 Middle grades ~~school~~ career and professional  
1636 academy courses and career-themed courses.—

1637 (1) Beginning with the 2011-2012 school year, each district  
1638 school board, in collaboration with regional workforce boards,  
1639 economic development agencies, and state-approved postsecondary  
1640 institutions, shall include plans to implement a career and  
1641 professional academy or a career-themed course, as defined in s.  
1642 1003.493(1)(b), in at least one middle school in the district as  
1643 part of the strategic 3-year plan pursuant to s. 1003.491(2).

1644 The strategic plan must provide students the opportunity to  
1645 transfer from a middle school career and professional academy or  
1646 a career-themed course to a high school career and professional  
1647 academy or a career-themed course currently operating within the  
1648 school district. Students who complete a middle school career  
1649 and professional academy or a career-themed course must have the  
1650 opportunity to earn an industry certificate and high school  
1651 credit and participate in career planning, job shadowing, and  
1652 business leadership development activities.

1653 (2) Each middle grades ~~school~~ career and professional

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1654 academy or career-themed course must be aligned with at least  
1655 one high school career and professional academy or career-themed  
1656 course offered in the district and maintain partnerships with  
1657 local business and industry and economic development boards.  
1658 Middle grades ~~school~~ career and professional academies and  
1659 career-themed courses must:

1660 (a) Lead to careers in occupations designated as high-  
1661 skill, high-wage, and high-demand in the Industry Certification  
1662 Funding List approved under rules adopted by the State Board of  
1663 Education;

1664 (b) Integrate content from core subject areas;

1665 (c) Integrate career and professional academy or career-  
1666 themed course content with intensive reading, English Language  
1667 Arts, and mathematics pursuant to ss. ~~s.~~ 1003.428 and 1003.4282;

1668 (d) Coordinate with high schools to maximize opportunities  
1669 for middle grades ~~school~~ students to earn high school credit;

1670 (e) Provide access to virtual instruction courses provided  
1671 by virtual education providers legislatively authorized to  
1672 provide part-time instruction to middle grades ~~school~~ students.

1673 The virtual instruction courses must be aligned to state  
1674 curriculum standards for middle grades ~~school~~ career and  
1675 professional academy courses or career-themed courses, with  
1676 priority given to students who have required course deficits;

1677 (f) Provide instruction from highly skilled professionals  
1678 who hold industry certificates in the career area in which they  
1679 teach;

1680 (g) Offer externships; and

1681 (h) Provide personalized student advisement that includes a  
1682 parent-participation component.

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1683 (3) Beginning with the 2012-2013 school year, if a school  
1684 district implements a middle school career and professional  
1685 academy or a career-themed course, the Department of Education  
1686 shall collect and report student achievement data pursuant to  
1687 performance factors identified under s. 1003.492(3) for students  
1688 enrolled in an academy or a career-themed course.

1689 ~~(4) The State Board of Education shall adopt rules to~~  
1690 ~~identify industry certifications in science, technology,~~  
1691 ~~engineering, and mathematics offered in middle school to be~~  
1692 ~~included on the Industry Certified Funding List and which are~~  
1693 ~~eligible for additional full-time equivalent membership under s.~~  
1694 ~~1011.62(1).~~

1695 Section 29. Paragraph (c) of subsection (3) of section  
1696 1003.51, Florida Statutes, is amended to read:

1697 1003.51 Other public educational services.—

1698 (3) The Department of Education in partnership with the  
1699 Department of Juvenile Justice, the district school boards, and  
1700 providers shall:

1701 (c) Maintain standardized required content of education  
1702 records to be included as part of a youth's commitment record.  
1703 These requirements shall reflect the policy and standards  
1704 adopted pursuant to subsection (2) and shall include, but not be  
1705 limited to, the following:

1706 1. A copy of the student's individual educational plan.

1707 2. Assessment Data on student performance on assessments,  
1708 ~~including grade level proficiency in reading, writing, and~~  
1709 ~~mathematics, and performance on tests~~ taken according to s.  
1710 1008.22.

1711 3. A copy of the student's permanent cumulative record.

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1712 4. A copy of the student's academic transcript.

1713 5. A portfolio reflecting the youth's academic  
1714 accomplishments while in the Department of Juvenile Justice  
1715 program.

1716 Section 30. Subsection (4) of section 1003.621, Florida  
1717 Statutes, is amended to read:

1718 1003.621 Academically high-performing school districts.—It  
1719 is the intent of the Legislature to recognize and reward school  
1720 districts that demonstrate the ability to consistently maintain  
1721 or improve their high-performing status. The purpose of this  
1722 section is to provide high-performing school districts with  
1723 flexibility in meeting the specific requirements in statute and  
1724 rules of the State Board of Education.

1725 (4) REPORTS.—The academically high-performing school  
1726 district shall submit to the State Board of Education and the  
1727 Legislature an annual report on December 1 which delineates the  
1728 performance of the school district relative to the academic  
1729 performance of students at each grade level in reading, writing,  
1730 mathematics, science, and any other subject that is included as  
1731 a part of the statewide assessment program in s. 1008.22. The  
1732 annual report shall be submitted in a format prescribed by the  
1733 Department of Education and shall include, ~~but need not be~~  
1734 ~~limited to, the following:~~

1735 (a) Longitudinal performance of students on ~~in mathematics,~~  
1736 ~~reading, writing, science, and any other subject that is~~  
1737 ~~included as a part of the statewide, standardized assessments~~  
1738 taken under assessment program in s. 1008.22;

1739 (b) Longitudinal performance of students by grade level and  
1740 subgroup on ~~in mathematics, reading, writing, science, and any~~

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1741 ~~other subject that is included as a part of the statewide,~~  
1742 standardized assessments taken under ~~assessment program in s.~~  
1743 1008.22;

1744 (c) Longitudinal performance regarding efforts to close the  
1745 achievement gap;

1746 (d)1. Number and percentage of students who take an  
1747 Advanced Placement Examination; and

1748 2. Longitudinal performance regarding students who take an  
1749 Advanced Placement Examination by demographic group,  
1750 specifically by age, gender, race, and Hispanic origin, and by  
1751 participation in the National School Lunch Program;

1752 (e) Evidence of compliance with subsection (1); and

1753 (f) A description of each waiver and the status of each  
1754 waiver.

1755 Section 31. Subsection (1) of section 1004.935, Florida  
1756 Statutes, is amended to read:

1757 1004.935 Adults with Disabilities Workforce Education Pilot  
1758 Program.—

1759 (1) The Adults with Disabilities Workforce Education Pilot  
1760 Program is established in the Department of Education for 2  
1761 years in Hardee, DeSoto, Manatee, and Sarasota Counties to  
1762 provide the option of receiving a scholarship for instruction at  
1763 private schools for up to 30 students who:

1764 (a) Have a disability;

1765 (b) Are 22 years of age;

1766 (c) Are receiving instruction from an instructor in a  
1767 private school to meet the high school graduation requirements  
1768 in s. 1003.428 or s. 1003.4282;

1769 (d) Do not have a standard high school diploma or a special

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1770 high school diploma; and

1771 (e) Receive "supported employment services," which means  
1772 employment that is located or provided in an integrated work  
1773 setting with earnings paid on a commensurate wage basis and for  
1774 which continued support is needed for job maintenance.

1775  
1776 As used in this section, the term "student with a disability"  
1777 includes a student who is documented as having an intellectual  
1778 disability; a speech impairment; a language impairment; a  
1779 hearing impairment, including deafness; a visual impairment,  
1780 including blindness; a dual sensory impairment; an orthopedic  
1781 impairment; another health impairment; an emotional or  
1782 behavioral disability; a specific learning disability,  
1783 including, but not limited to, dyslexia, dyscalculia, or  
1784 developmental aphasia; a traumatic brain injury; a developmental  
1785 delay; or autism spectrum disorder.

1786 Section 32. Subsections (2), (7), (9), and (11) of section  
1787 1007.271, Florida Statutes, are amended to read:

1788 1007.271 Dual enrollment programs.—

1789 (2) For the purpose of this section, an eligible secondary  
1790 student is a student who is enrolled in a Florida public  
1791 secondary school or in a Florida private secondary school which  
1792 is in compliance with s. 1002.42(2) and provides a secondary  
1793 curriculum pursuant to s. 1003.428 or s. 1003.4282, ~~s. 1003.429,~~  
1794 ~~or s. 1003.43~~. Students who are eligible for dual enrollment  
1795 pursuant to this section may enroll in dual enrollment courses  
1796 conducted during school hours, after school hours, and during  
1797 the summer term. However, if the student is projected to  
1798 graduate from high school before the scheduled completion date

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1799 of a postsecondary course, the student may not register for that  
1800 course through dual enrollment. The student may apply to the  
1801 postsecondary institution and pay the required registration,  
1802 tuition, and fees if the student meets the postsecondary  
1803 institution's admissions requirements under s. 1007.263.  
1804 Instructional time for dual enrollment may vary from 900 hours;  
1805 however, the school district may only report the student for a  
1806 maximum of 1.0 FTE, as provided in s. 1011.61(4). Any student  
1807 enrolled as a dual enrollment student is exempt from the payment  
1808 of registration, tuition, and laboratory fees. Applied academics  
1809 for adult education ~~Vocational-preparatory~~ instruction, college-  
1810 preparatory instruction, and other forms of precollegiate  
1811 instruction, as well as physical education courses that focus on  
1812 the physical execution of a skill rather than the intellectual  
1813 attributes of the activity, are ineligible for inclusion in the  
1814 dual enrollment program. Recreation and leisure studies courses  
1815 shall be evaluated individually in the same manner as physical  
1816 education courses for potential inclusion in the program.

1817 (7) Career dual enrollment shall be provided as a  
1818 curricular option for secondary students to pursue in order to  
1819 earn industry certifications adopted pursuant to s. 1008.44,  
1820 which count as a series of elective credits toward the high  
1821 school diploma. Career dual enrollment shall be available for  
1822 secondary students seeking a degree and industry certification  
1823 through ~~or certificate from a career education complete career-~~  
1824 ~~preparatory program~~ or course ~~and may not be used to enroll~~  
1825 ~~students in isolated career courses.~~

1826 (9) The Commissioner of Education shall appoint faculty  
1827 committees representing public school, Florida College System

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1828 institution, and university faculties to identify postsecondary  
1829 courses that meet the high school graduation requirements of s.  
1830 1003.428 or s. 1003.4282, ~~s. 1003.429, or s. 1003.43~~ and to  
1831 establish the number of postsecondary semester credit hours of  
1832 instruction and equivalent high school credits earned through  
1833 dual enrollment pursuant to this section that are necessary to  
1834 meet high school graduation requirements. Such equivalencies  
1835 shall be determined solely on comparable course content and not  
1836 on seat time traditionally allocated to such courses in high  
1837 school. The Commissioner of Education shall recommend to the  
1838 State Board of Education those postsecondary courses identified  
1839 to meet high school graduation requirements, based on mastery of  
1840 course outcomes, by their course numbers, and all high schools  
1841 shall accept these postsecondary education courses toward  
1842 meeting the requirements of s. 1003.428 or s. 1003.4282, ~~s.~~  
1843 ~~1003.429, or s. 1003.43.~~

1844 (11) Career early admission is a form of career dual  
1845 enrollment through which eligible secondary students enroll full  
1846 time in a career center or a Florida College System institution  
1847 in postsecondary programs leading to industry certifications, as  
1848 listed in the Postsecondary Industry Certification Funding List  
1849 pursuant to s. 1008.44, which ~~courses that~~ are creditable toward  
1850 the high school diploma and the certificate or associate degree.  
1851 Participation in the career early admission program is limited  
1852 to students who have completed a minimum of 4 ~~6~~ semesters of  
1853 full-time secondary enrollment, including studies undertaken in  
1854 the ninth grade. Students enrolled pursuant to this section are  
1855 exempt from the payment of registration, tuition, and laboratory  
1856 fees.



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1857 Section 33. Section 1008.22, Florida Statutes, is amended  
1858 to read:

1859 (Substantial rewording of section. See  
1860 s. 1008.22, F.S., for present text.)

1861 1008.22 Student assessment program for public schools.—

1862 (1) PURPOSE.—The primary purpose of the student assessment  
1863 program is to provide student academic achievement and learning  
1864 gains data to students, parents, teachers, school  
1865 administrators, and school district staff. This data is to be  
1866 used by districts to improve instruction; by students, parents,  
1867 and teachers to guide learning objectives; by education  
1868 researchers to assess national and international education  
1869 comparison data; and by the public to assess the cost benefit of  
1870 the expenditure of taxpayer dollars. The program must be  
1871 designed to:

1872 (a) Assess the achievement level and annual learning gains  
1873 of each student in English Language Arts and mathematics and the  
1874 achievement level in all other subjects assessed.

1875 (b) Provide data for making decisions regarding school  
1876 accountability, recognition, and improvement of operations and  
1877 management, including schools operating for the purpose of  
1878 providing educational services to youth in Department of  
1879 Juvenile Justice programs.

1880 (c) Identify the educational strengths and needs of  
1881 students and the readiness of students to be promoted to the  
1882 next grade level or to graduate from high school.

1883 (d) Assess how well educational goals and curricular  
1884 standards are met at the school, district, state, national, and  
1885 international levels.

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1886 (e) Provide information to aid in the evaluation and  
1887 development of educational programs and policies.

1888 (2) NATIONAL AND INTERNATIONAL EDUCATION COMPARISONS.—  
1889 Florida school districts shall participate in the administration  
1890 of the National Assessment of Educational Progress, or similar  
1891 national or international assessments, both for the national  
1892 sample and for any state-by-state comparison programs that may  
1893 be initiated, as directed by the commissioner. The assessments  
1894 must be conducted using the data collection procedures, student  
1895 surveys, educator surveys, and other instruments included in the  
1896 National Assessment of Educational Progress or similar national  
1897 or international assessments being administered in Florida. The  
1898 administration of such assessments shall be in addition to and  
1899 separate from the administration of the statewide, standardized  
1900 assessments.

1901 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The  
1902 Commissioner of Education shall design and implement a  
1903 statewide, standardized assessment program aligned to the core  
1904 curricular content established in the Next Generation Sunshine  
1905 State Standards. The commissioner also must develop or select  
1906 and implement a common battery of assessment tools that will be  
1907 used in all juvenile justice education programs in the state.  
1908 These tools must accurately measure the core curricular content  
1909 established in the Next Generation Sunshine State Standards.  
1910 Participation in the assessment program is mandatory for all  
1911 school districts and all students attending public schools,  
1912 including students seeking an adult high school diploma and  
1913 students in Department of Juvenile Justice education programs,  
1914 except as otherwise prescribed by the commissioner. If a student

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1915 does not participate in the assessment program, the school  
1916 district must notify the student's parent and provide the parent  
1917 with information regarding the implications of such  
1918 nonparticipation. The statewide, standardized assessment program  
1919 shall be designed and implemented as follows:

1920 (a) Florida Comprehensive Assessment Test (FCAT) until  
1921 replaced by common core assessments.—FCAT Reading shall be  
1922 administered annually in grades 3 through 10; FCAT Mathematics  
1923 shall be administered annually in grades 3 through 8; FCAT  
1924 Writing shall be administered annually at least once at the  
1925 elementary, middle, and high school levels; and FCAT Science  
1926 shall be administered annually at least once at the elementary  
1927 and middle grades levels. A student who has not earned a passing  
1928 score on grade 10 FCAT Reading must participate in each retake  
1929 of the assessment until the student earns a passing score. The  
1930 commissioner shall recommend and the State Board of Education  
1931 must adopt a score on both the SAT and ACT that is concordant to  
1932 a passing score on grade 10 FCAT Reading that, if achieved by a  
1933 student, meets the must-pass requirement for grade 10 FCAT  
1934 Reading.

1935 (b) End-of-course (EOC) assessments.—EOC assessments must  
1936 be statewide, standardized, and developed or approved by the  
1937 Department of Education as follows:

1938 1. Statewide, standardized EOC assessments in mathematics  
1939 shall be administered according to this subparagraph. Beginning  
1940 with the 2010-2011 school year, all students enrolled in Algebra  
1941 I must take the Algebra I EOC assessment. Except as otherwise  
1942 provided in this section, beginning with students entering grade  
1943 9 in the 2011-2012 school year, a student who is enrolled in

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1944 Algebra I must earn a passing score on the Algebra I EOC  
1945 assessment or attain a comparative score as authorized under  
1946 subsection (8) in order to earn a standard high school diploma.  
1947 A student who has not earned a passing score on the Algebra I  
1948 EOC assessment must participate in each retake of the assessment  
1949 until the student earns a passing score. Beginning with the  
1950 2011-2012 school year, all students enrolled in geometry must  
1951 take the Geometry EOC assessment. Middle grades students  
1952 enrolled in Algebra I or geometry must take the statewide,  
1953 standardized EOC assessment for those courses and are not  
1954 required to take the corresponding grade-level FCAT.

