

1 A bill to be entitled

2 An act relating to middle grades education; amending  
3 s. 1001.42, F.S.; requiring a school that includes  
4 certain grades to include information, data, and  
5 instructional strategies in its school improvement  
6 plan; requiring a school that includes certain grades  
7 to implement an early warning system based on  
8 indicators to identify students in need of additional  
9 academic support; amending s. 1003.42, F.S.; providing  
10 State Board of Education duties relating to middle  
11 grades courses; amending s. 1003.4935, F.S.;  
12 authorizing additional FTE funding for certain  
13 industry certifications; amending s. 1003.53, F.S.;  
14 authorizing dropout prevention and academic  
15 intervention services for a student identified by a  
16 school's early warning system; amending s. 1006.135,  
17 F.S.; including middle grades schools under provisions  
18 prohibiting hazing; revising the definition of the  
19 term "hazing"; requiring a school district policy that  
20 prohibits hazing and establishes consequences for an  
21 act of hazing; revising penalty provisions and  
22 providing for applicability; amending s. 1011.62,  
23 F.S.; specifying requirements relating to additional  
24 FTE funding based on completion of certain courses or  
25 programs and issuance of industry certification;  
26 deleting obsolete provisions; amending s. 1012.98,

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27 F.S.; providing requirements relating to professional  
28 development, including inservice plans and  
29 instructional strategies, for middle grades educators;  
30 requiring the Department of Education to disseminate  
31 professional development in the use of integrated  
32 digital instruction; providing an effective date.  
33

34 Be It Enacted by the Legislature of the State of Florida:  
35

36 Section 1. Subsection (18) of section 1001.42, Florida  
37 Statutes, is amended to read:

38 1001.42 Powers and duties of district school board.—The  
39 district school board, acting as a board, shall exercise all  
40 powers and perform all duties listed below:

41 (18) IMPLEMENT SCHOOL IMPROVEMENT AND ACCOUNTABILITY.—  
42 Maintain a state system of school improvement and education  
43 accountability as provided by statute and State Board of  
44 Education rule. This system of school improvement and education  
45 accountability shall be consistent with, and implemented  
46 through, the district's continuing system of planning and  
47 budgeting required by this section and ss. 1008.385, 1010.01,  
48 and 1011.01. This system of school improvement and education  
49 accountability shall comply with the provisions of ss. 1008.33,  
50 1008.34, 1008.345, and 1008.385 and include the following:

51 (a) School improvement plans.—

52 1. The district school board shall annually approve and

53 require implementation of a new, amended, or continuation school  
54 improvement plan for each school in the district. If a school  
55 has a significant gap in achievement on statewide assessments  
56 pursuant to s. 1008.34(3)(b) by one or more student subgroups,  
57 as defined in the federal Elementary and Secondary Education Act  
58 (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly  
59 decreased the percentage of students scoring below satisfactory  
60 on statewide assessments; or has significantly lower graduation  
61 rates for a subgroup when compared to the state's graduation  
62 rate, that school's improvement plan shall include strategies  
63 for improving these results. The state board shall adopt rules  
64 establishing thresholds and for determining compliance with this  
65 subparagraph ~~paragraph~~.

66 2. A school that includes any of grades 6, 7, or 8 shall  
67 include annually in its school improvement plan information and  
68 data on the school's early warning system required under  
69 paragraph (b), including a list of the early warning indicators  
70 used in the system, the number of students identified by the  
71 system as exhibiting two or more early warning indicators, the  
72 number of students by grade level that exhibit each indicator,  
73 and a description of all intervention strategies employed by the  
74 school to improve the academic performance of students  
75 identified by the early warning system. In addition, a school  
76 that includes any of grades 6, 7, or 8 shall describe in its  
77 school improvement plan the strategies used by the school to  
78 implement the instructional practices for middle grades

79 emphasized by the district's professional development system  
 80 pursuant to s. 1012.98(4)(b)9.

81 (b) Early warning system.-

82 1. A school that includes any of grades 6, 7, or 8 shall  
 83 implement an early warning system to identify students in grades  
 84 6, 7, and 8 who need additional support to improve academic  
 85 performance and stay engaged in school. The early warning system  
 86 must include the following early warning indicators:

87 a. Attendance below 90 percent, regardless of whether  
 88 absence is excused or a result of out-of-school suspension.

