



Education Committee

Tuesday, April 5, 2011

8:00 AM – 11:00 AM

Reed Hall – 102 HOB

Action Packet

**Dean Cannon
Speaker**

**William Proctor
Chair**

COMMITTEE MEETING REPORT

Education Committee

4/5/2011 8:00:00AM

Location: Reed Hall (102 HOB)

Summary:

Education Committee

Tuesday April 05, 2011 08:00 am

CS/HB 35	Favorable	Yeas: 17	Nays: 1
HB 61	Favorable	Yeas: 13	Nays: 4
CS/CS/HB 307	Favorable	Yeas: 11	Nays: 7
CS/HB 579	Favorable	Yeas: 18	Nays: 0
HB 797	Favorable	Yeas: 17	Nays: 0
CS/HB 1255	Favorable With Committee Substitute	Yeas: 18	Nays: 0
Amendment 1	Adopted as Amended		
Amendment 1a	Adopted Without Objection		
HB 4153	Favorable	Yeas: 18	Nays: 0
HB 4155	Favorable	Yeas: 17	Nays: 0
HB 4177	Favorable	Yeas: 16	Nays: 2
PCS for CS/HB 395	Favorable	Yeas: 12	Nays: 4

Committee meeting was reported out: Tuesday, April 05, 2011 3:01:05PM

COMMITTEE MEETING REPORT

Education Committee

4/5/2011 8:00:00AM

Location: Reed Hall (102 HOB)

Attendance:

	<i>Present</i>	<i>Absent</i>	<i>Excused</i>
William Proctor (Chair)	X		
Janet Adkins	X		
Michael Bileca	X		
Jeffrey Brandes	X		
Dwight Bullard	X		
Gwyndolen Clarke-Reed	X		
Marti Coley	X		
Daniel Davis	X		
Erik Fresen	X		
Reggie Fullwood	X		
Clay Ingram	X		
H. Marlene O'Toole	X		
Betty Reed	X		
Jimmie Smith	X		
Cynthia Stafford	X		
Kelli Stargel	X		
John Tobia	X		
Barbara Watson	X		
Totals:	18	0	0

Committee meeting was reported out: Tuesday, April 05, 2011 3:01:05PM

COMMITTEE MEETING REPORT

Education Committee

4/5/2011 8:00:00AM

Location: Reed Hall (102 HOB)

CS/HB 35 : Florida College System Institutions

Favorable

	Yea	Nay	No Vote	Absentee Yea	Absentee Nay
Janet Adkins	X				
Michael Bileca	X				
Jeffrey Brandes	X				
Dwight Bullard	X				
Gwyndolen Clarke-Reed	X				
Marti Coley	X				
Daniel Davis	X				
Erik Fresen	X				
Reggie Fullwood	X				
Clay Ingram	X				
H. Marlene O'Toole	X				
Betty Reed	X				
Jimmie Smith	X				
Cynthia Stafford	X				
Kelli Stargel	X				
John Tobia		X			
Barbara Watson	X				
William Proctor (Chair)	X				
Total Yeas: 17		Total Nays: 1			

Appearances:

Hernandez, Victoria, Director of Government Affairs (Lobbyist) - Waive In Support
Miami-Dade College
300 NE 2nd Ave
Miami FL 33132
Phone: (305) 298-4878

Pickens, Joe, President (General Public) - Proponent
St. John's River
5001 St. Johns Avenue
Palatka, FL 32177
Phone: (386) 312-4111

Committee meeting was reported out: Tuesday, April 05, 2011 3:01:05PM

COMMITTEE MEETING REPORT

Education Committee

4/5/2011 8:00:00AM

Location: Reed Hall (102 HOB)

HB 61 : Code of Student Conduct

Favorable

	Yea	Nay	No Vote	Absentee Yea	Absentee Nay
Janet Adkins	X				
Michael Bileca	X				
Jeffrey Brandes	X				
Dwight Bullard		X			
Gwyndolen Clarke-Reed	X				
Marti Coley	X				
Daniel Davis	X				
Erik Fresen	X				
Reggie Fullwood	X				
Clay Ingram	X				
H. Marlene O'Toole			X		
Betty Reed	X				
Jimmie Smith	X				
Cynthia Stafford		X			
Kelli Stargel	X				
John Tobia		X			
Barbara Watson		X			
William Proctor (Chair)	X				
Total Yeas: 13		Total Nays: 4			

Appearances:

DeVane, Barbara (Lobbyist) - Opponent
FL NAACP
625 E. Brevard Street
Tallahassee, FL 32303
Phone: (850) 222-3969