1955 2. Statewide, standardized EOC assessments in science shall  
1956 be administered according to this subparagraph. Beginning with  
1957 the 2011-2012 school year, all students enrolled in Biology I  
1958 must take the Biology I EOC assessment.

1959 3. During the 2012-2013 school year, an EOC assessment in  
1960 civics education shall be administered as a field test at the  
1961 middle grades level. Beginning with the 2013-2014 school year,  
1962 each student's performance on the statewide, standardized EOC  
1963 assessment in civics education constitutes 30 percent of the  
1964 student's final course grade.

1965 4. The commissioner may select one or more nationally  
1966 developed comprehensive examinations, which may include  
1967 examinations for a College Board Advanced Placement course,  
1968 International Baccalaureate course, or Advanced International  
1969 Certificate of Education course, or industry-approved  
1970 examinations to earn national industry certifications identified  
1971 in the Industry Certification Funding List, for use as EOC  
1972 assessments under this paragraph if the commissioner determines

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1973 that the content knowledge and skills assessed by the  
1974 examinations meet or exceed the grade-level expectations for the  
1975 core curricular content established for the course in the Next  
1976 Generation Sunshine State Standards. Use of any such examination  
1977 as an EOC assessment must be approved by the state board.

1978 5. Contingent upon funding provided in the General  
1979 Appropriations Act, including the appropriation of funds  
1980 received through federal grants, the commissioner may establish  
1981 an implementation schedule for the development and  
1982 administration of additional statewide, standardized EOC  
1983 assessments that must be approved by the state board. If  
1984 approved by the state board, student performance on such  
1985 assessments constitutes 30 percent of a student's final course  
1986 grade.

1987 6. All statewide, standardized EOC assessments must be  
1988 administered online except as otherwise provided in paragraph  
1989 (c).

1990 (c) *Students with disabilities; Florida Alternate*  
1991 *Assessment.*—

1992 1. Each district school board must provide instruction to  
1993 prepare students with disabilities in the core content knowledge  
1994 and skills necessary for successful grade-to-grade progression  
1995 and high school graduation.

1996 2. A student with a disability, as defined in s.  
1997 1007.02(2), for whom the individual education plan (IEP) team  
1998 determines that the statewide, standardized assessments under  
1999 this section cannot accurately measure the student's abilities,  
2000 taking into consideration all allowable accommodations, shall  
2001 have assessment results waived for the purpose of receiving a

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2002 course grade and a standard high school diploma. Such waiver  
2003 shall be designated on the student's transcript.

2004 3. The State Board of Education shall adopt rules, based  
2005 upon recommendations of the commissioner, for the provision of  
2006 assessment accommodations for students with disabilities and for  
2007 students who have limited English proficiency.

2008 a. Accommodations that negate the validity of a statewide,  
2009 standardized assessment are not allowed during the  
2010 administration of the assessment. However, instructional  
2011 accommodations are allowed in the classroom if identified in a  
2012 student's IEP. Students using instructional accommodations in  
2013 the classroom that are not allowed on a statewide, standardized  
2014 assessment may have assessment results waived if the IEP team  
2015 determines that the assessment cannot accurately measure the  
2016 student's abilities.

2017 b. If a student is provided with instructional  
2018 accommodations in the classroom that are not allowed as  
2019 accommodations for statewide, standardized assessments, the  
2020 district must inform the parent in writing and provide the  
2021 parent with information regarding the impact on the student's  
2022 ability to meet expected performance levels. A parent must  
2023 provide signed consent for a student to receive classroom  
2024 instructional accommodations that would not be available or  
2025 permitted on a statewide, standardized assessment and  
2026 acknowledge in writing that he or she understands the  
2027 implications of such instructional accommodations.

2028 c. If a student's IEP states that online administration of  
2029 a statewide, standardized assessment will significantly impair  
2030 the student's ability to perform, the assessment shall be

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2031 administered in hard copy.

2032 4. For students with significant cognitive disabilities,  
2033 the Department of Education shall provide for implementation of  
2034 the Florida Alternate Assessment to accurately measure the core  
2035 curricular content established in the Next Generation Sunshine  
2036 State Standards.

2037 (d) Common core assessments in English Language Arts (ELA)  
2038 and mathematics.—

2039 1. Contingent upon funding, common core assessments in ELA  
2040 shall be administered to students in grades 3 through 11. Retake  
2041 opportunities for the grade 10 assessment must be provided.  
2042 Students taking the ELA assessments are not required to take the  
2043 assessments in FCAT Reading or FCAT Writing. Common core ELA  
2044 assessments shall be administered online.

2045 2. Contingent upon funding, common core assessments in  
2046 mathematics shall be administered to all students in grades 3  
2047 through 8, and common core assessments in Algebra I, geometry,  
2048 and Algebra II shall be administered to students enrolled in  
2049 those courses. Retake opportunities must be provided for the  
2050 Algebra I assessment. Students may take the common core  
2051 mathematics assessments pursuant to the Credit Acceleration  
2052 Program (CAP) under s. 1003.4295(3). Students taking common core  
2053 assessments in mathematics are not required to take FCAT  
2054 Mathematics or statewide, standardized EOC assessments in  
2055 mathematics. Common core mathematics assessments shall be  
2056 administered online.

2057 3. The State Board of Education shall adopt rules  
2058 establishing an implementation schedule to transition from FCAT  
2059 Reading, FCAT Writing, FCAT Mathematics, and Algebra I and

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2060 Geometry EOC assessments to common core assessments in English  
2061 Language Arts and mathematics. The schedule must take into  
2062 consideration funding, sufficient field and baseline data,  
2063 access to assessments, instructional alignment, and school  
2064 district readiness to administer the common core assessments  
2065 online. Until the 10th grade common core ELA and Algebra I  
2066 assessments become must-pass assessments, students must pass  
2067 10th grade FCAT Reading and the Algebra I EOC assessment, or  
2068 achieve a concordant or comparative score as authorized under  
2069 this section, in order to earn a standard high school diploma  
2070 under s. 1003.4282. Students taking 10th grade FCAT Reading or  
2071 the Algebra I EOC assessment are not required to take the  
2072 respective common core assessments.

2073 4. The Department of Education shall publish minimum and  
2074 recommended technology requirements that include specifications  
2075 for hardware, software, networking, security, and broadband  
2076 capacity to facilitate school district compliance with the  
2077 requirement that common core assessments be administered online.

2078 (e) Assessment scores and achievement levels.—

2079 1. All statewide, standardized EOC assessments and FCAT  
2080 Reading, FCAT Writing, and FCAT Science shall use scaled scores  
2081 and achievement levels. Achievement levels shall range from 1  
2082 through 5, with level 1 being the lowest achievement level,  
2083 level 5 being the highest achievement level, and level 3  
2084 indicating satisfactory performance on an assessment. For  
2085 purposes of FCAT Writing, student achievement shall be scored  
2086 using a scale of 1 through 6.

2087 2. The state board shall designate by rule a passing score  
2088 for each statewide, standardized EOC and FCAT assessment. In



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2089 addition, the state board shall designate a score for each  
2090 statewide, standardized EOC assessment that indicates that a  
2091 student is high achieving and has the potential to meet college-  
2092 readiness standards by the time the student graduates from high  
2093 school.

2094 3. If the commissioner seeks to revise a statewide,  
2095 standardized assessment and the revisions require the state  
2096 board to modify performance level scores, including the passing  
2097 score, the commissioner shall provide a copy of the proposed  
2098 scores and implementation plan to the President of the Senate  
2099 and the Speaker of the House of Representatives at least 90 days  
2100 before submission to the state board for review. Until the state  
2101 board adopts the modifications by rule, the commissioner shall  
2102 use calculations for scoring the assessment that adjust student  
2103 scores on the revised assessment for statistical equivalence to  
2104 student scores on the former assessment. The state board shall  
2105 adopt by rule the passing score for the revised assessment that  
2106 is statistically equivalent to the passing score on the  
2107 discontinued assessment for a student who is required to attain  
2108 a passing score on the discontinued assessment. The commissioner  
2109 may, with approval of the state board, discontinue  
2110 administration of the former assessment upon the graduation,  
2111 based on normal student progression, of students participating  
2112 in the final regular administration of the former assessment. If  
2113 the commissioner revises a statewide, standardized assessment  
2114 and the revisions require the state board to modify the passing  
2115 score, only students taking the assessment for the first time  
2116 after the rule is adopted are affected.

2117 (f) Assessment schedules and reporting of results.—The

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2118 Commissioner of Education shall establish schedules for the  
2119 administration of assessments and the reporting of student  
2120 assessment results. The commissioner shall consider the  
2121 observance of religious and school holidays when developing the  
2122 schedule. By August 1 of each year, the commissioner shall  
2123 notify each school district in writing and publish on the  
2124 department's website the assessment and reporting schedules for,  
2125 at a minimum, the school year following the upcoming school  
2126 year. The assessment and reporting schedules must provide the  
2127 earliest possible reporting of student assessment results to the  
2128 school districts. Assessment results for FCAT Reading and FCAT  
2129 Mathematics must be made available no later than the week of  
2130 June 8. The administration of FCAT Writing and the Florida  
2131 Alternate Assessment may be no earlier than the week of March 1.  
2132 School districts shall administer assessments in accordance with  
2133 the schedule established by the commissioner.

2134 (g) Prohibited activities.-A district school board shall  
2135 prohibit each public school from suspending a regular program of  
2136 curricula for purposes of administering practice assessments or  
2137 engaging in other assessment-preparation activities for a  
2138 statewide, standardized assessment. However, a district school  
2139 board may authorize a public school to engage in the following  
2140 assessment-preparation activities:

2141 1. Distributing to students sample assessment books and  
2142 answer keys published by the Department of Education.

2143 2. Providing individualized instruction in assessment-  
2144 taking strategies, without suspending the school's regular  
2145 program of curricula, for a student who scores Level 1 or Level  
2146 2 on a prior administration of an assessment.

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2147 3. Providing individualized instruction in the content  
2148 knowledge and skills assessed, without suspending the school's  
2149 regular program of curricula, for a student who scores Level 1  
2150 or Level 2 on a prior administration of an assessment or a  
2151 student who, through a diagnostic assessment administered by the  
2152 school district, is identified as having a deficiency in the  
2153 content knowledge and skills assessed.

2154 4. Administering a practice assessment or engaging in other  
2155 assessment-preparation activities that are determined necessary  
2156 to familiarize students with the organization of the assessment,  
2157 the format of assessment items, and the assessment directions or  
2158 that are otherwise necessary for the valid and reliable  
2159 administration of the assessment, as set forth in rules adopted  
2160 by the State Board of Education with specific reference to this  
2161 paragraph.

2162 (h) Contracts for assessments.—The commissioner shall  
2163 provide for the assessments to be developed or obtained, as  
2164 appropriate, through contracts and project agreements with  
2165 private vendors, public vendors, public agencies, postsecondary  
2166 educational institutions, or school districts. The commissioner  
2167 may enter into contracts for the continued administration of the  
2168 assessments authorized and funded by the Legislature. Contracts  
2169 may be initiated in 1 fiscal year and continue into the next  
2170 fiscal year and may be paid from the appropriations of either or  
2171 both fiscal years. The commissioner may negotiate for the sale  
2172 or lease of tests, scoring protocols, test scoring services, and  
2173 related materials developed pursuant to law.

2174 (4) SCHOOL ASSESSMENT PROGRAMS.—Each public school shall  
2175 participate in the statewide, standardized assessment program in

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2176 accordance with the assessment and reporting schedules and the  
2177 minimum and recommended technology requirements published by the  
2178 Commissioner of Education. District school boards shall not  
2179 establish school calendars that conflict with or jeopardize  
2180 implementation of the assessment program. All district school  
2181 boards shall report assessment results as required by the state  
2182 management information system. Performance data shall be  
2183 analyzed and reported to parents, the community, and the state.  
2184 Student performance data shall be used by districts in  
2185 developing objectives for the school improvement plan,  
2186 evaluating instructional personnel and administrative personnel,  
2187 assigning staff, allocating resources, acquiring instructional  
2188 materials and technology, implementing performance-based  
2189 budgeting, and promoting and assigning students to educational  
2190 programs. The analysis of student performance data must also  
2191 identify strengths and needs in the educational program and  
2192 trends over time. The analysis must be used in conjunction with  
2193 the budgetary planning processes developed pursuant to s.  
2194 1008.385 and the development of remediation programs.

2195 (5) REQUIRED ANALYSES.—The commissioner shall provide, at a  
2196 minimum, statewide, standardized assessment data analysis  
2197 showing student achievement levels and learning gains by  
2198 teacher, school, and school district.

2199 (6) LOCAL ASSESSMENTS.—

2200 (a) Measurement of student learning gains in all subjects  
2201 and grade levels, except those subjects and grade levels  
2202 measured under the statewide, standardized assessment program  
2203 described in this section, is the responsibility of the school  
2204 districts.

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2205 (b) Beginning with the 2014-2015 school year, each school  
2206 district shall administer for each course offered in the  
2207 district a student assessment that measures mastery of the  
2208 content, as described in the state-adopted course description,  
2209 at the necessary level of rigor for the course. Such assessments  
2210 may include:

2211 1. Statewide assessments.

2212 2. Other standardized assessments, including nationally  
2213 recognized standardized assessments.

2214 3. Industry certification examinations.

2215 4. District-developed or district-selected end-of-course  
2216 assessments.

2217 (c) The Commissioner of Education shall identify methods to  
2218 assist and support districts in the development and acquisition  
2219 of assessments required under this subsection. Methods may  
2220 include developing item banks, facilitating the sharing of  
2221 developed tests among school districts, acquiring assessments  
2222 from state and national curriculum-area organizations, and  
2223 providing technical assistance in best professional practices of  
2224 test development based upon state-adopted curriculum standards,  
2225 administration, and security.

2226 (7) CONCORDANT SCORES FOR 10TH GRADE FCAT READING.—Until  
2227 the state transitions to common core English Language Arts  
2228 assessments, the Commissioner of Education must identify scores  
2229 on the SAT and ACT that if achieved satisfy the graduation  
2230 requirement that a student pass 10th grade FCAT Reading. The  
2231 commissioner may identify concordant scores on other assessments  
2232 as well. If the content or scoring procedures change for 10th  
2233 grade FCAT Reading, new concordant scores must be determined. If

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2234 new concordant scores are not timely adopted, the last-adopted  
2235 concordant scores remain in effect until such time as new scores  
2236 are adopted. The state board shall adopt concordant scores in  
2237 rule.

2238 (8) COMPARATIVE SCORES FOR END-OF-COURSE (EOC)  
2239 ASSESSMENTS.—The Commissioner of Education must identify one or  
2240 more comparative scores for the Algebra I EOC assessment and may  
2241 identify comparative scores for the other EOC assessments. If  
2242 the content or scoring procedures change for the EOC  
2243 assessments, new comparative scores must be determined. If new  
2244 comparative scores are not timely adopted, the last-adopted  
2245 comparative scores remain in effect until such time as new  
2246 scores are adopted. The state board shall adopt comparative  
2247 scores in rule.

2248 (9) REPORTS.—The Department of Education shall annually  
2249 provide a report to the Governor, the President of the Senate,  
2250 and the Speaker of the House of Representatives which shall  
2251 include the following:

2252 (a) Longitudinal performance of students in reading and  
2253 mathematics.

2254 (b) Longitudinal performance of students by grade level in  
2255 reading and mathematics.

2256 (c) Longitudinal performance regarding efforts to close the  
2257 achievement gap.

2258 (d) Other student performance data based on national norm-  
2259 referenced and criterion-referenced tests, if available;  
2260 national assessments, such as the National Assessment of  
2261 Educational Progress; and international assessments.

2262 (e) The number of students who after 8th grade enroll in

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2263 adult education rather than other secondary education.

2264 (f) Any plan or intent to establish or implement new  
2265 statewide, standardized assessments.

2266 (10) RULES.—The State Board of Education shall adopt rules  
2267 to implement this section.

2268 Section 34. Paragraph (f) of subsection (2), paragraphs (a)  
2269 and (b) of subsection (4), paragraphs (a) and (b) of subsection  
2270 (5), paragraph (b) of subsection (6), subsection (7), and  
2271 subsection (8) of section 1008.25, Florida Statutes, are  
2272 amended, and paragraph (h) is added to subsection (2) of that  
2273 section, to read:

2274 1008.25 Public school student progression; remedial  
2275 instruction; reporting requirements.—

2276 (2) COMPREHENSIVE STUDENT PROGRESSION PLAN.—Each district  
2277 school board shall establish a comprehensive plan for student  
2278 progression which must:

2279 (f) Advise parents and students of the early ~~and~~  
2280 ~~accelerated~~ graduation options under s. ss. 1003.4281 ~~and~~  
2281 ~~1003.429~~.

2282 (h) Provide instructional sequences by which students in  
2283 kindergarten through high school may attain progressively higher  
2284 levels of skill in the use of digital tools and applications.

2285 The instructional sequences must include participation in  
2286 curricular and instructional options and the demonstration of  
2287 competence of standards required pursuant to ss. 1003.41 and  
2288 1003.4203 through attainment of industry certifications and  
2289 other means of demonstrating credit requirements identified  
2290 under ss. 1002.3105, 1003.4203, 1003.428, and 1003.4282.