89 b. One or more suspensions, whether in school or out of  
 90 school.

91 c. Course failure in English language arts or mathematics.

92 d. A Level 1 score on the statewide, standardized  
 93 assessments in English language arts or mathematics.

94

95 A school district may identify additional early warning  
 96 indicators for use in a school's early warning system.

97 2. When a student exhibits two or more early warning  
 98 indicators, the school's child study team under s. 1003.02 or a  
 99 school-based team formed for the purpose of implementing the  
 100 requirements of this paragraph shall convene to determine  
 101 appropriate intervention strategies for the student. The school  
 102 shall provide at least 10 days' written notice of the meeting to  
 103 the student's parent, indicating the meeting's purpose, time,  
 104 and location, and provide the parent the opportunity to

105 participate.

106 (c)~~(b)~~ Public disclosure.—The district school board shall  
 107 provide information regarding the performance of students and  
 108 educational programs as required pursuant to ss. 1008.22 and  
 109 1008.385 and implement a system of school reports as required by  
 110 statute and State Board of Education rule which shall include  
 111 schools operating for the purpose of providing educational  
 112 services to youth in Department of Juvenile Justice programs,  
 113 and for those schools, report on the elements specified in s.  
 114 1003.52(19). Annual public disclosure reports shall be in an  
 115 easy-to-read report card format and shall include the school's  
 116 grade, high school graduation rate calculated without GED tests,  
 117 disaggregated by student ethnicity, and performance data as  
 118 specified in state board rule.

119 (d)~~(e)~~ School improvement funds.—The district school board  
 120 shall provide funds to schools for developing and implementing  
 121 school improvement plans. Such funds shall include those funds  
 122 appropriated for the purpose of school improvement pursuant to  
 123 s. 24.121(5)(c).

124 Section 2. Subsection (1) of section 1003.42, Florida  
 125 Statutes, is amended to read:

126 1003.42 Required instruction.—

127 (1) Each district school board shall provide all courses  
 128 required for middle grades promotion, high school graduation,  
 129 and appropriate instruction designed to ensure that students  
 130 meet State Board of Education adopted standards in the following

131 subject areas: reading and other language arts, mathematics,  
 132 science, social studies, foreign languages, health and physical  
 133 education, and the arts. The state board must remove a middle  
 134 grades course in the Course Code Directory that does not fully  
 135 integrate all appropriate curricular content required by s.  
 136 1003.41 and may approve a new course only if it meets the  
 137 required curricular content.

138 Section 3. Subsection (4) is added to section 1003.4935,  
 139 Florida Statutes, to read:

140 1003.4935 Middle grades career and professional academy  
 141 courses and career-themed courses.—

142 (4) Industry certifications offered in the middle grades  
 143 that are included in the Industry Certification Funding List are  
 144 eligible for additional full-time equivalent membership pursuant  
 145 to s. 1011.62(1).

146 Section 4. Paragraph (c) of subsection (1) of section  
 147 1003.53, Florida Statutes, is amended to read:

148 1003.53 Dropout prevention and academic intervention.—

149 (1)

150 (c) A student shall be identified as being eligible to  
 151 receive services funded through the dropout prevention and  
 152 academic intervention program based upon one of the following  
 153 criteria:

154 1. The student is academically unsuccessful as evidenced  
 155 by low test scores, retention, failing grades, low grade point  
 156 average, falling behind in earning credits, or not meeting the

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157 state or district proficiency levels in reading, mathematics, or  
158 writing.

159 2. The student has a pattern of excessive absenteeism or  
160 has been identified as a habitual truant.

161 3. The student has a history of disruptive behavior in  
162 school or has committed an offense that warrants out-of-school  
163 suspension or expulsion from school according to the district  
164 school board's code of student conduct. For the purposes of this  
165 program, "disruptive behavior" is behavior that:

166 a. Interferes with the student's own learning or the  
167 educational process of others and requires attention and  
168 assistance beyond that which the traditional program can provide  
169 or results in frequent conflicts of a disruptive nature while  
170 the student is under the jurisdiction of the school either in or  
171 out of the classroom; or

172 b. Severely threatens the general welfare of students or  
173 others with whom the student comes into contact.

174 4. The student is identified by a school's early warning  
175 system pursuant to s. 1001.42(18)(b).