2291 (4) ASSESSMENT AND REMEDIATION.—

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2292 (a) Each student must participate in the statewide,  
2293 standardized assessment program ~~tests~~ required by s. 1008.22.  
2294 Each student who does not meet specific levels of performance on  
2295 the required assessments as determined by the district school  
2296 board ~~in FCAT reading, writing, science, and mathematics for~~  
2297 ~~each grade level,~~ or who scores below Level 3 on ~~in~~ FCAT Reading  
2298 or FCAT Mathematics or on the common core English Language Arts  
2299 or mathematics assessments as applicable under s. 1008.22, must  
2300 be provided with additional diagnostic assessments to determine  
2301 the nature of the student's difficulty, the areas of academic  
2302 need, and strategies for appropriate intervention and  
2303 instruction as described in paragraph (b).

2304 (b) The school in which the student is enrolled must  
2305 develop, in consultation with the student's parent, and must  
2306 implement a progress monitoring plan. A progress monitoring plan  
2307 is intended to provide the school district and the school  
2308 flexibility in meeting the academic needs of the student and to  
2309 reduce paperwork. A student who is not meeting the school  
2310 district or state requirements for proficiency in reading and  
2311 mathematics ~~math~~ shall be covered by one of the following plans  
2312 to target instruction and identify ways to improve his or her  
2313 academic achievement:

2314 1. A federally required student plan such as an individual  
2315 education plan;

2316 2. A schoolwide system of progress monitoring for all  
2317 students; or

2318 3. An individualized progress monitoring plan.

2319  
2320 The plan chosen must be designed to assist the student or the



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2321 school in meeting state and district expectations for  
2322 proficiency. If the student has been identified as having a  
2323 deficiency in reading, the K-12 comprehensive reading plan  
2324 required by s. 1011.62(9) shall include instructional and  
2325 support services to be provided to meet the desired levels of  
2326 performance. District school boards may require low-performing  
2327 students to attend remediation programs held before or after  
2328 regular school hours or during the summer if transportation is  
2329 provided.

2330 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

2331 (a) ~~It is the ultimate goal of the Legislature that every~~  
2332 ~~student read at or above grade level.~~ Any student who exhibits a  
2333 substantial deficiency in reading, based upon locally determined  
2334 or statewide assessments conducted in kindergarten or grade 1,  
2335 grade 2, or grade 3, or through teacher observations, must be  
2336 given intensive reading instruction immediately following the  
2337 identification of the reading deficiency. The student's reading  
2338 proficiency must be reassessed by locally determined assessments  
2339 or through teacher observations at the beginning of the grade  
2340 following the intensive reading instruction. The student must  
2341 continue to be provided with intensive reading instruction until  
2342 the reading deficiency is remedied.

2343 (b) ~~Beginning with the 2002-2003 school year,~~ If a the  
2344 student's reading deficiency, ~~as identified in paragraph (a),~~ is  
2345 not remedied by the end of grade 3, as demonstrated by scoring  
2346 ~~at~~ Level 2 or higher on the statewide, standardized assessment  
2347 required under s. 1008.22 ~~test in reading~~ for grade 3, the  
2348 student must be retained.

2349 (6) ELIMINATION OF SOCIAL PROMOTION.—

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2350 (b) The district school board may only exempt students from  
2351 mandatory retention, as provided in paragraph (5)(b), for good  
2352 cause. Good cause exemptions shall be limited to the following:

2353 1. Limited English proficient students who have had less  
2354 than 2 years of instruction in an English for Speakers of Other  
2355 Languages program.

2356 2. Students with disabilities whose individual education  
2357 plan indicates that participation in the statewide assessment  
2358 program is not appropriate, consistent with the requirements of  
2359 State Board of Education rule.

2360 3. Students who demonstrate an acceptable level of  
2361 performance on an alternative standardized reading or English  
2362 Language Arts assessment approved by the State Board of  
2363 Education.

2364 4. A student ~~Students~~ who demonstrates ~~demonstrate~~, through  
2365 a student portfolio, that he or she ~~the student~~ is performing  
2366 reading on grade level as evidenced by demonstration of mastery  
2367 of the Sunshine State Standards in reading equal to at least at  
2368 a Level 2 performance on the FCAT Reading or the common core  
2369 English Language Arts assessment, as applicable under s.  
2370 1008.22.

2371 5. Students with disabilities who participate in ~~the~~ FCAT  
2372 Reading or the common core English Language Arts assessment, as  
2373 applicable under s. 1008.22, and who have an individual  
2374 education plan or a Section 504 plan that reflects that the  
2375 student has received intensive remediation in reading and  
2376 English Language Arts for more than 2 years but still  
2377 demonstrates a deficiency ~~in reading~~ and was previously retained  
2378 in kindergarten, grade 1, grade 2, or grade 3.

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2379 6. Students who have received intensive remediation in  
2380 reading and English Language Arts, as applicable under s.  
2381 1008.22, for 2 or more years but still demonstrate a deficiency  
2382 ~~in reading~~ and who were previously retained in kindergarten,  
2383 grade 1, grade 2, or grade 3 for a total of 2 years. Intensive  
2384 ~~reading~~ instruction for students so promoted must include an  
2385 altered instructional day that includes specialized diagnostic  
2386 information and specific reading strategies for each student.  
2387 The district school board shall assist schools and teachers to  
2388 implement reading strategies that research has shown to be  
2389 successful in improving reading among low-performing readers.

2390 (7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE  
2391 STUDENTS READERS.—

2392 (a) Students retained under the provisions of paragraph  
2393 (5) (b) must be provided intensive interventions in reading to  
2394 ameliorate the student's specific reading deficiency, as  
2395 identified by a valid and reliable diagnostic assessment. This  
2396 intensive intervention must include effective instructional  
2397 strategies, participation in the school district's summer  
2398 reading camp, and appropriate teaching methodologies necessary  
2399 to assist those students in becoming successful readers, able to  
2400 read at or above grade level, and ready for promotion to the  
2401 next grade.

2402 (b) ~~Beginning with the 2004-2005 school year,~~ Each school  
2403 district shall:

2404 ~~1. Conduct a review of student progress monitoring plans~~  
2405 ~~for all students who did not score above Level 1 on the reading~~  
2406 ~~portion of the FCAT and did not meet the criteria for one of the~~  
2407 ~~good cause exemptions in paragraph (6) (b). The review shall~~

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2408 ~~address additional supports and services, as described in this~~  
2409 ~~subsection, needed to remediate the identified areas of reading~~  
2410 ~~deficiency. The school district shall require a student~~  
2411 ~~portfolio to be completed for each such student.~~

2412 1.2. Provide third grade students who are retained under  
2413 the provisions of paragraph (5) (b) with intensive instructional  
2414 services and supports to remediate the identified areas of  
2415 reading deficiency, including participation in the school  
2416 district's summer reading camp as required under paragraph (a)  
2417 and a minimum of 90 minutes of daily, uninterrupted,  
2418 scientifically research-based reading instruction which includes  
2419 phonemic awareness, phonics, fluency, vocabulary, and  
2420 comprehension and other strategies prescribed by the school  
2421 district, which may include, but are not limited to:

2422 a. Integration of science and social studies content within  
2423 the 90-minute block.

2424 b.a. Small group instruction.

2425 c.b. Reduced teacher-student ratios.

2426 d.e. More frequent progress monitoring.

2427 e.d. Tutoring or mentoring.

2428 f.e. Transition classes containing 3rd and 4th grade  
2429 students.

2430 g.f. Extended school day, week, or year.

2431 ~~g. Summer reading camps.~~

2432 2.3. Provide written notification to the parent of any  
2433 student who is retained under the provisions of paragraph (5) (b)  
2434 that his or her child has not met the proficiency level required  
2435 for promotion and the reasons the child is not eligible for a  
2436 good cause exemption as provided in paragraph (6) (b). The

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2437 notification must comply with the provisions of s. 1002.20(15)  
2438 and must include a description of proposed interventions and  
2439 supports that will be provided to the child to remediate the  
2440 identified areas of reading deficiency.

2441 ~~3.4.~~ Implement a policy for the midyear promotion of any  
2442 student retained under the provisions of paragraph (5)(b) who  
2443 can demonstrate that he or she is a successful and independent  
2444 reader and performing, reading at or above grade level in  
2445 reading and English Language Arts, as applicable under s.  
2446 1008.22, ~~and ready to be promoted to grade 4.~~ Tools that school  
2447 districts may use in reevaluating any student retained may  
2448 include subsequent assessments, alternative assessments, and  
2449 portfolio reviews, in accordance with rules of the State Board  
2450 of Education. ~~Students promoted during the school year after~~  
2451 ~~November 1 must demonstrate proficiency above that required to~~  
2452 ~~score at Level 2 on the grade 3 FCAT, as determined by the State~~  
2453 ~~Board of Education. The State Board of Education shall adopt~~  
2454 ~~standards that provide a reasonable expectation that the~~  
2455 ~~student's progress is sufficient to master appropriate 4th grade~~  
2456 ~~level reading skills.~~

2457 ~~4.5.~~ Provide students who are retained under the provisions  
2458 of paragraph (5)(b) with a highly effective high-performing  
2459 teacher as determined by the teacher's performance evaluation  
2460 under s. 1012.34 ~~student performance data and above-satisfactory~~  
2461 ~~performance appraisals.~~

2462 ~~6.~~ ~~In addition to required reading enhancement and~~  
2463 ~~acceleration strategies, provide parents of students to be~~  
2464 ~~retained with at least one of the following instructional~~  
2465 ~~options:~~

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2466 ~~a. Supplemental tutoring in scientifically research-based~~  
2467 ~~reading services in addition to the regular reading block,~~  
2468 ~~including tutoring before and/or after school.~~

2469 ~~b. A "Read at Home" plan outlined in a parental contract,~~  
2470 ~~including participation in "Families Building Better Readers~~  
2471 ~~Workshops" and regular parent-guided home reading.~~

2472 ~~c. A mentor or tutor with specialized reading training.~~

2473 ~~7. Establish a Reading Enhancement and Acceleration~~  
2474 ~~Development (READ) Initiative. The focus of the READ Initiative~~  
2475 ~~shall be to prevent the retention of grade 3 students and to~~  
2476 ~~offer intensive accelerated reading instruction to grade 3~~  
2477 ~~students who failed to meet standards for promotion to grade 4~~  
2478 ~~and to each K-3 student who is assessed as exhibiting a reading~~  
2479 ~~deficiency. The READ Initiative shall:~~

2480 ~~a. Be provided to all K-3 students at risk of retention as~~  
2481 ~~identified by the statewide assessment system used in Reading~~  
2482 ~~First schools. The assessment must measure phonemic awareness,~~  
2483 ~~phonics, fluency, vocabulary, and comprehension.~~

2484 ~~b. Be provided during regular school hours in addition to~~  
2485 ~~the regular reading instruction.~~

2486 ~~e. Provide a state-identified reading curriculum that has~~  
2487 ~~been reviewed by the Florida Center for Reading Research at~~  
2488 ~~Florida State University and meets, at a minimum, the following~~  
2489 ~~specifications:~~

2490 ~~(I) Assists students assessed as exhibiting a reading~~  
2491 ~~deficiency in developing the ability to read at grade level.~~

2492 ~~(II) Provides skill development in phonemic awareness,~~  
2493 ~~phonics, fluency, vocabulary, and comprehension.~~

2494 ~~(III) Provides scientifically based and reliable~~

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2495 assessment.

2496 ~~(IV) Provides initial and ongoing analysis of each~~  
2497 ~~student's reading progress.~~

2498 ~~(V) Is implemented during regular school hours.~~

2499 ~~(VI) Provides a curriculum in core academic subjects to~~  
2500 ~~assist the student in maintaining or meeting proficiency levels~~  
2501 ~~for the appropriate grade in all academic subjects.~~

2502 5.8. Establish at each school, ~~when~~ where applicable, an  
2503 Intensive Acceleration Class for retained grade 3 students who  
2504 subsequently score ~~at~~ Level 1 on the required statewide,  
2505 standardized assessment identified in s. 1008.22 ~~reading portion~~  
2506 ~~of the FCAT.~~ The focus of the Intensive Acceleration Class shall  
2507 be to increase a child's reading and English Language Arts skill  
2508 level at least two grade levels in 1 school year. The Intensive  
2509 Acceleration Class shall:

2510 a. Be provided to any student in grade 3 who scores ~~at~~  
2511 Level 1 on ~~the reading portion of the~~ FCAT Reading or the common  
2512 core English Language Arts assessment, as applicable under s.  
2513 1008.22, and who was retained in grade 3 the prior year because  
2514 of scoring ~~at~~ Level 1 ~~on the reading portion of the FCAT.~~

2515 b. Have a reduced teacher-student ratio.

2516 c. Provide uninterrupted reading instruction for the  
2517 majority of student contact time each day and incorporate  
2518 opportunities to master the grade 4 Next Generation Sunshine  
2519 State Standards in other core subject areas.

2520 d. Use a reading program that is scientifically research-  
2521 based and has proven results in accelerating student reading  
2522 achievement within the same school year.

2523 e. Provide intensive language and vocabulary instruction

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2524 using a scientifically research-based program, including use of  
2525 a speech-language therapist.

2526 ~~f. Include weekly progress monitoring measures to ensure~~  
2527 ~~progress is being made.~~

2528 ~~g. Report to the Department of Education, in the manner~~  
2529 ~~described by the department, the progress of students in the~~  
2530 ~~class at the end of the first semester.~~

2531 ~~9. Report to the State Board of Education, as requested, on~~  
2532 ~~the specific intensive reading interventions and supports~~  
2533 ~~implemented at the school district level. The Commissioner of~~  
2534 ~~Education shall annually prescribe the required components of~~  
2535 ~~requested reports.~~

2536 ~~10. Provide a student who has been retained in grade 3 and~~  
2537 ~~has received intensive instructional services but is still not~~  
2538 ~~ready for grade promotion, as determined by the school district,~~  
2539 ~~the option of being placed in a transitional instructional~~  
2540 ~~setting. Such setting shall specifically be designed to produce~~  
2541 ~~learning gains sufficient to meet grade 4 performance standards~~  
2542 ~~while continuing to remediate the areas of reading deficiency.~~

2543 (8) ANNUAL REPORT.—

2544 (a) In addition to the requirements in paragraph (5) (b),  
2545 each district school board must annually report to the parent of  
2546 each student the progress of the student toward achieving state  
2547 and district expectations for proficiency in reading, writing,  
2548 science, and mathematics. The district school board must report  
2549 to the parent the student's results on each statewide assessment  
2550 test. The evaluation of each student's progress must be based  
2551 upon the student's classroom work, observations, tests, district  
2552 and state assessments, and other relevant information. Progress



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2553 reporting must be provided to the parent in writing in a format  
2554 adopted by the district school board.

2555 (b) Each district school board must annually publish on the  
2556 district website and in the local newspaper, ~~and report in~~  
2557 ~~writing to the State Board of Education by September 1 of each~~  
2558 ~~year,~~ the following information on the prior school year:

2559 1. The provisions of this section relating to public school  
2560 student progression and the district school board's policies and  
2561 procedures on student retention and promotion.

2562 2. By grade, the number and percentage of all students in  
2563 grades 3 through 10 performing at Levels 1 and 2 on the reading  
2564 portion of the FCAT.

2565 3. By grade, the number and percentage of all students  
2566 retained in grades 3 through 10.

2567 4. Information on the total number of students who were  
2568 promoted for good cause, by each category of good cause as  
2569 specified in paragraph (6) (b).

2570 5. Any revisions to the district school board's policy on  
2571 student retention and promotion from the prior year.