176 Section 5. Section 1006.135, Florida Statutes, is amended  
177 to read:

178 1006.135 Hazing prohibited at ~~high~~ schools with any of  
179 grades 6-12 ~~9-12~~ prohibited.—

180 (1) DEFINITION.—As used in this section, "hazing" means  
181 any action or situation that ~~recklessly or intentionally~~  
182 endangers the mental or physical health or safety of a student

183 at a ~~high~~ school with any of grades 6 9 through 12 for purposes  
 184 including, but not limited to, initiation or admission into or  
 185 affiliation with any organization operating under the sanction  
 186 of a ~~high~~ school with any of grades 6 9 through 12. "Hazing"  
 187 includes, but is not limited to:~~;~~

188 (a) Pressuring, ~~or~~ coercing, or forcing a ~~the~~ student  
 189 into:

- 190 1. Violating state or federal law;~~;~~
- 191 2. Consuming any food, liquor, drug, or other substance;

192 or

- 193 3. Participating in physical activity that could adversely  
 194 affect the health or safety of the student.

195 (b) Any brutality of a physical nature, such as whipping,  
 196 beating, branding, or exposure to the elements,~~forced~~  
 197 ~~consumption of any food, liquor, drug, or other substance, or~~  
 198 ~~other forced physical activity that could adversely affect the~~  
 199 ~~physical health or safety of the student, and also includes any~~  
 200 ~~activity that would subject the student to extreme mental~~  
 201 ~~stress, such as sleep deprivation, forced exclusion from social~~  
 202 ~~contact, forced conduct that could result in extreme~~  
 203 ~~embarrassment, or other forced activity that could adversely~~  
 204 ~~affect the mental health or dignity of the student.~~

205  
 206 Hazing does not include customary athletic events or other  
 207 similar contests or competitions or any activity or conduct that  
 208 furthers a legal and legitimate objective.



209        (2) SCHOOL DISTRICT POLICY.—Each school district shall  
210 adopt in rule a policy that prohibits hazing and establishes  
211 consequences for a student who commits an act of hazing. The  
212 policy must include:

213            (a) A definition of hazing, which must include the  
214 definition provided in this section.

215            (b) A procedure for reporting an alleged act of hazing,  
216 including provisions that permit a person to anonymously report  
217 such an act. However, disciplinary action may not be based  
218 solely on an anonymous report.

219            (c) A requirement that a school with any of grades 9  
220 through 12 report an alleged act of hazing to a local law  
221 enforcement agency if the alleged act meets the criteria  
222 established under subsection (3).

223            (d) A provision for referral of victims and perpetrators  
224 of hazing to a certified school counselor.

225            (e) A requirement that each incident of hazing be reported  
226 in the school's safety and discipline report required under s.  
227 1006.09(6). The report must include the number of hazing  
228 incidents reported, the number of incidents referred to a local  
229 law enforcement agency, the number of incidents that result in  
230 disciplinary action taken by the school, and the number of  
231 incidents that do not result in either referral to a local law  
232 enforcement agency or disciplinary action taken by the school.

233            (3)-(2) CRIMINAL PENALTIES.—This subsection applies only to  
234 students in any of grades 9 through 12.

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235        (a)1. A person who commits an act of hazing, ~~a third~~  
236 ~~degree felony, punishable as provided in s. 775.082 or s.~~  
237 ~~775.083, when he or she intentionally or recklessly commits any~~  
238 ~~act of hazing as defined in subsection (1)~~ upon another person  
239 who is a member of or an applicant to any type of student  
240 organization commits a third degree felony, punishable as  
241 provided in s. 775.082 or s. 775.083, if the person knew or  
242 should have known the act would result in serious bodily injury  
243 or death of such other person and the act hazing results in  
244 serious bodily injury or death of such other person.

245        2.(3) A person who commits an act of hazing, ~~a first~~  
246 ~~degree misdemeanor, punishable as provided in s. 775.082 or s.~~  
247 ~~775.083, when he or she intentionally or recklessly commits any~~  
248 ~~act of hazing as defined in subsection (1)~~ upon another person  
249 who is a member of or an applicant to any type of student  
250 organization commits a first degree misdemeanor, punishable as  
251 provided in s. 775.082 or s. 775.083, if the person knew or  
252 should have known the act would create a potential risk of  
253 physical injury or death to such other person and the act hazing  
254 creates a potential ~~substantial~~ risk of physical injury or death  
255 to such other person.