2572 ~~(c) The Department of Education shall establish a uniform~~  
2573 ~~format for school districts to report the information required~~  
2574 ~~in paragraph (b). The format shall be developed with input from~~  
2575 ~~district school boards and shall be provided not later than 90~~  
2576 ~~days prior to the annual due date. The department shall annually~~  
2577 ~~compile the information required in subparagraphs (b)2., 3., and~~  
2578 ~~4., along with state-level summary information, and report such~~  
2579 ~~information to the Governor, the President of the Senate, and~~  
2580 ~~the Speaker of the House of Representatives.~~

2581 Section 35. Subsection (3) of section 1008.30, Florida

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2582 Statutes, is amended to read:

2583 1008.30 Common placement testing for public postsecondary  
2584 education.—

2585 (3) The State Board of Education shall adopt rules that  
2586 require high schools to evaluate before the beginning of grade  
2587 12 the college readiness of each student who scores ~~at~~ Level 2  
2588 or Level 3 on ~~the reading portion of the~~ grade 10 FCAT Reading  
2589 or the English Language Arts assessment under s. 1008.22, as  
2590 applicable, or Level 2, Level 3, or Level 4 on the Algebra I  
2591 assessment ~~mathematics assessments~~ under s. 1008.22  
2592 ~~1008.22(3)(c)~~. High schools shall perform this evaluation using  
2593 results from the corresponding component of the common placement  
2594 test prescribed in this section, or an equivalent test  
2595 identified by the State Board of Education. The State Board of  
2596 Education shall identify in rule the assessments necessary to  
2597 perform the evaluations required by this subsection and shall  
2598 work with the school districts to administer the assessments.  
2599 The State Board of Education shall establish by rule the minimum  
2600 test scores a student must achieve to demonstrate readiness.  
2601 Students who demonstrate readiness by achieving the minimum test  
2602 scores established by the state board and enroll in a Florida  
2603 College System institution within 2 years of achieving such  
2604 scores shall not be required to retest or enroll in remediation  
2605 when admitted to any Florida College System institution. The  
2606 high school shall use the results of the test to advise the  
2607 students of any identified deficiencies and to provide 12th  
2608 grade students, and require them to complete, appropriate  
2609 postsecondary preparatory instruction before ~~prior to~~ high  
2610 school graduation. The curriculum provided under this subsection

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2611 shall be identified in rule by the State Board of Education and  
2612 encompass Florida's Postsecondary Readiness Competencies. Other  
2613 elective courses may not be substituted for the selected  
2614 postsecondary ~~reading~~, mathematics, reading, ~~or~~ writing, or  
2615 English Language Arts preparatory course unless the elective  
2616 course covers the same competencies included in the  
2617 postsecondary ~~reading~~, mathematics, reading, ~~or~~ writing, or  
2618 English Language Arts preparatory course.

2619 Section 36. Paragraphs (b) and (c) of subsection (3) of  
2620 section 1008.34, Florida Statutes, are amended to read:

2621 1008.34 School grading system; school report cards;  
2622 district grade.—

2623 (3) DESIGNATION OF SCHOOL GRADES.—

2624 (b)1. A school's grade shall be based on a combination of:

2625 a. Student achievement scores on statewide, standardized,  
2626 ~~including achievement as measured by FCAT~~ assessments under s.  
2627 1008.22 1008.22(3)(c)1., statewide, standardized end-of-course  
2628 ~~assessments under s. 1008.22(3)(c)2.a. and b.,~~ and achievement  
2629 scores for students seeking a special diploma.

2630 b. Student learning gains in FCAT Reading or, upon  
2631 transition to common core assessments, the common core English  
2632 Language Arts and Mathematics assessments as measured by ~~FCAT~~  
2633 ~~and~~ statewide, standardized ~~end-of-course~~ assessments  
2634 administered pursuant to s. 1008.22, as described in s.  
2635 ~~1008.22(3)(c)1. and 2.a.,~~ including learning gains for students  
2636 seeking a special diploma, as measured by an alternate  
2637 assessment.

2638 c. Improvement of the lowest 25th percentile of students in  
2639 the school in reading or, upon transition to common core

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2640 assessments, English Language Arts and Mathematics ~~on the FCAT~~  
2641 ~~or end-of-course~~ assessments administered pursuant to s. 1008.22  
2642 ~~described in s. 1008.22(3)(c)2.a.~~, unless these students are  
2643 exhibiting satisfactory performance.

2644 2. Beginning with the 2011-2012 school year, for schools  
2645 comprised of middle ~~school~~ grades 6 through 8 or grades 7 and 8,  
2646 the school's grade shall include the performance and  
2647 participation of its students enrolled in high school level  
2648 courses with statewide, standardized ~~end-of-course~~ assessments  
2649 administered under s. 1008.22 ~~1008.22(3)(c)2.a.~~ Performance and  
2650 participation must be weighted equally. As valid data becomes  
2651 available, the school grades shall include the students'  
2652 attainment of national industry certification identified in the  
2653 Industry Certification Funding List pursuant to rules adopted by  
2654 the state board.

2655 3. Beginning with the 2009-2010 school year for schools  
2656 comprised of high school grades 9, 10, 11, and 12, or grades 10,  
2657 11, and 12, at least 50 percent of the school grade shall be  
2658 based on a combination of the factors listed in sub-  
2659 subparagraphs 1.a.-c. and the remaining percentage on the  
2660 following factors:

- 2661 a. The high school graduation rate of the school;
- 2662 b. As valid data becomes available, the performance and  
2663 participation of the school's students in College Board Advanced  
2664 Placement courses, International Baccalaureate courses, dual  
2665 enrollment courses, and Advanced International Certificate of  
2666 Education courses; and the students' achievement of national  
2667 industry certification identified in the Industry Certification  
2668 Funding List, pursuant to rules adopted by the state board;

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2669 c. Postsecondary readiness of all of the school's on-time  
2670 graduates as measured by the SAT, the ACT, the Postsecondary  
2671 Education Readiness Test, or the common placement test;

2672 d. The high school graduation rate of at-risk students, who  
2673 score are students scoring at Level 1 or Level 2 on grade 8 FCAT  
2674 Reading or the English Language Arts and ~~FCAT~~ mathematics  
2675 assessments administered under s. 1008.22;

2676 e. As valid data becomes available, the performance of the  
2677 school's students on statewide, standardized end-of-course  
2678 assessments administered under s. 1008.22(3)(b)4. and 5.  
2679 ~~1008.22(3)(c)2.c. and d.;~~ and

2680 f. The growth or decline in the components listed in sub-  
2681 subparagraphs a.-e. from year to year.

2682 (c) Student assessment data used in determining school  
2683 grades shall include:

2684 1. The aggregate scores of all eligible students enrolled  
2685 in the school who have been assessed on ~~the FCAT and~~ statewide,  
2686 standardized ~~end-of-course~~ assessments in courses required for  
2687 high school graduation, including, beginning with the 2011-2012  
2688 school year, the end-of-course assessment in Algebra I; and  
2689 beginning with the 2012-2013 school year, the end-of-course  
2690 assessments in Geometry and Biology I; and beginning with the  
2691 2014-2015 school year, on the statewide, standardized end-of-  
2692 course assessment in civics education at the middle grades  
2693 ~~school~~ level.

2694 2. The aggregate scores of all eligible students enrolled  
2695 in the school who have been assessed on ~~the FCAT and~~ statewide,  
2696 standardized ~~end-of-course~~ assessments under s. 1008.22 as  
2697 ~~described in s. 1008.22(3)(c)2.a.,~~ and who have scored at or in

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2698 the lowest 25th percentile of students in the school in reading  
2699 and mathematics, unless these students are exhibiting  
2700 satisfactory performance.

2701 3. The achievement scores and learning gains of eligible  
2702 students attending alternative schools that provide dropout  
2703 prevention and academic intervention services pursuant to s.  
2704 1003.53. The term "eligible students" in this subparagraph does  
2705 not include students attending an alternative school who are  
2706 subject to district school board policies for expulsion for  
2707 repeated or serious offenses, who are in dropout retrieval  
2708 programs serving students who have officially been designated as  
2709 dropouts, or who are in programs operated or contracted by the  
2710 Department of Juvenile Justice. The student performance data for  
2711 eligible students identified in this subparagraph shall be  
2712 included in the calculation of the home school's grade. As used  
2713 in this subparagraph and s. 1008.341, the term "home school"  
2714 means the school to which the student would be assigned if the  
2715 student were not assigned to an alternative school. If an  
2716 alternative school chooses to be graded under this section,  
2717 student performance data for eligible students identified in  
2718 this subparagraph shall not be included in the home school's  
2719 grade but shall be included only in the calculation of the  
2720 alternative school's grade. A school district that fails to  
2721 assign ~~the FCAT and~~ statewide, standardized end-of-course  
2722 ~~assessment as described in s. 1008.22(3)(c)2.a.~~ scores of each  
2723 of its students to his or her home school or to the alternative  
2724 school that receives a grade shall forfeit Florida School  
2725 Recognition Program funds for 1 fiscal year. School districts  
2726 must require collaboration between the home school and the

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2727 alternative school in order to promote student success. This  
2728 collaboration must include an annual discussion between the  
2729 principal of the alternative school and the principal of each  
2730 student's home school concerning the most appropriate school  
2731 assignment of the student.

2732 4. The achievement scores and learning gains of students  
2733 designated as hospital- or homebound. Student assessment data  
2734 for students designated as hospital- or homebound shall be  
2735 assigned to their home school for the purposes of school grades.  
2736 As used in this subparagraph, the term "home school" means the  
2737 school to which a student would be assigned if the student were  
2738 not assigned to a hospital- or homebound program.

2739 5. For schools comprised of high school grades 9, 10, 11,  
2740 and 12, or grades 10, 11, and 12, the data listed in  
2741 subparagraphs 1.-3. and the following data as the Department of  
2742 Education determines such data are valid and available:

2743 a. The high school graduation rate of the school as  
2744 calculated by the department;

2745 b. The participation rate of all eligible students enrolled  
2746 in the school and enrolled in College Board Advanced Placement  
2747 courses; International Baccalaureate courses; dual enrollment  
2748 courses; Advanced International Certificate of Education  
2749 courses; and courses or sequences of courses leading to national  
2750 industry certification identified in the Industry Certification  
2751 Funding List, pursuant to rules adopted by the State Board of  
2752 Education;

2753 c. The aggregate scores of all eligible students enrolled  
2754 in the school in College Board Advanced Placement courses,  
2755 International Baccalaureate courses, and Advanced International

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2756 Certificate of Education courses;

2757       d. Earning of college credit by all eligible students

2758 enrolled in the school in dual enrollment programs under s.

2759 1007.271;

2760       e. Earning of a national industry certification identified

2761 in the Industry Certification Funding List, pursuant to rules

2762 adopted by the State Board of Education;

2763       f. The aggregate scores of all eligible students enrolled

2764 in the school in reading, mathematics, and other subjects as

2765 measured by the SAT, the ACT, the Postsecondary Education

2766 Readiness Test, and the common placement test for postsecondary

2767 readiness;

2768       g. The high school graduation rate of all eligible at-risk

2769 students enrolled in the school who scored ~~at~~ Level 2 or lower

2770 on grade 8 FCAT Reading and FCAT Mathematics;

2771       h. The performance of the school's students on statewide,

2772 standardized end-of-course assessments administered under s.

2773 1008.22(3)(b)4. and 5. ~~1008.22(3)(c)2.e. and d.~~; and

2774       i. The growth or decline in the data components listed in

2775 sub-subparagraphs a.-h. from year to year.

2776

2777 The State Board of Education shall adopt appropriate criteria

2778 for each school grade. The criteria must also give added weight

2779 to student achievement in reading. Schools earning a grade of

2780 "C," making satisfactory progress, shall be required to

2781 demonstrate that adequate progress has been made by students in

2782 the school who are in the lowest 25th percentile in reading and

2783 mathematics on statewide, standardized ~~the FCAT and end-of-~~

2784 ~~course~~ assessments under s. 1008.22 ~~as described in s.~~



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2785 ~~1008.22(3)(c)2.a.~~, unless these students are exhibiting  
2786 satisfactory performance. For schools comprised of high school  
2787 grades 9, 10, 11, and 12, or grades 10, 11, and 12, the criteria  
2788 for school grades must also give added weight to the graduation  
2789 rate of all eligible at-risk students. In order for a high  
2790 school to earn a grade of "A," the school must demonstrate that  
2791 its at-risk students, as defined in this paragraph, are making  
2792 adequate progress.

2793 Section 37. Section 1008.44, Florida Statutes, is created  
2794 to read:

2795 1008.44 Industry certifications; Industry Certification  
2796 Funding List and Postsecondary Industry Certification Funding  
2797 List.—

2798 (1) Pursuant to s. 1003.492, the Department of Education  
2799 shall, at least annually, identify, under rules adopted by the  
2800 State Board of Education, the Industry Certification Funding  
2801 List that must be applied in the distribution of funding to  
2802 school districts pursuant to s. 1011.62. The commissioner may at  
2803 any time recommend adding certifications.

2804 (2) The State Board of Education shall approve, at least  
2805 annually, the Postsecondary Industry Certification Funding List  
2806 pursuant to this section. The commissioner shall recommend, at  
2807 least annually, the Postsecondary Industry Certification Funding  
2808 List to the State Board of Education and may at any time  
2809 recommend adding certifications. The Chancellor of the State  
2810 University System, the Chancellor of the Florida College System,  
2811 and the Chancellor of Career and Adult Education shall work with  
2812 local workforce boards, other postsecondary institutions,  
2813 businesses, and industry to identify, create, and recommend to

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2814 the commissioner industry certifications to be placed on the  
2815 funding list. The list shall be used to determine annual  
2816 performance funding distributions to school districts or Florida  
2817 College System institutions as specified in ss. 1011.80 and  
2818 1011.81, respectively. The chancellors shall review results of  
2819 the economic security report of employment and earning outcomes  
2820 produced annually pursuant to s. 445.007 when determining  
2821 recommended certifications for the list, as well as other  
2822 reports and indicators available regarding certification needs.

2823 (3) In the case of rigorous industry certifications that  
2824 have embedded prerequisite minimum age, grade level, diploma or  
2825 degree, postgraduation period of work experience of at least 12  
2826 months, or other reasonable requirements that may limit the  
2827 extent to which a student can complete all requirements of the  
2828 certification recognized by industry for employment purposes,  
2829 the commissioner shall differentiate content, instructional, and  
2830 assessment requirements that, when provided by a public  
2831 institution and satisfactorily attained by a student, indicate  
2832 accomplishment of requirements necessary for funding pursuant to  
2833 ss. 1011.62, 1011.80, and 1011.81, notwithstanding attainment of  
2834 prerequisite requirements necessary for recognition by industry  
2835 for employment purposes. The differentiated requirements  
2836 established by the commissioner shall be included in the  
2837 Industry Certification Funding List at the time the  
2838 certification is adopted.

2839 Section 38. Paragraph (c) of subsection (1) of section  
2840 1011.61, Florida Statutes, is amended to read:

2841 1011.61 Definitions.—Notwithstanding the provisions of s.  
2842 1000.21, the following terms are defined as follows for the

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2843 purposes of the Florida Education Finance Program:

2844 (1) A "full-time equivalent student" in each program of the  
2845 district is defined in terms of full-time students and part-time  
2846 students as follows:

2847 (c)1. A "full-time equivalent student" is:

2848 a. A full-time student in any one of the programs listed in  
2849 s. 1011.62(1)(c); or

2850 b. A combination of full-time or part-time students in any  
2851 one of the programs listed in s. 1011.62(1)(c) which is the  
2852 equivalent of one full-time student based on the following  
2853 calculations:

2854 (I) A full-time student in a combination of programs listed  
2855 in s. 1011.62(1)(c) shall be a fraction of a full-time  
2856 equivalent membership in each program equal to the number of net  
2857 hours per school year for which he or she is a member, divided  
2858 by the appropriate number of hours set forth in subparagraph  
2859 (a)1. or subparagraph (a)2. The sum of the fractions for each  
2860 program may not exceed the maximum value set forth in subsection  
2861 (4).

2862 (II) A prekindergarten student with a disability shall meet  
2863 the requirements specified for kindergarten students.

2864 (III) A full-time equivalent student for students in  
2865 kindergarten through grade 12 in a full-time virtual instruction  
2866 program under s. 1002.45 or a virtual charter school under s.  
2867 1002.33 shall consist of six full-credit completions or the  
2868 prescribed level of content that counts toward promotion to the  
2869 next grade in programs listed in s. 1011.62(1)(c). Credit  
2870 completions may be a combination of full-credit courses or half-  
2871 credit courses. Beginning in the 2016-2017 ~~2014-2015~~ fiscal

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2872 year, ~~when s. 1008.22(3)(g) is implemented,~~ the reported full-  
2873 time equivalent students and associated funding of students  
2874 enrolled in courses requiring passage of an end-of-course  
2875 assessment under s. 1003.4282 to earn a standard high school  
2876 diploma shall be adjusted if after the student does not pass  
2877 ~~completes~~ the end-of-course assessment. However, no adjustment  
2878 shall be made for a student who enrolls in a segmented remedial  
2879 course delivered online.

2880 (IV) A full-time equivalent student for students in  
2881 kindergarten through grade 12 in a part-time virtual instruction  
2882 program under s. 1002.45 shall consist of six full-credit  
2883 completions in programs listed in s. 1011.62(1)(c)1. and 3.  
2884 Credit completions may be a combination of full-credit courses  
2885 or half-credit courses. Beginning in the 2016-2017 ~~2014-2015~~  
2886 fiscal year, ~~when s. 1008.22(3)(g) is implemented,~~ the reported  
2887 full-time equivalent students and associated funding of students  
2888 enrolled in courses requiring passage of an end-of-course  
2889 assessment under s. 1003.4282 to earn a standard high school  
2890 diploma shall be adjusted if after the student does not pass  
2891 ~~completes~~ the end-of-course assessment. However, no adjustment  
2892 shall be made for a student who enrolls in a segmented remedial  
2893 course delivered online.

2894 (V) A Florida Virtual School full-time equivalent student  
2895 shall consist of six full-credit completions or the prescribed  
2896 level of content that counts toward promotion to the next grade  
2897 in the programs listed in s. 1011.62(1)(c)1. and 3. for students  
2898 participating in kindergarten through grade 12 part-time virtual  
2899 instruction and the programs listed in s. 1011.62(1)(c) for  
2900 students participating in kindergarten through grade 12 full-

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2901 time virtual instruction. Credit completions may be a  
2902 combination of full-credit courses or half-credit courses.  
2903 Beginning in the 2016-2017 ~~2014-2015~~ fiscal year, ~~when s.~~  
2904 ~~1008.22(3)(g) is implemented,~~ the reported full-time equivalent  
2905 students and associated funding of students enrolled in courses  
2906 requiring passage of an end-of-course assessment under s.  
2907 1003.4282 to earn a standard high school diploma shall be  
2908 adjusted if after the student does not pass ~~completes~~ the end-  
2909 of-course assessment. However, no adjustment shall be made for a  
2910 student who enrolls in a segmented remedial course delivered  
2911 online.

2912 (VI) Each successfully completed full-credit course earned  
2913 through an online course delivered by a district other than the  
2914 one in which the student resides shall be calculated as 1/6 FTE.

2915 ~~(VII) Each successfully completed credit earned under the~~  
2916 ~~alternative high school course credit requirements authorized in~~  
2917 ~~s. 1002.375, which is not reported as a portion of the 900 net~~  
2918 ~~hours of instruction pursuant to subparagraph (1)(a)1., shall be~~  
2919 ~~calculated as 1/6 FTE.~~

2920 (VII) (VIII) (A) A full-time equivalent student for courses  
2921 requiring passage of a statewide, standardized end-of-course  
2922 assessment under s. 1003.4282 to earn a standard high school  
2923 diploma pursuant to s. 1008.22(3)(c)2.a. shall be defined and  
2924 reported based on the number of instructional hours as provided  
2925 in this subsection until the 2016-2017 fiscal year ~~for the first~~  
2926 ~~3 years of administering the end-of-course assessment.~~ Beginning  
2927 in the 2016-2017 fiscal year ~~fourth year of administering the~~  
2928 ~~end-of-course assessment,~~ the FTE for the course shall be  
2929 assessment-based ~~credit-based~~ and ~~each course~~ shall be equal to

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2930 1/6 FTE. The reported FTE shall be adjusted if ~~after~~ the student  
2931 does not pass successfully completes the end-of-course  
2932 assessment ~~pursuant to s. 1008.22(3)(c)2.a.~~ However, no  
2933 adjustment shall be made for a student who enrolls in a  
2934 segmented remedial course delivered online.

2935 (A) ~~(B)~~ For students enrolled in a school district as a  
2936 full-time student, the district may report 1/6 FTE for each  
2937 student who passes a statewide, standardized end-of-course  
2938 assessment without being enrolled in the corresponding course.

2939 (B) ~~(C)~~ The FTE earned under this sub-sub-subparagraph and  
2940 any FTE for courses or programs listed in s. 1011.62(1)(c) that  
2941 do not require passing a statewide, standardized end-of-course  
2942 assessment are subject to the requirements in subsection (4).

2943 2. A student in membership in a program scheduled for more  
2944 or less than 180 school days or the equivalent on an hourly  
2945 basis as specified by rules of the State Board of Education is a  
2946 fraction of a full-time equivalent membership equal to the  
2947 number of instructional hours in membership divided by the  
2948 appropriate number of hours set forth in subparagraph (a)1.;

2949 however, for the purposes of this subparagraph, membership in  
2950 programs scheduled for more than 180 days is limited to students  
2951 enrolled in juvenile justice education programs and the Florida  
2952 Virtual School.

2953

2954 The department shall determine and implement an equitable method  
2955 of equivalent funding for experimental schools and for schools  
2956 operating under emergency conditions, which schools have been  
2957 approved by the department to operate for less than the minimum  
2958 school day.

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2959           Section 39. Present paragraphs (s) and (t) of subsection  
2960 (1) of section 1011.62, Florida Statutes, are redesignated as  
2961 paragraphs (t) and (u), respectively, a new paragraph (s) is  
2962 added to that subsection, and paragraphs (c), (l), (n), and (o),  
2963 and present paragraph (t) of that subsection are amended, to  
2964 read:

2965           1011.62 Funds for operation of schools.—If the annual  
2966 allocation from the Florida Education Finance Program to each  
2967 district for operation of schools is not determined in the  
2968 annual appropriations act or the substantive bill implementing  
2969 the annual appropriations act, it shall be determined as  
2970 follows:

2971           (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR  
2972 OPERATION.—The following procedure shall be followed in  
2973 determining the annual allocation to each district for  
2974 operation:

2975           (c) *Determination of programs.*—Cost factors based on  
2976 desired relative cost differences between the following programs  
2977 shall be established in the annual General Appropriations Act.  
2978 The cost factor for secondary career education programs and  
2979 basic programs grade 9 through 12 shall be equal. The  
2980 Commissioner of Education shall specify a matrix of services and  
2981 intensity levels to be used by districts in the determination of  
2982 the two weighted cost factors for exceptional students with the  
2983 highest levels of need. For these students, the funding support  
2984 level shall fund the exceptional students' education program,  
2985 with the exception of extended school year services for students  
2986 with disabilities.

2987           1. Basic programs.—

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2988 a. Kindergarten and grades 1, 2, and 3.  
2989 b. Grades 4, 5, 6, 7, and 8.  
2990 c. Grades 9, 10, 11, and 12.  
2991 2. Programs for exceptional students.—  
2992 a. Support Level IV.  
2993 b. Support Level V.  
2994 3. Secondary career education programs.—  
2995 4. English for Speakers of Other Languages.—  
2996 (1) *Calculation of additional full-time equivalent*  
2997 *membership based on International Baccalaureate examination*  
2998 *scores of students.*—A value of 0.16 full-time equivalent student  
2999 membership shall be calculated for each student enrolled in an  
3000 International Baccalaureate course who receives a score of 4 or  
3001 higher on a subject examination. A value of 0.3 full-time  
3002 equivalent student membership shall be calculated for each  
3003 student who receives an International Baccalaureate diploma.  
3004 Such value shall be added to the total full-time equivalent  
3005 student membership in basic programs for grades 9 through 12 in  
3006 the subsequent fiscal year. Each school district shall allocate  
3007 80 percent of the funds received from International  
3008 Baccalaureate bonus FTE funding to the school program whose  
3009 students generate the funds and to school programs that prepare  
3010 prospective students to enroll in International Baccalaureate  
3011 courses. Funds shall be expended solely for the payment of  
3012 allowable costs associated with the International Baccalaureate  
3013 program. Allowable costs include International Baccalaureate  
3014 annual school fees; International Baccalaureate examination  
3015 fees; salary, benefits, and bonuses for teachers and program  
3016 coordinators for the International Baccalaureate program and



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3017 teachers and coordinators who prepare prospective students for  
3018 the International Baccalaureate program; supplemental books;  
3019 instructional supplies; instructional equipment or instructional  
3020 materials for International Baccalaureate courses; other  
3021 activities that identify prospective International Baccalaureate  
3022 students or prepare prospective students to enroll in  
3023 International Baccalaureate courses; and training or  
3024 professional development for International Baccalaureate  
3025 teachers. School districts shall allocate the remaining 20  
3026 percent of the funds received from International Baccalaureate  
3027 bonus FTE funding for programs that assist academically  
3028 disadvantaged students to prepare for more rigorous courses. The  
3029 school district shall distribute to each classroom teacher who  
3030 provided International Baccalaureate instruction:

3031 1. A bonus in the amount of \$50 for each student taught by  
3032 the International Baccalaureate teacher in each International  
3033 Baccalaureate course who receives a score of 4 or higher on the  
3034 International Baccalaureate examination.

3035 2. An additional bonus of \$500 to each International  
3036 Baccalaureate teacher in a school designated with a grade of "D"  
3037 or "F" who has at least one student scoring 4 or higher on the  
3038 International Baccalaureate examination, regardless of the  
3039 number of classes taught or of the number of students scoring a  
3040 4 or higher on the International Baccalaureate examination.

3041  
3042 Bonuses awarded to a teacher according to this paragraph may  
3043 ~~shall~~ not exceed \$2,000 in any given school year. However, the  
3044 maximum bonus shall be \$3,000 if at least 50 percent of the  
3045 students enrolled in a teacher's course earn a score of 4 or

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3046 higher on the examination in a school designated with a grade of  
3047 "A", "B", or "C"; or if at least 25 percent of the students  
3048 enrolled in a teacher's course earn a score of 4 or higher on  
3049 the examination in a school designated with a grade of "D" or  
3050 "F". Bonuses awarded under this paragraph ~~and~~ shall be in  
3051 addition to any regular wage or other bonus the teacher received  
3052 or is scheduled to receive. For such courses, the teacher shall  
3053 earn an additional bonus of \$50 for each student who has a  
3054 qualifying score up to the maximum of \$3,000 in any given school  
3055 year.

3056 (n) *Calculation of additional full-time equivalent*  
3057 *membership based on college board advanced placement scores of*  
3058 *students.—A value of 0.16 full-time equivalent student*  
3059 *membership shall be calculated for each student in each advanced*  
3060 *placement course who receives a score of 3 or higher on the*  
3061 *College Board Advanced Placement Examination for the prior year*  
3062 *and added to the total full-time equivalent student membership*  
3063 *in basic programs for grades 9 through 12 in the subsequent*  
3064 *fiscal year. Each district must allocate at least 80 percent of*  
3065 *the funds provided to the district for advanced placement*  
3066 *instruction, in accordance with this paragraph, to the high*  
3067 *school that generates the funds. The school district shall*  
3068 *distribute to each classroom teacher who provided advanced*  
3069 *placement instruction:*

3070 1. A bonus in the amount of \$50 for each student taught by  
3071 the Advanced Placement teacher in each advanced placement course  
3072 who receives a score of 3 or higher on the College Board  
3073 Advanced Placement Examination.

3074 2. An additional bonus of \$500 to each Advanced Placement

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3075 teacher in a school designated with a grade of "D" or "F" who  
3076 has at least one student scoring 3 or higher on the College  
3077 Board Advanced Placement Examination, regardless of the number  
3078 of classes taught or of the number of students scoring a 3 or  
3079 higher on the College Board Advanced Placement Examination.

3080  
3081 Bonuses awarded to a teacher according to this paragraph shall  
3082 not exceed \$2,000 in any given school year. However, the maximum  
3083 bonus shall be \$3,000 if at least 50 percent of the students  
3084 enrolled in a teacher's course earn a score of 3 or higher on  
3085 the examination in a school with a grade of "A", "B", or "C" or  
3086 if at least 25 percent of the students enrolled in a teacher's  
3087 course earn a score of 3 or higher on the examination in a  
3088 school with a grade of "D" or "F". Bonuses awarded under this  
3089 paragraph ~~and~~ shall be in addition to any regular wage or other  
3090 bonus the teacher received or is scheduled to receive. For such  
3091 courses, the teacher shall earn an additional bonus of \$50 for  
3092 each student who has a qualifying score up to the maximum of  
3093 \$3,000 in any given school year.

3094 (o) *Calculation of additional full-time equivalent*  
3095 *membership based on ~~certification of successful completion of a~~*  
3096 *career-themed course ~~or career and professional academy program~~*  
3097 *pursuant to ss. 1003.491, 1003.492, and 1003.493, ~~and 1003.4935~~*  
3098 *and issuance of ~~the highest level of~~ industry certification*  
3099 *identified in the Industry Certification Certified Funding List*  
3100 *pursuant to rules adopted by the State Board of Education.-*

3101 1. A value of 0.1 or, ~~0.2, or 0.3~~ full-time equivalent  
3102 student membership shall be calculated for each student who  
3103 completes a career-themed course as defined in s. 1003.493(1)(b)

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3104 ~~or a career and professional academy program under ss. 1003.491,~~  
3105 ~~1003.492, 1003.493, and 1003.4935 and who is issued an the~~  
3106 ~~highest level of industry certification identified annually in~~  
3107 ~~the Industry Certification Funding List approved under rules~~  
3108 ~~adopted by the State Board of Education upon promotion to the~~  
3109 ~~9th grade under subparagraph 2. or upon earning a high school~~  
3110 ~~diploma. The maximum full-time equivalent student membership~~  
3111 ~~value for any student in grades 9 through 12 is 0.3. A value of~~  
3112 ~~0.2 full-time equivalent membership shall be calculated for each~~  
3113 ~~student who is issued an industry certification that has a~~  
3114 ~~statewide articulation agreement for college credit approved by~~  
3115 ~~the State Board of Education. For industry certifications that~~  
3116 ~~do not articulate for college credit, the Department of~~  
3117 ~~Education shall assign a ~~the appropriate~~ full-time equivalent~~  
3118 ~~value of 0.1 for each certification, ~~50 percent of which is~~~~  
3119 ~~~~based on rigor and the remaining 50 percent on employment value.~~~~  
3120 ~~The State Board of Education shall include the assigned values~~  
3121 ~~in the Industry Certification Funding List under rules adopted~~  
3122 ~~by the state board. Rigor shall be based on the number of~~  
3123 ~~instructional hours, including work experience hours, required~~  
3124 ~~to earn the certification, with a bonus for industry~~  
3125 ~~certifications that have a statewide articulation agreement for~~  
3126 ~~college credit approved by the State Board of Education.~~  
3127 ~~Employment value shall be based on the entry wage, growth rate~~  
3128 ~~in employment for each occupational category, and average annual~~  
3129 ~~openings for the primary occupation linked to the industry~~  
3130 ~~certification. Such value shall be added to the total full-time~~  
3131 ~~equivalent student membership in secondary career education~~  
3132 ~~programs for grades 9 through 12 in the subsequent year for~~

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3133 courses that were not provided ~~funded~~ through dual enrollment.  
3134 Industry certifications earned through dual enrollment must be  
3135 reported and funded pursuant to ss. 1011.80 and 1011.81.

3136 ~~2. Upon promotion to the 9th grade, a value of 0.1 full-~~  
3137 ~~time equivalent student membership shall be calculated for each~~  
3138 ~~student who completes a career-themed course or a career and~~  
3139 ~~professional academy program under s. 1003.4935 and who is~~  
3140 ~~issued the highest level of industry certification in science,~~  
3141 ~~technology, engineering, or mathematics identified on the~~  
3142 ~~Industry Certification Funding List under rules adopted by the~~  
3143 ~~State Board of Education.~~

3144 ~~2.3. The additional full-time equivalent membership~~  
3145 ~~authorized under this paragraph may not exceed 0.3 per student.~~  
3146 Each district must allocate at least 80 percent of the funds  
3147 provided for industry certification, in accordance with this  
3148 paragraph, to the program that generated the funds. This  
3149 allocation may not be used to supplant funds provided for basic  
3150 operation of the program. Unless a different amount is specified  
3151 in the General Appropriations Act, the appropriation for this  
3152 calculation is limited to \$60 ~~\$15~~ million annually. If the  
3153 appropriation is insufficient to fully fund the total  
3154 calculation, the appropriation shall be prorated.

3155 3. For industry certifications earned in the 2013-2014  
3156 school year and in subsequent years, the school district shall  
3157 distribute to each classroom teacher who provided direct  
3158 instruction toward the attainment of an industry certification  
3159 that qualified for additional full-time equivalent membership  
3160 under subparagraph 1.:

3161 a. A bonus in the amount of \$25 for each student taught by

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3162 a teacher who provided instruction in a course that led to the  
3163 attainment of an industry certification on the Industry  
3164 Certification Funding List with a weight of 0.1.

3165 b. A bonus in the amount of \$50 for each student taught by  
3166 a teacher who provided instruction in a course that led to the  
3167 attainment of an industry certification on the Industry  
3168 Certification Funding List with a weight of 0.2.

3169 4. For the 2013-2014 fiscal year, the additional FTE  
3170 membership calculation must include the additional FTE for any  
3171 student who earned a certification in the 2009-2010, 2010-2011,  
3172 and 2011-2012 fiscal years who was not previously funded and was  
3173 enrolled in 2012-2013.

3174  
3175 Bonuses awarded pursuant to this paragraph shall be provided to  
3176 teachers who are employed by the district in the year in which  
3177 the additional FTE membership calculation is included in the  
3178 calculation. Bonuses shall be calculated based upon the  
3179 associated weight of an industry certification on the Industry  
3180 Certification Funding List for the year in which the  
3181 certification is earned by the student. Any bonus awarded to a  
3182 teacher under this paragraph may not exceed \$2,000 in any given  
3183 school year and is in addition to any regular wage or other  
3184 bonus the teacher received or is scheduled to receive.

3185 (s) Florida Cyber Security Recognition, Florida Digital  
3186 Arts Recognition, and Florida Digital Tools Certificate  
3187 established pursuant to s. 1003.4203.-

3188 1. Each school district shall certify by June 30 of each  
3189 year to the Department of Education each elementary school that  
3190 achieves 50 percent of student attainment of the Florida Cyber

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3191 Security Recognition or the Florida Digital Arts Recognition  
3192 established pursuant to s. 1003.4203. Upon verification by the  
3193 department, each school that has achieved the designated student  
3194 recognitions shall be awarded a Florida Digital Learning  
3195 Certificate of Achievement by the Commissioner of Education.