256        (b)(4) As a condition of any sentence imposed pursuant to  
257 paragraph (a) subsection (2) or subsection (3), the court:

258        1. Shall order the defendant to attend and complete a 4-  
259 hour hazing education course and may also impose a condition of  
260 drug or alcohol probation.

261        2. May require the defendant to make a public apology to  
 262 the students and victims at the school.

263        3. May require the defendant to participate in a school-  
 264 sponsored antihazing campaign to raise awareness of what  
 265 constitutes hazing and the penalties for hazing.

266        (c)(5) It is not a defense to a charge of hazing that:

267        1.(a) Consent of the victim had been obtained;

268        2.(b) The conduct or activity that resulted in the death  
 269 or injury of a person was not part of an official organizational  
 270 event or was not otherwise sanctioned or approved by the  
 271 organization; or

272        3.(e) The conduct or activity that resulted in death or  
 273 injury of the person was not done as a condition of membership  
 274 to an organization.

275        (4)(6) CONSTRUCTION.—This section shall not be construed  
 276 to preclude prosecution for a more general offense resulting  
 277 from the same criminal transaction or episode.

278        Section 6. Paragraph (o) of subsection (1) of section  
 279 1011.62, Florida Statutes, is amended to read:

280        1011.62 Funds for operation of schools.—If the annual  
 281 allocation from the Florida Education Finance Program to each  
 282 district for operation of schools is not determined in the  
 283 annual appropriations act or the substantive bill implementing  
 284 the annual appropriations act, it shall be determined as  
 285 follows:

286        (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR

287 OPERATION.—The following procedure shall be followed in  
 288 determining the annual allocation to each district for  
 289 operation:

290 (o) Calculation of additional full-time equivalent  
 291 membership based on successful completion of a career-themed  
 292 course or a career and professional academy program, pursuant to  
 293 ss. 1003.491, 1003.492, ~~and~~ 1003.493, and 1003.4935, and  
 294 issuance of industry certification identified in the Industry  
 295 Certification Funding List pursuant to rules adopted by the  
 296 State Board of Education.—

297 1. A value of 0.1 or 0.2 full-time equivalent student  
 298 membership shall be calculated for each student who completes a  
 299 career-themed course, as defined in s. 1003.493(1)(b), or a  
 300 career and professional academy or career-themed course,  
 301 pursuant to ss. 1003.491, 1003.492, 1003.493, and 1003.4935, and  
 302 who is issued the highest level of ~~an~~ industry certification  
 303 identified annually in the Industry Certification Funding List  
 304 approved under rules adopted by the State Board of Education  
 305 upon completion of grade 8 pursuant to subparagraph 2. or upon  
 306 earning a high school diploma. The maximum full-time equivalent  
 307 student membership value for any student ~~in grades 9 through 12~~  
 308 is 0.3. A value of 0.2 full-time equivalent membership shall be  
 309 calculated for each student who is issued an industry  
 310 certification that has a statewide articulation agreement for  
 311 college credit approved by the State Board of Education. For  
 312 industry certifications that do not articulate for college

313 credit, the Department of Education shall assign a full-time  
314 equivalent value of 0.1 for each certification. The State Board  
315 of Education shall include the assigned values in the Industry  
316 Certification Funding List under rules adopted by the state  
317 board. Such value shall be added to the total full-time  
318 equivalent student membership in secondary career education  
319 programs for grades 9 through 12 in the subsequent year for  
320 courses that were not provided through dual enrollment. Industry  
321 certifications earned through dual enrollment must be reported  
322 and funded pursuant to ss. 1011.80 and 1011.81.

323 2. Upon completion of grade 8, a value of 0.1 full-time  
324 equivalent student membership shall be calculated for each  
325 student who completes a career-themed course or a career and  
326 professional academy course under s. 1003.4935 and who is issued  
327 the highest level of industry certification identified in the  
328 Industry Certification Funding List under rules adopted by the  
329 state board.

330 ~~3.2.~~ Each district must allocate at least 80 percent of  
331 the funds provided for industry certification, in accordance  
332 with this paragraph, to the program that generated the funds.  
333 This allocation may not be used to supplant funds provided for  
334 basic operation of the program. Unless a different amount is  
335 specified in the General Appropriations Act, the appropriation  
336 for this calculation is limited to \$60 million annually. If the  
337 appropriation is insufficient to fully fund the total  
338 calculation, the appropriation shall be prorated.

339        ~~4.3.~~ For industry certifications earned in the 2013-2014  
340 school year and in subsequent years, the school district shall  
341 distribute to each classroom teacher who provided direct  
342 instruction toward the attainment of an industry certification  
343 that qualified for additional full-time equivalent membership  
344 under subparagraph 1. or subparagraph 2.:

345            a. A bonus in the amount of \$25 for each student taught by  
346 a teacher who provided instruction in a course that led to the  
347 attainment of an industry certification on the Industry  
348 Certification Funding List with a weight of 0.1.

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

353        ~~4. For the 2013-2014 fiscal year, the additional FTE~~  
354 ~~membership calculation must include the additional FTE for any~~  
355 ~~student who earned a certification in the 2009-2010, 2010-2011,~~  
356 ~~and 2011-2012 fiscal years who was not previously funded and was~~  
357 ~~enrolled in 2012-2013.~~

358  
359 Bonuses awarded pursuant to this paragraph shall be provided to  
360 teachers who are employed by the district in the year in which  
361 the additional FTE membership calculation is included in the  
362 calculation. Bonuses shall be calculated based upon the  
363 associated weight of an industry certification on the Industry  
364 Certification Funding List for the year in which the

365 certification is earned by the student. Any bonus awarded to a  
366 teacher under this paragraph may not exceed \$2,000 in any given  
367 school year and is in addition to any regular wage or other  
368 bonus the teacher received or is scheduled to receive.

369 Section 7. Paragraph (d) is added to subsection (3) of  
370 section 1012.98, Florida Statutes, and subsections (4) and (7)  
371 of that section are amended, to read:

372 1012.98 School Community Professional Development Act.—

373 (3) The activities designed to implement this section  
374 must:

375 (d) Provide middle grades instructional personnel and  
376 school administrators with the knowledge, skills, and best  
377 practices necessary to support excellence in classroom  
378 instruction and educational leadership.

379 (4) The Department of Education, school districts,  
380 schools, Florida College System institutions, and state  
381 universities share the responsibilities described in this  
382 section. These responsibilities include the following:

383 (a)1. The department shall disseminate to the school  
384 community research-based professional development methods and  
385 programs that have demonstrated success in meeting identified  
386 student needs. The Commissioner of Education shall use data on  
387 student achievement to identify student needs. The methods of  
388 dissemination must include a web-based statewide performance  
389 support system, including a database of exemplary professional  
390 development activities, a listing of available professional

391 development resources, training programs, and available  
392 assistance.

393 2. The web-based statewide performance support system  
394 established pursuant to subparagraph 1. must include for middle  
395 grades, subject to appropriation, materials related to classroom  
396 instruction, including integrated digital instruction and  
397 competency-based instruction; classroom management; student  
398 behavior and interaction; extended learning opportunities for  
399 students; and instructional leadership.

400 (b) Each school district shall develop a professional  
401 development system as specified in subsection (3). The system  
402 shall be developed in consultation with teachers, teacher-  
403 educators of Florida College System institutions and state  
404 universities, business and community representatives, and local  
405 education foundations, consortia, and professional  
406 organizations. The professional development system must:

407 1. Be approved by the department. All substantial  
408 revisions to the system shall be submitted to the department for  
409 review for continued approval.

410 2. Be based on analyses of student achievement data and  
411 instructional strategies and methods that support rigorous,  
412 relevant, and challenging curricula for all students. Schools  
413 and districts, in developing and refining the professional  
414 development system, shall also review and monitor school  
415 discipline data; school environment surveys; assessments of  
416 parental satisfaction; performance appraisal data of teachers,



417 managers, and administrative personnel; and other performance  
418 indicators to identify school and student needs that can be met  
419 by improved professional performance.

420 3. Provide inservice activities coupled with followup  
421 support appropriate to accomplish district-level and school-  
422 level improvement goals and standards. The inservice activities  
423 for instructional personnel shall focus on analysis of student  
424 achievement data, ongoing formal and informal assessments of  
425 student achievement, identification and use of enhanced and  
426 differentiated instructional strategies that emphasize rigor,  
427 relevance, and reading in the content areas, enhancement of  
428 subject content expertise, integrated use of classroom  
429 technology that enhances teaching and learning, classroom  
430 management, parent involvement, and school safety.