3196 2. Each middle school shall receive \$50 for each student  
3197 who earns the Florida Digital Tools Certificate established  
3198 pursuant to s. 1003.4203 with a minimum awarded per school of  
3199 \$1,000 annually and a maximum award per school of \$15,000  
3200 annually. This performance payment shall be calculated in the  
3201 FEFP as a full-time equivalent student.

3202 (u) ~~(t)~~ Computation for funding through the Florida  
3203 Education Finance Program.—The State Board of Education may  
3204 adopt rules establishing programs, industry certifications, and  
3205 courses for which the student may earn credit toward high school  
3206 graduation.

3207 Section 40. Paragraph (b) of subsection (1) of section  
3208 1012.22, Florida Statutes, is amended to read:

3209 1012.22 Public school personnel; powers and duties of the  
3210 district school board.—The district school board shall:

3211 (1) Designate positions to be filled, prescribe  
3212 qualifications for those positions, and provide for the  
3213 appointment, compensation, promotion, suspension, and dismissal  
3214 of employees as follows, subject to the requirements of this  
3215 chapter:

3216 (b) *Time to act on nominations.*—The district school board  
3217 shall act not later than 3 weeks following the receipt of  
3218 statewide, standardized FCAT scores and data under s. 1008.22,  
3219 including school grades, or June 30, whichever is later, on the

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3220 district school superintendent's nominations of supervisors,  
3221 principals, and members of the instructional staff.

3222 Section 41. Subsection (4) of section 1012.56, Florida  
3223 Statutes, is amended to read:

3224 1012.56 Educator certification requirements.—

3225 (4) ALIGNMENT OF SUBJECT AREAS. ~~As the Sunshine State~~  
3226 ~~Standards are replaced by the Next Generation Sunshine State~~  
3227 ~~Standards under s. 1003.41,~~ The State Board of Education shall  
3228 align the subject area examinations to the Next Generation  
3229 Sunshine State Standards.

3230 Section 42. Paragraph (b) of subsection (4) of section  
3231 1012.98, Florida Statutes, is amended to read:

3232 1012.98 School Community Professional Development Act.—

3233 (4) The Department of Education, school districts, schools,  
3234 Florida College System institutions, and state universities  
3235 share the responsibilities described in this section. These  
3236 responsibilities include the following:

3237 (b) Each school district shall develop a professional  
3238 development system as specified in subsection (3). The system  
3239 shall be developed in consultation with teachers, teacher-  
3240 educators of Florida College System institutions and state  
3241 universities, business and community representatives, and local  
3242 education foundations, consortia, and professional  
3243 organizations. The professional development system must:

3244 1. Be approved by the department. All substantial revisions  
3245 to the system shall be submitted to the department for review  
3246 for continued approval.

3247 2. Be based on analyses of student achievement data and  
3248 instructional strategies and methods that support rigorous,



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3249 relevant, and challenging curricula for all students. Schools  
3250 and districts, in developing and refining the professional  
3251 development system, shall also review and monitor school  
3252 discipline data; school environment surveys; assessments of  
3253 parental satisfaction; performance appraisal data of teachers,  
3254 managers, and administrative personnel; and other performance  
3255 indicators to identify school and student needs that can be met  
3256 by improved professional performance.

3257 3. Provide inservice activities coupled with followup  
3258 support appropriate to accomplish district-level and school-  
3259 level improvement goals and standards. The inservice activities  
3260 for instructional personnel shall focus on analysis of student  
3261 achievement data, ongoing formal and informal assessments of  
3262 student achievement, identification and use of enhanced and  
3263 differentiated instructional strategies that emphasize rigor,  
3264 relevance, and reading in the content areas, enhancement of  
3265 subject content expertise, integrated use of classroom  
3266 technology that enhances teaching and learning, classroom  
3267 management, parent involvement, and school safety.

3268 4. Include a master plan for inservice activities, pursuant  
3269 to rules of the State Board of Education, for all district  
3270 employees from all fund sources. The master plan shall be  
3271 updated annually by September 1, must be based on input from  
3272 teachers and district and school instructional leaders, and must  
3273 use the latest available student achievement data and research  
3274 to enhance rigor and relevance in the classroom. Each district  
3275 inservice plan must be aligned to and support the school-based  
3276 inservice plans and school improvement plans pursuant to s.  
3277 1001.42(18). District plans must be approved by the district

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3278 school board annually in order to ensure compliance with  
3279 subsection (1) and to allow for dissemination of research-based  
3280 best practices to other districts. District school boards must  
3281 submit verification of their approval to the Commissioner of  
3282 Education no later than October 1, annually.

3283 5. Authorize ~~Require~~ each school principal to establish and  
3284 maintain an individual professional development plan for each  
3285 instructional employee assigned to the school as a seamless  
3286 component to the school improvement plans developed pursuant to  
3287 s. 1001.42(18). An ~~The~~ individual professional development plan  
3288 must:

3289 a. ~~be~~ related to specific performance data for the students  
3290 to whom the teacher is assigned; ~~and~~

3291 b. ~~define~~ the inservice objectives and specific measurable  
3292 improvements expected in student performance as a result of the  
3293 inservice activity; and ~~and~~

3294 e. ~~include~~ an evaluation component that determines the  
3295 effectiveness of the professional development plan.

3296 6. Include inservice activities for school administrative  
3297 personnel that address updated skills necessary for  
3298 instructional leadership and effective school management  
3299 pursuant to s. 1012.986.

3300 7. Provide for systematic consultation with regional and  
3301 state personnel designated to provide technical assistance and  
3302 evaluation of local professional development programs.

3303 8. Provide for delivery of professional development by  
3304 distance learning and other technology-based delivery systems to  
3305 reach more educators at lower costs.

3306 9. Provide for the continuous evaluation of the quality and

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3307 effectiveness of professional development programs in order to  
3308 eliminate ineffective programs and strategies and to expand  
3309 effective ones. Evaluations must consider the impact of such  
3310 activities on the performance of participating educators and  
3311 their students' achievement and behavior.

3312 Section 43. Any student who selected and is participating  
3313 in an accelerated high school graduation option under s.  
3314 1003.429, Florida Statutes, before July 1, 2013, may continue  
3315 that option, and all statutory program requirements of the  
3316 accelerated high school option shall remain applicable to the  
3317 student as long as the student continues participation in the  
3318 option.

3319 Section 44. The Division of Law Revision and Information is  
3320 requested to prepare a reviser's bill for the 2014 Regular  
3321 Session of the Legislature to change the term "Sunshine State  
3322 Standards" to "Next Generation Sunshine State Standards"  
3323 wherever the term appears in the Florida Statutes.

3324 Section 45. Paragraph (b) of subsection (5) of section  
3325 1001.706, Florida Statutes, is amended to read:

3326 1001.706 Powers and duties of the Board of Governors.—

3327 (5) POWERS AND DUTIES RELATING TO ACCOUNTABILITY.—

3328 (b) The Board of Governors shall develop a strategic plan  
3329 specifying goals and objectives for the State University System  
3330 and each constituent university, including each university's  
3331 contribution to overall system goals and objectives. The  
3332 strategic plan must:

3333 1. Include performance metrics and standards common for all  
3334 institutions and metrics and standards unique to institutions  
3335 depending on institutional core missions, including, but not

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3336 limited to, student admission requirements, retention,  
3337 graduation, percentage of graduates who have attained  
3338 employment, percentage of graduates enrolled in continued  
3339 education, licensure passage, average wages of employed  
3340 graduates, average cost per graduate, excess hours, student loan  
3341 burden and default rates, faculty awards, total annual research  
3342 expenditures, patents, licenses and royalties, intellectual  
3343 property, startup companies, annual giving, endowments, and  
3344 well-known, highly respected national rankings for institutional  
3345 and program achievements.

3346 2. Consider reports and recommendations of the Higher  
3347 Education Coordinating Council pursuant to s. 1004.015 and the  
3348 Articulation Coordinating Committee pursuant to s. 1007.01.

3349 3. Include student enrollment and performance data  
3350 delineated by method of instruction, including, but not limited  
3351 to, traditional, online, and distance learning instruction.

3352 4. Include criteria for designating baccalaureate degree  
3353 and master's degree programs at specified universities as high-  
3354 demand programs of emphasis. Fifty percent of the criteria for  
3355 designation as high-demand programs of emphasis must be based on  
3356 achievement of performance outcome thresholds determined by the  
3357 Board of Governors, and 50 percent of the criteria must be based  
3358 on achievement of performance outcome thresholds specifically  
3359 linked to:

3360 a. Job placement in employment of 36 hours or more per week  
3361 and average full-time wages of graduates of the degree programs  
3362 1 year and 5 years after graduation, based in part on data  
3363 provided in the economic security report of employment and  
3364 earning outcomes produced annually pursuant to s. 445.07.

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3365 b. Data-driven gap analyses, conducted by the Board of  
3366 Governors, of the state's job market demands and the outlook for  
3367 jobs that require a baccalaureate or higher degree.

3368 Section 46. Section 1001.7065, Florida Statutes, is created  
3369 to read:

3370 1001.7065 Preeminent state research universities program.—

3371 (1) STATE UNIVERSITY SYSTEM SHARED GOVERNANCE  
3372 COLLABORATION.—A collaborative partnership is established  
3373 between the Board of Governors and the Legislature to elevate  
3374 the academic and research preeminence of Florida's highest-  
3375 performing state research universities in accordance with this  
3376 section. The partnership stems from the State University System  
3377 Governance Agreement executed on March 24, 2010, wherein the  
3378 Board of Governors and leaders of the Legislature agreed to a  
3379 framework for the collaborative exercise of their joint  
3380 authority and shared responsibility for the State University  
3381 System. The governance agreement confirmed the commitment of the  
3382 Board of Governors and the Legislature to continue collaboration  
3383 on accountability measures, the use of data, and recommendations  
3384 derived from such data.

3385 (2) ACADEMIC AND RESEARCH EXCELLENCE STANDARDS.—Effective  
3386 July 1, 2013, the following academic and research excellence  
3387 standards are established for the preeminent state research  
3388 universities program:

3389 (a) An average weighted grade point average of 4.0 or  
3390 higher on a 4.0 scale and an average SAT score of 1800 or higher  
3391 for fall semester incoming freshmen, as reported annually.

3392 (b) A top-50 ranking on at least two well-known and highly  
3393 respected national public university rankings, reflecting

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3394 national preeminence, using most recent rankings.

3395 (c) A freshman retention rate of 90 percent or higher for  
3396 full-time, first-time-in-college students, as reported annually  
3397 to the Integrated Postsecondary Education Data System (IPEDS).

3398 (d) A 6-year graduation rate of 70 percent or higher for  
3399 full-time, first-time-in-college students, as reported annually  
3400 to the IPEDS.

3401 (e) Six or more faculty members at the state university who  
3402 are members of a national academy, as reported by the Center for  
3403 Measuring University Performance in the Top American Research  
3404 Universities (TARU) annual report.

3405 (f) Total annual research expenditures, including federal  
3406 research expenditures, of \$200 million or more, as reported  
3407 annually by the National Science Foundation (NSF).

3408 (g) Total annual research expenditures in diversified  
3409 nonmedical sciences of \$150 million or more, based on data  
3410 reported annually by the NSF.

3411 (h) A top-100 university national ranking for research  
3412 expenditures in five or more science, technology, engineering,  
3413 or mathematics fields of study, as reported annually by the NSF.

3414 (i) One hundred or more total patents awarded by the United  
3415 States Patent and Trademark Office for the most recent 3-year  
3416 period.

3417 (j) Four hundred or more doctoral degrees awarded annually,  
3418 as reported in the Board of Governors Annual Accountability  
3419 Report.

3420 (k) Two hundred or more postdoctoral appointees annually,  
3421 as reported in the TARU annual report.

3422 (l) An endowment of \$500 million or more, as reported in

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3423 the Board of Governors Annual Accountability Report.

3424 (3) PREEMINENT STATE RESEARCH UNIVERSITY DESIGNATION.—The  
3425 Board of Governors shall designate each state research  
3426 university that meets at least 11 of the 12 academic and  
3427 research excellence standards identified in subsection (2) a  
3428 preeminent state research university.

3429 (4) PREEMINENT STATE RESEARCH UNIVERSITY INSTITUTE FOR  
3430 ONLINE LEARNING.—A state research university that, as of July 1,  
3431 2013, meets all 12 of the academic and research excellence  
3432 standards identified in subsection (2), as verified by the Board  
3433 of Governors, shall establish an institute for online learning.  
3434 The institute shall establish a robust offering of high-quality,  
3435 fully online baccalaureate degree programs at an affordable cost  
3436 in accordance with this subsection.

3437 (a) By August 1, 2013, the Board of Governors shall convene  
3438 an advisory board to support the development of high-quality,  
3439 fully online baccalaureate degree programs at the university.

3440 (b) The advisory board shall:

3441 1. Offer expert advice, as requested by the university, in  
3442 the development and implementation of a business plan to expand  
3443 the offering of high-quality, fully online baccalaureate degree  
3444 programs.

3445 2. Advise the Board of Governors on the release of funding  
3446 to the university upon approval by the Board of Governors of the  
3447 plan developed by the university.

3448 3. Monitor, evaluate, and report on the implementation of  
3449 the plan to the Board of Governors, the Governor, the President  
3450 of the Senate, and the Speaker of the House of Representatives.

3451 (c) The advisory board shall be composed of the following

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3452 five members:

3453 1. The chair of the Board of Governors or the chair's  
3454 permanent designee.

3455 2. A member with expertise in online learning, appointed by  
3456 the Board of Governors.

3457 3. A member with expertise in global marketing, appointed  
3458 by the Governor.

3459 4. A member with expertise in cloud virtualization,  
3460 appointed by the President of the Senate.

3461 5. A member with expertise in disruptive innovation,  
3462 appointed by the Speaker of the House of Representatives.

3463 (d) The president of the university shall be consulted on  
3464 the advisory board member appointments.

3465 (e) A majority of the advisory board shall constitute a  
3466 quorum, elect the chair, and appoint an executive director.

3467 (f) By September 1, 2013, the university shall submit to  
3468 the advisory board a comprehensive plan to expand high-quality,  
3469 fully online baccalaureate degree program offerings. The plan  
3470 shall include:

3471 1. Existing on-campus general education courses and  
3472 baccalaureate degree programs that will be offered online.

3473 2. New courses that will be developed and offered online.

3474 3. Support services that will be offered to students  
3475 enrolled in online baccalaureate degree programs.

3476 4. A tuition and fee structure that meets the requirements  
3477 in paragraph (k) for online courses, baccalaureate degree  
3478 programs, and student support services.

3479 5. A timeline for offering, marketing, and enrolling  
3480 students in the online baccalaureate degree programs.



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3481 6. A budget for developing and marketing the online  
3482 baccalaureate degree programs.

3483 7. Detailed strategies for ensuring the success of students  
3484 and the sustainability of the online baccalaureate degree  
3485 programs.

3486  
3487 Upon recommendation of the plan by the advisory board and  
3488 approval by the Board of Governors, the Board of Governors shall  
3489 award the university \$10 million in nonrecurring funds and \$5  
3490 million in recurring funds for fiscal year 2013-2014 and \$5  
3491 million annually thereafter, subject to appropriation in the  
3492 General Appropriations Act.

3493 (g) Beginning in January 2014, the university shall offer  
3494 high-quality, fully online baccalaureate degree programs that:

3495 1. Accept full-time, first-time-in-college students.

3496 2. Have the same rigorous admissions criteria as equivalent  
3497 on-campus degree programs.

3498 3. Offer curriculum of equivalent rigor to on-campus degree  
3499 programs.

3500 4. Offer rolling enrollment or multiple opportunities for  
3501 enrollment throughout the year.

3502 5. Do not require any on-campus courses. However, for  
3503 courses or programs that require clinical training or  
3504 laboratories that cannot be delivered online, the university  
3505 shall offer convenient locational options to the student, which  
3506 may include, but are not limited to, the option to complete such  
3507 requirements at a summer-in-residence on the university campus.

3508 The university may provide a network of sites at convenient  
3509 locations and contract with commercial testing centers or

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3510 identify other secure testing services for the purpose of  
3511 proctoring assessments or testing.

3512 6. Apply the university's existing policy for accepting  
3513 credits for both freshman applicants and transfer applicants.

3514 (h) The university may offer a fully online Masters in  
3515 Business Administration degree program and other master's degree  
3516 programs.

3517 (i) The university may develop and offer degree programs  
3518 and courses that are competency based as appropriate for the  
3519 quality and success of the program.

3520 (j) The university shall periodically expand its offering  
3521 of online baccalaureate degree programs to meet student and  
3522 market demands.

3523 (k) The university shall establish a tuition structure for  
3524 its online institute in accordance with this paragraph,  
3525 notwithstanding any other provision of law.