431 4. Include a master plan for inservice activities,  
432 pursuant to rules of the State Board of Education, for all  
433 district employees from all fund sources. The master plan shall  
434 be updated annually by September 1, must be based on input from  
435 teachers and district and school instructional leaders, and must  
436 use the latest available student achievement data and research  
437 to enhance rigor and relevance in the classroom. Each district  
438 inservice plan must be aligned to and support the school-based  
439 inservice plans and school improvement plans pursuant to s.  
440 1001.42(18). Each district inservice plan must provide a  
441 description of the training that middle grades instructional  
442 personnel and school administrators receive on the district's

443 code of student conduct adopted pursuant to s. 1006.07;  
444 integrated digital instruction and competency-based instruction;  
445 classroom management; student behavior and interaction; extended  
446 learning opportunities for students; and instructional  
447 leadership. District plans must be approved by the district  
448 school board annually in order to ensure compliance with  
449 subsection (1) and to allow for dissemination of research-based  
450 best practices to other districts. District school boards must  
451 submit verification of their approval to the Commissioner of  
452 Education no later than October 1, annually. Each school  
453 principal may establish and maintain an individual professional  
454 development plan for each instructional employee assigned to the  
455 school as a seamless component to the school improvement plans  
456 developed pursuant to s. 1001.42(18). An individual professional  
457 development plan must be related to specific performance data  
458 for the students to whom the teacher is assigned, define the  
459 inservice objectives and specific measurable improvements  
460 expected in student performance as a result of the inservice  
461 activity, and include an evaluation component that determines  
462 the effectiveness of the professional development plan.

463 5. Include inservice activities for school administrative  
464 personnel that address updated skills necessary for  
465 instructional leadership and effective school management  
466 pursuant to s. 1012.986.

467 6. Provide for systematic consultation with regional and  
468 state personnel designated to provide technical assistance and

469 evaluation of local professional development programs.

470 7. Provide for delivery of professional development by  
471 distance learning and other technology-based delivery systems to  
472 reach more educators at lower costs.

473 8. Provide for the continuous evaluation of the quality  
474 and effectiveness of professional development programs in order  
475 to eliminate ineffective programs and strategies and to expand  
476 effective ones. Evaluations must consider the impact of such  
477 activities on the performance of participating educators and  
478 their students' achievement and behavior.

479 9. For middle grades, emphasize:

480 a. Interdisciplinary planning, collaboration, and  
481 instruction.

482 b. Alignment of curriculum and instructional materials to  
483 the state academic standards adopted pursuant to s. 1003.41.

484 c. Use of small learning communities; problem-solving,  
485 inquiry-driven research and analytical approaches for students;  
486 strategies and tools based on student needs; competency-based  
487 instruction; integrated digital instruction; and project-based  
488 instruction.

489  
490 Each school that includes any of grades 6, 7, or 8 must include  
491 in its school improvement plan, required under s. 1001.42(18), a  
492 description of the specific strategies used by the school to  
493 implement each item listed in this subparagraph.

494 (7) (a) The Department of Education shall disseminate,

495 using web-based technology, research-based best practice methods  
496 by which the state and district school boards may evaluate and  
497 improve the professional development system. The best practices  
498 must include data that indicate the progress of all students.  
499 The department shall report annually to the State Board of  
500 Education and the Legislature any school district that, in the  
501 determination of the department, has failed to provide an  
502 adequate professional development system. This report must  
503 include the results of the department's investigation and of any  
504 intervention provided.

505 (b) The department shall also disseminate, using web-based  
506 technology, professional development in the use of integrated  
507 digital instruction at schools that include middle grades. The  
508 professional development must provide training and materials  
509 that districts can use to provide instructional personnel with  
510 the necessary knowledge, skills, and strategies to effectively  
511 blend digital instruction into subject-matter curricula. The  
512 professional development must emphasize online learning and  
513 research techniques, reading instruction, the use of digital  
514 devices to supplement the delivery of curricular content to  
515 students, and digital device management and security. Districts  
516 are encouraged to incorporate the professional development as  
517 part of their professional development system.

518 Section 8. This act shall take effect July 1, 2014.