3526 1. For students classified as residents for tuition  
3527 purposes, tuition for an online baccalaureate degree program  
3528 shall be set at no more than 75 percent of the tuition rate as  
3529 specified in the General Appropriations Act pursuant to s.  
3530 1009.24(4) and 75 percent of the tuition differential pursuant  
3531 to s. 1009.24(16). No distance learning fee, fee for campus  
3532 facilities, or fee for on-campus services may be assessed,  
3533 except that online students shall pay the university's  
3534 technology fee, financial aid fee, and Capital Improvement Trust  
3535 Fund fee. The revenues generated from the Capital Improvement  
3536 Trust Fund fee shall be dedicated to the university's institute  
3537 for online learning.

3538 2. For students classified as nonresidents for tuition

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3539 purposes, tuition may be set at market rates in accordance with  
3540 the business plan.

3541 3. Tuition for an online degree program shall include all  
3542 costs associated with instruction, materials, and enrollment,  
3543 excluding costs associated with the provision of textbooks  
3544 pursuant to s. 1004.085 and physical laboratory supplies.

3545 4. Subject to the limitations in subparagraph 1., tuition  
3546 may be differentiated by degree program as appropriate to the  
3547 instructional and other costs of the program in accordance with  
3548 the business plan. Pricing must incorporate innovative  
3549 approaches that incentivize persistence and completion,  
3550 including, but not limited to, a fee for assessment, a bundled  
3551 or all-inclusive rate, and sliding scale features.

3552 5. The university must accept advance payment contracts and  
3553 student financial aid.

3554 6. Fifty percent of the net revenues generated from the  
3555 online institute of the university shall be used to enhance and  
3556 enrich the online institute offerings, and 50 percent of the net  
3557 revenues generated from the online institute shall be used to  
3558 enhance and enrich the university's campus state-of-the-art  
3559 research programs and facilities.

3560 7. The institute may charge additional local user fees  
3561 pursuant to s. 1009.24(14) upon the approval of the Board of  
3562 Governors.

3563 8. The institute shall submit a proposal to the president  
3564 of the university authorizing additional user fees for the  
3565 provision of voluntary student participation in activities and  
3566 additional student services.

3567 (5) PREEMINENT STATE RESEARCH UNIVERSITY SUPPORT.—A state

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3568 research university that, as of July 1, 2013, meets all 12 of  
3569 the academic and research excellence standards identified in  
3570 subsection (2), as verified by the Board of Governors, shall  
3571 submit to the Board of Governors a 5-year benchmark plan with  
3572 target rankings on key performance metrics for national  
3573 excellence. Upon approval by the Board of Governors, and upon  
3574 the university's meeting the benchmark plan goals annually, the  
3575 Board of Governors shall award the university an amount  
3576 specified in the General Appropriations Act to be provided  
3577 annually throughout the 5-year period. Funding for this purpose  
3578 is contingent upon specific appropriation in the General  
3579 Appropriations Act.

3580 (6) PREEMINENT STATE RESEARCH UNIVERSITY ENHANCEMENT  
3581 INITIATIVE.—A state research university that, as of July 1,  
3582 2013, meets 11 of the 12 academic and research excellence  
3583 standards identified in subsection (2), as verified by the Board  
3584 of Governors, shall submit to the Board of Governors a 5-year  
3585 benchmark plan with target rankings on key performance metrics  
3586 for national excellence. Upon the university's meeting the  
3587 benchmark plan goals annually, the Board of Governors shall  
3588 award the university an amount specified in the General  
3589 Appropriations Act to be provided annually throughout the 5-year  
3590 period for the purpose of recruiting National Academy Members,  
3591 expediting the provision of a master's degree in cloud  
3592 virtualization, and instituting an entrepreneurs-in-residence  
3593 program throughout its campus. Funding for this purpose is  
3594 contingent upon specific appropriation in the General  
3595 Appropriations Act.

3596 (7) PREEMINENT STATE RESEARCH UNIVERSITY SPECIAL COURSE

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3597 REQUIREMENT AUTHORITY.—In order to provide a jointly shared  
3598 educational experience, a university that is designated a  
3599 preeminent state research university may require its incoming  
3600 first-time-in-college students to take a 9-to-12-credit set of  
3601 unique courses specifically determined by the university and  
3602 published on the university's website. The university may  
3603 stipulate that credit for such courses may not be earned through  
3604 any acceleration mechanism pursuant to s. 1007.27 or s. 1007.271  
3605 or any other transfer credit. All accelerated credits earned up  
3606 to the limits specified in ss. 1007.27 and 1007.271 shall be  
3607 applied toward graduation at the student's request.

3608 (8) PREEMINENT STATE RESEARCH UNIVERSITY FLEXIBILITY  
3609 AUTHORITY.—The Board of Governors is encouraged to identify and  
3610 grant all reasonable, feasible authority and flexibility to  
3611 ensure that a designated preeminent state research university is  
3612 free from unnecessary restrictions.

3613 (9) PROGRAMS OF EXCELLENCE THROUGHOUT THE STATE UNIVERSITY  
3614 SYSTEM.—The Board of Governors is encouraged to establish  
3615 standards and measures whereby individual programs in state  
3616 universities that objectively reflect national excellence can be  
3617 identified and make recommendations to the Legislature as to how  
3618 any such programs could be enhanced and promoted.

3619 Section 47. Subsections (3) and (24) of section 1004.02,  
3620 Florida Statutes, are amended to read:

3621 1004.02 Definitions.—As used in this chapter:

3622 (3) "Adult general education" means comprehensive  
3623 instructional programs designed to improve the employability of  
3624 the state's workforce through adult basic education, adult  
3625 secondary education, English for Speakers of Other Languages,

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3626 applied academics for adult education ~~vocational-preparatory~~  
3627 instruction, and instruction for adults with disabilities.

3628 (24) "Applied academics for adult education" or "applied  
3629 academics ~~Vocational-preparatory~~ instruction" means adult  
3630 general education through which persons attain academic and  
3631 workforce readiness skills at the level of functional literacy  
3632 (grade levels 6.0-8.9) or higher so that such persons may pursue  
3633 technical certificate education or higher-level technical  
3634 education.

3635 Section 48. Section 1004.082, Florida Statutes, is created  
3636 to read:

3637 1004.082 Talent retention programs.—The Chancellor of the  
3638 State University System shall cooperate with the Commissioner of  
3639 Education to support talent retention programs that encourage  
3640 middle school and high school students who indicate an interest  
3641 in or aptitude for physics or mathematics to continue their  
3642 education at a state university that has excellent departments  
3643 in selected fields. The chancellor and the commissioner shall  
3644 work with state university department chairs to enable  
3645 department chairs of outstanding state university departments to  
3646 send letters to students who indicate an interest in or aptitude  
3647 for those subjects. At a minimum, the letter should provide an  
3648 open invitation for the student to communicate with the  
3649 department, at least annually, and to schedule a tour of the  
3650 department and the campus.

3651 Section 49. Section 1004.91, Florida Statutes, is amended  
3652 to read:

3653 1004.91 Requirements for career education program basic  
3654 skills ~~Career-preparatory instruction.—~~

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3655 (1) The State Board of Education shall adopt, by rule,  
3656 standards of basic skill mastery for completion of certificate  
3657 career education programs. Each school district and Florida  
3658 College System institution that conducts programs that confer  
3659 career and technical certificates ~~credit~~ shall provide applied  
3660 academics ~~career-preparatory~~ instruction through which students  
3661 receive the basic skills instruction required pursuant to this  
3662 section.

3663 (2) Students who enroll in a program offered for career  
3664 credit of 450 hours or more shall complete an entry-level  
3665 examination within the first 6 weeks after ~~of~~ admission into the  
3666 program. The State Board of Education shall designate  
3667 examinations that are currently in existence, the results of  
3668 which are comparable across institutions, to assess student  
3669 mastery of basic skills. Any student found to lack the required  
3670 level of basic skills for such program shall be referred to  
3671 applied academics ~~career-preparatory~~ instruction or another  
3672 adult general basic education program for a structured program  
3673 of basic skills instruction. Such instruction may include  
3674 English for speakers of other languages. A student may not  
3675 receive a career or technical certificate of completion without  
3676 first demonstrating the basic skills required in the state  
3677 curriculum frameworks for the career education program.

3678 (3) (a) An adult student with a disability may be exempted  
3679 from ~~the provisions of~~ this section.

3680 (b) The following students are exempt from this section:

3681 1. A student who possesses a college degree at the  
3682 associate in applied science level or higher ~~is exempt from this~~  
3683 ~~section.~~

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3684           2. A student who demonstrates readiness for public  
3685 postsecondary education pursuant to s. 1008.30 and applicable  
3686 rules adopted by the State Board of Education ~~has completed or~~  
3687 ~~who is exempt from the college-level communication and~~  
3688 ~~computation skills examination pursuant to s. 1008.29, or who is~~  
3689 ~~exempt from the college entry-level examination pursuant to s.~~  
3690 ~~1008.29, is exempt from the provisions of this section.~~

3691           3. A student who passes ~~Students who have passed a state~~  
3692 ~~or, national, or industry~~ certification or licensure examination  
3693 that is identified in State Board of Education rules and aligned  
3694 to the career education program in which the student is enrolled  
3695 ~~exam are exempt from this section.~~

3696           4. An adult student who is enrolled in an apprenticeship  
3697 program that is registered with the Department of Education in  
3698 accordance with the provisions of chapter 446 ~~is exempt from the~~  
3699 ~~provisions of this section.~~

3700           Section 50. Present subsection (8) of section 1004.93,  
3701 Florida Statutes, is renumbered as subsection (9), and a new  
3702 subsection (8) is added to that section, to read:

3703           1004.93 Adult general education.—

3704           (8) In order to accelerate the employment of adult  
3705 education students, students entering adult general education  
3706 programs after July 1, 2013, must complete the following action-  
3707 steps-to-employment activities before the completion of the  
3708 first term:

3709           (a) Identify employment opportunities using market-driven  
3710 tools.

3711           (b) Create a personalized employment goal.

3712           (c) Conduct a personalized skill and knowledge inventory.



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3713 (d) Compare the results of the personalized skill and  
3714 knowledge inventory with the knowledge and skills needed to  
3715 attain the personalized employment goal.

3716 (e) Upgrade skills and knowledge needed through adult  
3717 general education programs and additional educational pursuits  
3718 based on the personalized employment goal.

3719  
3720 The action-steps-to-employment activities may be developed  
3721 through a blended approach with assistance provided to adult  
3722 general education students by teachers, employment specialists,  
3723 guidance counselors, business and industry representatives, and  
3724 online resources. Students may be directed to online resources  
3725 and provided information on financial literacy, student  
3726 financial aid, industry certifications, and occupational  
3727 services and a listing of job openings.

3728 Section 51. Section 1006.735, Florida Statutes, is amended  
3729 to read:

3730 1006.735 Complete Florida Degree Program Completion Pilot  
3731 Project.—

3732 (1) The Complete Florida Degree Program Completion Pilot  
3733 Project is established for the purpose of recruiting,  
3734 recovering, and retaining the state's adult learners and  
3735 assisting them in completing an associate degree or a  
3736 baccalaureate degree that is aligned to high-wage, high-skill  
3737 workforce needs. As used in this section, the term "adult  
3738 learner" means a student who has successfully completed college-  
3739 level coursework in multiple semesters but has left an  
3740 institution in good standing before completing his or her  
3741 degree. The program pilot project shall give priority to adult

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3742 learners who are veterans or active duty members of the United  
3743 States Armed Forces.

3744 (2) The Complete Florida Degree Program ~~pilot project~~ shall  
3745 be implemented by the University of West Florida, acting as the  
3746 lead institution, in coordination with Florida College System  
3747 institutions, state universities, and private postsecondary  
3748 institutions, as appropriate. The program; the University of  
3749 South Florida; Florida State College at Jacksonville; and St.  
3750 Petersburg College and shall include the associate, applied  
3751 baccalaureate, and baccalaureate degree programs that these  
3752 institutions have selected. Other partnering public  
3753 postsecondary education institutions shall provide areas of  
3754 specialization or concentration.

3755 (3) For purposes of selecting the degree programs that will  
3756 be given priority in the Complete Florida Degree Program ~~pilot~~  
3757 ~~project~~, the institutions identified in subsection (2) shall  
3758 partner with public and private job recruitment and placement  
3759 agencies and use labor market data and projections, including  
3760 those identified in the Board of Governors' gap analysis, to  
3761 identify the specific workforce needs and targeted occupations  
3762 of the state.

3763 (4) The Complete Florida Degree Program ~~pilot project~~ shall  
3764 provide adult learners with a single point of access to  
3765 information and links to innovative online and accelerated  
3766 distance learning courses, student and library support services,  
3767 and electronic resources that will guide the adult learner  
3768 toward the successful completion of a postsecondary degree.

3769 (5) By the end of ~~Beginning with the~~ 2013-2014 ~~2012-2013~~  
3770 academic year, the Complete Florida Degree Program ~~pilot project~~

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3771 shall be implemented and must:

3772 (a) Use the distance learning course catalog established  
3773 pursuant to s. 1006.73 to communicate course availability to the  
3774 adult learner.

3775 (b) Develop and implement an advising and student support  
3776 system that includes the use of degree completion specialists,  
3777 is based upon best practices and processes, and includes  
3778 academic and career support services designed specifically for  
3779 the adult learner. The program must identify proposed changes to  
3780 the statewide computer-assisted student advising system  
3781 established pursuant to s. 1006.73 to assist the adult learner  
3782 in using the system.

3783 (c) Use the streamlined, automated, online admissions  
3784 application process for transient students established pursuant  
3785 to s. 1006.73. The program ~~pilot-project~~ shall identify any  
3786 additional admissions and registration policies and practices  
3787 that could be further streamlined and automated for purposes of  
3788 assisting the adult learner.

3789 (d) Use existing and, if necessary, develop new competency-  
3790 based instructional and evaluation tools to assess prior  
3791 performance, experience, and education for the award of college  
3792 credit in order to reduce the time required for adult learners  
3793 to complete their degrees. The tools may include the use of the  
3794 American Council on Education's collaborative link between the  
3795 United States Department of Defense and higher education through  
3796 the review of military training and experiences for the award of  
3797 equivalent college credit for members of the United States Armed  
3798 Forces.

3799 (e) Develop and implement an evaluation process that

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3800 collects, analyzes, and provides to the chancellors of the  
3801 Florida College System and the State University System, the  
3802 participating postsecondary education institutions, the chairs  
3803 of the legislative appropriations committees, and the Executive  
3804 Office of the Governor information on the effectiveness of the  
3805 program ~~pilot project~~ and the attainment of its goals. Such a  
3806 process shall include a management information system that  
3807 collects the appropriate student, programmatic, and fiscal data  
3808 necessary to complete the evaluation of the program ~~pilot~~  
3809 ~~project~~. Institutions involved in the program ~~pilot project~~  
3810 shall also collect job placement and employment data on the  
3811 adult learners who have completed their degrees as a result of  
3812 the program ~~pilot project~~.

3813 (f) Develop and implement a statewide student recruitment  
3814 ~~marketing~~ campaign targeted toward ~~recruiting~~ adult learners,  
3815 particularly veterans and active duty members of the United  
3816 States Armed Forces, for enrollment in the degree programs  
3817 offered through the program ~~pilot project~~.

3818 (6) For purposes of the Complete Florida Degree Program  
3819 ~~pilot project~~, each institution's current tuition and fee  
3820 structure shall be used. However, all participating institutions  
3821 shall collaboratively identify the applicable cost components  
3822 involved in the development and delivery of distance learning  
3823 courses, collect information on these cost components, and  
3824 submit the information to the ~~Florida Virtual Campus~~. The  
3825 chancellors of the Florida College System and the State  
3826 University System. The chancellors shall submit a report to the  
3827 chairs of the legislative appropriations committees no later  
3828 than December 31, 2014 ~~2013~~, on the need for a differentiated

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3829 tuition and fee structure for the development and delivery of  
3830 distance learning courses.

3831 (7) The University of West Florida, in collaboration with  
3832 its partners ~~the University of South Florida, Florida State~~  
3833 ~~College at Jacksonville, and St. Petersburg College,~~ shall  
3834 submit to the chairs of the Board of Governors, the State Board  
3835 of Education, and the legislative appropriations committees no  
3836 later than September 1, 2013 ~~June 1, 2012,~~ a detailed program  
3837 ~~project~~ plan that defines the major work activities, student  
3838 eligibility criteria, timeline, and cost for implementing the  
3839 Complete Florida Degree Program ~~pilot project~~.

3840 ~~(8) The University of West Florida, in collaboration with~~  
3841 ~~the University of South Florida, Florida State College at~~  
3842 ~~Jacksonville, and St. Petersburg College, shall develop and~~  
3843 ~~implement a transition plan that transfers the administration of~~  
3844 ~~the pilot project to the Florida Virtual Campus no later than~~  
3845 ~~June 30, 2013.~~

3846 Section 52. Subsection (1) of section 1007.263, Florida  
3847 Statutes, is amended to read:

3848 1007.263 Florida College System institutions; admissions of  
3849 students.—Each Florida College System institution board of  
3850 trustees is authorized to adopt rules governing admissions of  
3851 students subject to this section and rules of the State Board of  
3852 Education. These rules shall include the following:

3853 (1) Admissions counseling shall be provided to all students  
3854 entering college or career credit programs. Counseling shall  
3855 utilize tests to measure achievement of college-level  
3856 communication and computation competencies by all students  
3857 entering college credit programs or tests to measure achievement

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3858 of basic skills for career education programs as prescribed in  
3859 s. 1004.91.

3860

3861 Each board of trustees shall establish policies that notify  
3862 students about, and place students into, adult basic education,  
3863 adult secondary education, or other instructional programs that  
3864 provide students with alternatives to traditional college-  
3865 preparatory instruction, including private provider instruction.  
3866 A student is prohibited from enrolling in additional college-  
3867 level courses until the student scores above the cut-score on  
3868 all sections of the common placement test.

3869 Section 53. Subsection (2) of section 1008.37, Florida  
3870 Statutes, is amended to read:

3871 1008.37 Postsecondary feedback of information to high  
3872 schools.—

3873 (2) The Commissioner of Education shall report, by high  
3874 school, to the State Board of Education, the Board of Governors,  
3875 and the Legislature, no later than November 30 of each year, on  
3876 the number of prior year Florida high school graduates who  
3877 enrolled for the first time in public postsecondary education in  
3878 this state during the previous summer, fall, or spring term,  
3879 indicating the number of students whose scores on the common  
3880 placement test indicated the need for remediation through  
3881 college-preparatory or applied academics for adult education  
3882 ~~vocational-preparatory~~ instruction pursuant to s. 1004.91 or s.  
3883 1008.30.

3884 Section 54. Subsection (3) of section 1009.22, Florida  
3885 Statutes, is amended to read:

3886 1009.22 Workforce education postsecondary student fees.—

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3887 (3) (a) Except as otherwise provided by law, fees for  
3888 students who are nonresidents for tuition purposes must offset  
3889 the full cost of instruction. Residency of students shall be  
3890 determined as required in s. 1009.21. Fee-nonexempt students  
3891 enrolled in applied academics for adult education ~~vocational-~~  
3892 ~~preparatory~~ instruction shall be charged fees equal to the fees  
3893 charged for adult general education programs. Each Florida  
3894 College System institution that conducts college-preparatory and  
3895 applied academics for adult education ~~vocational-preparatory~~  
3896 instruction in the same class section may charge a single fee  
3897 for both types of instruction.

3898 Section 55. Paragraphs (c) and (d) of subsection (1) of  
3899 section 1009.25, Florida Statutes, is amended to read:

3900 1009.25 Fee exemptions.—

3901 (1) The following students are exempt from the payment of  
3902 tuition and fees, including lab fees, at a school district that  
3903 provides workforce education programs, Florida College System  
3904 institution, or state university:

3905 (c) A student who is or was at the time he or she reached  
3906 18 years of age in the custody of the Department of Children and  
3907 Family Services or who, after spending at least 6 months in the  
3908 custody of the department after reaching 16 years of age, was  
3909 placed in a guardianship by the court. Such exemption includes  
3910 fees associated with enrollment in applied academics for adult  
3911 education ~~career-preparatory~~ instruction. The exemption remains  
3912 valid until the student reaches 28 years of age.

3913 (d) A student who is or was at the time he or she reached  
3914 18 years of age in the custody of a relative under s. 39.5085 or  
3915 who was adopted from the Department of Children and Family

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3916 Services after May 5, 1997. Such exemption includes fees  
3917 associated with enrollment in applied academics for adult  
3918 education career-preparatory instruction. The exemption remains  
3919 valid until the student reaches 28 years of age.

3920 Section 56. Subsection (11) is added to section 1009.26,  
3921 Florida Statutes, to read:

3922 1009.26 Fee waivers.—

3923 (11) A Florida College System institution may waive any  
3924 portion of the tuition, the activity and service fee, the  
3925 financial aid fee, the technology fee, the capital improvement  
3926 fee, and distance learning fee for the purpose of offering a  
3927 baccalaureate degree for state residents for which the cost of  
3928 tuition and the fees specified in this subsection does not  
3929 exceed \$10,000 for the entire degree program. Waivers provided  
3930 pursuant to this subsection shall be applicable for upper-level  
3931 courses not to exceed 100 percent of the number of required  
3932 credit hours of the baccalaureate degree program for which the  
3933 student is determined eligible.

3934 Section 57. Paragraph (b) of subsection (1) and subsection  
3935 (7) of section 1009.531, Florida Statutes, is amended to read:

3936 1009.531 Florida Bright Futures Scholarship Program;  
3937 student eligibility requirements for initial awards.—

3938 (1) Effective January 1, 2008, in order to be eligible for  
3939 an initial award from any of the three types of scholarships  
3940 under the Florida Bright Futures Scholarship Program, a student  
3941 must:

3942 (b) Earn a standard Florida high school diploma or its  
3943 equivalent pursuant to s. 1003.428, s. 1003.4281, s. 1003.4282,  
3944 ~~s. 1003.429, s. 1003.43,~~ or s. 1003.435 unless:



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3945 1. The student completes a home education program according  
3946 to s. 1002.41; or

3947 2. The student earns a high school diploma from a non-  
3948 Florida school while living with a parent or guardian who is on  
3949 military or public service assignment away from Florida.

3950 ~~(7) To be eligible for an initial award and each renewal~~  
3951 ~~award under the Florida Bright Futures Scholarship Program, a~~  
3952 ~~student must submit a Free Application for Federal Student Aid~~  
3953 ~~which is complete and error free prior to disbursement.~~

3954 Section 58. Subsections (4), (6), and (10) of section  
3955 1011.80, Florida Statutes, are amended to read:

3956 1011.80 Funds for operation of workforce education  
3957 programs.—

3958 (4) Funding for all workforce education programs must be  
3959 based on cost categories, performance output measures, and  
3960 performance outcome measures.

3961 (a) The cost categories must be calculated to identify  
3962 high-cost programs, medium-cost programs, and low-cost programs.  
3963 The cost analysis used to calculate and assign a program of  
3964 study to a cost category must include at least both direct and  
3965 indirect instructional costs, consumable supplies, equipment,  
3966 and standard program length.

3967 ~~(b)1. The performance output measure for career education~~  
3968 ~~programs of study is student completion of a career program of~~  
3969 ~~study that leads to an occupational completion point associated~~  
3970 ~~with a certificate; an apprenticeship program; or a program that~~  
3971 ~~leads to an applied technology diploma or an associate in~~  
3972 ~~applied science or associate in science degree. Performance~~  
3973 ~~output measures for registered apprenticeship programs shall be~~

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3974 ~~based on program lengths that coincide with lengths established~~  
3975 ~~pursuant to the requirements of chapter 446.~~

3976 (b)2. The performance output measure for an adult general  
3977 education course of study is measurable improvement in student  
3978 skills. This measure shall include improvement in literacy  
3979 skills, grade level improvement as measured by an approved test,  
3980 or attainment of a State of Florida diploma or an adult high  
3981 school diploma.

3982 (c) The performance outcome measures for adult general  
3983 ~~workforce~~ education programs are associated with placement and  
3984 retention of students after reaching a completion point or  
3985 completing a program of study. These measures include placement  
3986 or retention in employment ~~that is related to the program of~~  
3987 ~~study; placement into or retention in employment in an~~  
3988 ~~occupation on the Workforce Estimating Conference list of high-~~  
3989 ~~wage, high-skill occupations with sufficient openings, or other~~  
3990 ~~High Wage/High Skill Program occupations as determined by~~  
3991 ~~Workforce Florida, Inc.;~~ and placement and retention of  
3992 participants or former participants in the welfare transition  
3993 program in employment. Continuing postsecondary education at a  
3994 level that will further enhance employment is a performance  
3995 outcome for adult general education programs. ~~Placement and~~  
3996 ~~retention must be reported pursuant to ss. 1008.39 and 1008.43.~~

3997 (6) (a) A school district or a Florida College System  
3998 institution that provides workforce education programs shall  
3999 receive funds in accordance with distributions for base and  
4000 performance funding established by the Legislature in the  
4001 General Appropriations Act. To ensure equitable funding for all  
4002 school district workforce education programs and to recognize

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4003 enrollment growth, the Department of Education shall use the  
4004 funding model developed by the District Workforce Education  
4005 Funding Steering Committee to determine each district's  
4006 workforce education funding needs. To assist the Legislature in  
4007 allocating workforce education funds in the General  
4008 Appropriations Act, the funding model shall annually be provided  
4009 to the legislative appropriations committees no later than March  
4010 1.

4011 (b) Performance funding for industry certifications for  
4012 school district workforce education programs is contingent upon  
4013 specific appropriation in the General Appropriations Act and  
4014 shall be determined as follows:

4015 1. Occupational areas for which industry certifications may  
4016 be earned, as established in the General Appropriations Act, are  
4017 eligible for performance funding. Priority shall be given to the  
4018 occupational areas emphasized in state, national, or corporate  
4019 grants provided to Florida educational institutions.

4020 2. The Chancellor of Career and Adult Education shall  
4021 identify the industry certifications eligible for funding on the  
4022 Postsecondary Industry Certification Funding List approved by  
4023 the State Board of Education pursuant to s. 1008.44, based on  
4024 the occupational areas specified in the General Appropriations  
4025 Act.

4026 3. Each school district shall be provided \$1,000 for each  
4027 industry certification earned by a workforce education student.  
4028 The maximum amount of funding appropriated for performance  
4029 funding pursuant to this paragraph shall be limited to \$15  
4030 million annually. If funds are insufficient to fully fund the  
4031 calculated total award, such funds shall be prorated.

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4032        (c)~~(b)~~ A program is established to assist school districts  
4033 and Florida College System institutions in responding to the  
4034 needs of new and expanding businesses and thereby strengthening  
4035 the state's workforce and economy. The program may be funded in  
4036 the General Appropriations Act. The district or Florida College  
4037 System institution shall use the program to provide customized  
4038 training for businesses which satisfies the requirements of s.  
4039 288.047. Business firms whose employees receive the customized  
4040 training must provide 50 percent of the cost of the training.  
4041 Balances remaining in the program at the end of the fiscal year  
4042 shall not revert to the general fund, but shall be carried over  
4043 for 1 additional year and used for the purpose of serving  
4044 incumbent worker training needs of area businesses with fewer  
4045 than 100 employees. Priority shall be given to businesses that  
4046 must increase or upgrade their use of technology to remain  
4047 competitive.

4048        (10) A high school student dually enrolled under s.  
4049 1007.271 in a workforce education program operated by a Florida  
4050 College System institution or school district career center  
4051 generates the amount calculated for workforce education funding,  
4052 including any payment of performance funding, and the  
4053 proportional share of full-time equivalent enrollment generated  
4054 through the Florida Education Finance Program for the student's  
4055 enrollment in a high school. If a high school student is dually  
4056 enrolled in a Florida College System institution program,  
4057 including a program conducted at a high school, the Florida  
4058 College System institution earns the funds generated for  
4059 workforce education funding, and the school district earns the  
4060 proportional share of full-time equivalent funding from the

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4061 Florida Education Finance Program. If a student is dually  
4062 enrolled in a career center operated by the same district as the  
4063 district in which the student attends high school, that district  
4064 earns the funds generated for workforce education funding and  
4065 also earns the proportional share of full-time equivalent  
4066 funding from the Florida Education Finance Program. If a student  
4067 is dually enrolled in a workforce education program provided by  
4068 a career center operated by a different school district, the  
4069 funds must be divided between the two school districts  
4070 proportionally from the two funding sources. A student may not  
4071 be reported for funding in a dual enrollment workforce education  
4072 program unless the student has completed the basic skills  
4073 assessment pursuant to s. 1004.91. A student who is coenrolled  
4074 in a K-12 education program and an adult education program may  
4075 ~~not~~ be reported for purposes of funding in an adult education  
4076 program. If a student is, except that for the 2011-2012 and  
4077 2012-2013 fiscal years, students who are coenrolled in core  
4078 curricula courses for credit recovery or dropout prevention  
4079 purposes and does ~~do~~ not have a pattern of excessive absenteeism  
4080 or habitual truancy or a history of disruptive behavior in  
4081 school, the student may be reported for funding for up to two  
4082 courses per year ~~student~~. Such a student is ~~students are~~ exempt  
4083 from the payment of the block tuition for adult general  
4084 education programs provided in s. 1009.22(3)(d) ~~1009.22(3)(e)~~.  
4085 The Department of Education shall develop a list of courses to  
4086 be designated as core curricula courses for the purposes of  
4087 coenrollment.

4088 Section 59. Subsections (2) and (3) of section 1011.81,  
4089 Florida Statutes, are renumbered as subsections (4) and (5),

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4090 respectively, and a new subsection (2) is added to that section,  
4091 to read:

4092 1011.81 Florida College System Program Fund.—

4093 (2) Performance funding for industry certifications for  
4094 Florida College System institutions is contingent upon specific  
4095 appropriation in the General Appropriations Act and shall be  
4096 determined as follows:

4097 (a) Occupational areas for which industry certifications  
4098 may be earned, as established in the General Appropriations Act,  
4099 are eligible for performance funding. Priority shall be given to  
4100 the occupational areas emphasized in state, national, or  
4101 corporate grants provided to Florida educational institutions.

4102 (b) The Chancellor of the Florida College System shall  
4103 identify the industry certifications eligible for funding on the  
4104 Postsecondary Industry Certification Funding List approved by  
4105 the State Board of Education pursuant to s. 1008.44, based on  
4106 the occupational areas specified in the General Appropriations  
4107 Act.

4108 (c) Each Florida College System institution shall be  
4109 provided \$1,000 for each industry certification earned by a  
4110 student. The maximum amount of funding appropriated for  
4111 performance funding pursuant to this subsection shall be limited  
4112 to \$15 million annually. If funds are insufficient to fully fund  
4113 the calculated total award, such funds shall be prorated.

4114 Section 60. Subsection (1) and paragraph (a) of subsection  
4115 (3) are amended and a new subsection (4) of section 1011.905,  
4116 Florida Statutes, is created to read:

4117 1011.905 Performance funding for state universities.—

4118 (1) State performance funds for the State University System

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4119 shall be based on indicators of system and institutional  
4120 attainment of performance expectations. For the 2012-2013  
4121 through at least the 2016-2017 and 2013-2014 fiscal years, the  
4122 Board of Governors shall review and rank each state university  
4123 that applies for performance funding, as provided in the General  
4124 Appropriations Act, based on the following formula:

4125 (a) Twenty-five percent of a state university's score shall  
4126 be based on the percentage of employed graduates who have earned  
4127 degrees which have a primary focus in the following programs:

4128 1. For the 2012-2013 and 2013-2014 fiscal years:

4129 a.1. Computer and information science;

4130 b.2. Computer engineering;

4131 c.3. Information systems technology;

4132 d.4. Information technology; and

4133 e.5. Management information systems.

4134

4135 The 2012-2013 award recipients shall receive the same award for  
4136 2013-2014.

4137 2. For the 2013-2014 and 2014-2015 fiscal years, high-  
4138 demand programs of emphasis determined by the Board of Governors  
4139 using the gap-analysis data required by s. 1001.706(5).

4140 3. For the 2013-2014 and 2014-2015 fiscal years, a master's  
4141 degree in cloud virtualization technology and related large data  
4142 management.

4143 (b) Twenty-five percent of a state university's score shall  
4144 be based on the percentage of graduates who have earned  
4145 baccalaureate degrees in the programs in paragraph (a) and who  
4146 have earned industry certifications identified on the  
4147 Postsecondary Industry Certification Funding List approved by

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4148 the State Board of Education pursuant to s. 1008.44 in a related  
4149 field from a Florida College System institution or state  
4150 university prior to graduation.

4151 (c) Fifty percent of a state university's score shall be  
4152 based on factors determined by the Board of Governors which  
4153 relate to increasing the probability that graduates who have  
4154 earned degrees in the programs described in paragraph (a) will  
4155 be employed in high-skill, high-wage, and high-demand  
4156 employment.

4157 (3) (a) Each year, the Board of Governors shall award up to  
4158 \$15 million to the highest-ranked state universities in support  
4159 of each program identified in paragraph (1) (a) from funds  
4160 appropriated for the purposes in this section and as specified  
4161 in the General Appropriations Act. The award per state  
4162 university shall be a minimum of 25 percent of the total amount  
4163 appropriated pursuant to this section.

4164 Section 61. By October 31, 2013, the State Board of  
4165 Education shall recommend to the Legislature a methodology for  
4166 allocating performance funding for Florida College System  
4167 institutions, and the Board of Governors shall recommend to the  
4168 Legislature a methodology for allocating performance funding for  
4169 State University System institutions, based on the percentage of  
4170 graduates employed or enrolled in further education, the average  
4171 wages of employed graduates, and the average cost per graduate.

4172 Section 62. This act shall take effect July 1, 2013.