Pitts, Brian (General Public) - Proponent
Justice-2-Jesus
1119 Newton Ave. S.
St. Petersburg, FL 33705
Phone: (727) 897-9291

Committee meeting was reported out: Tuesday, April 05, 2011 3:01:05PM

COMMITTEE MEETING REPORT

Education Committee

4/5/2011 8:00:00AM

Location: Reed Hall (102 HOB)

CS/CS/HB 307 : District School Board Membership

Favorable

	<i>Yea</i>	<i>Nay</i>	<i>No Vote</i>	<i>Absentee Yea</i>	<i>Absentee Nay</i>
Janet Adkins	X				
Michael Bileca	X				
Jeffrey Brandes	X				
Dwight Bullard		X			
Gwyndolen Clarke-Reed		X			
Marti Coley	X				
Daniel Davis	X				
Erik Fresen	X				
Reggie Fullwood		X			
Clay Ingram	X				
H. Marlene O'Toole	X				
Betty Reed		X			
Jimmie Smith	X				
Cynthia Stafford		X			
Kelli Stargel	X				
John Tobia		X			
Barbara Watson		X			
William Proctor (Chair)	X				
Total Yeas: 11		Total Nays: 7			

Committee meeting was reported out: Tuesday, April 05, 2011 3:01:05PM

COMMITTEE MEETING REPORT

Education Committee

4/5/2011 8:00:00AM

Location: Reed Hall (102 HOB)

CS/HB 579 : Pub. Rec./Regional Autism Centers

Favorable

	Yea	Nay	No Vote	Absentee Yea	Absentee Nay
Janet Adkins	X				
Michael Bileca	X				
Jeffrey Brandes	X				
Dwight Bullard	X				
Gwyndolen Clarke-Reed	X				
Marti Coley	X				
Daniel Davis	X				
Erik Fresen	X				
Reggie Fullwood	X				
Clay Ingram	X				
H. Marlene O'Toole	X				
Betty Reed	X				
Jimmie Smith	X				
Cynthia Stafford	X				
Kelli Stargel	X				
John Tobia	X				
Barbara Watson	X				
William Proctor (Chair)	X				
Total Yeas: 18		Total Nays: 0			

Appearances:

Pitts, Brian, Trustee (General Public) - Opponent
Justice-2-Jesus
1119 Newton Avenue South
St. Petersburg, Florida 33705
Phone: (727) 897-9291

Committee meeting was reported out: Tuesday, April 05, 2011 3:01:05PM

COMMITTEE MEETING REPORT

Education Committee

4/5/2011 8:00:00AM

Location: Reed Hall (102 HOB)

HB 797 : Interscholastic and Intrasccholastic Sports

Favorable

	Yea	Nay	No Vote	Absentee Yea	Absentee Nay
Janet Adkins	X				
Michael Bileca	X				
Jeffrey Brandes	X				
Dwight Bullard	X				
Gwyndolen Clarke-Reed	X				
Marti Coley	X				
Daniel Davis	X				
Erik Fresen	X				
Reggie Fullwood	X				
Clay Ingram			X		
H. Marlene O'Toole	X				
Betty Reed	X				
Jimmie Smith	X				
Cynthia Stafford	X				
Kelli Stargel	X				
John Tobia	X				
Barbara Watson	X				
William Proctor (Chair)	X				
Total Yeas: 17		Total Nays: 0			

Appearances:

Pitts, Brian, Trustee (General Public) - Waive In Support
Justice-2-Jesus
1119 Newton Avenue South
St. Petersburg, Florida 33705
Phone: (727) 897-9291

Committee meeting was reported out: Tuesday, April 05, 2011 3:01:05PM

COMMITTEE MEETING REPORT

Education Committee

4/5/2011 8:00:00AM

Location: Reed Hall (102 HOB)

CS/HB 1255 : Education Accountability

Favorable With Committee Substitute

	Yea	Nay	No Vote	Absentee Yea	Absentee Nay
Janet Adkins	X				
Michael Bileca	X				
Jeffrey Brandes	X				
Dwight Bullard	X				
Gwyndolen Clarke-Reed	X				
Marti Coley	X				
Daniel Davis	X				
Erik Fresen	X				
Reggie Fullwood	X				
Clay Ingram	X				
H. Marlene O'Toole	X				
Betty Reed	X				
Jimmie Smith	X				
Cynthia Stafford	X				
Kelli Stargel	X				
John Tobia	X				
Barbara Watson	X				
William Proctor (Chair)	X				
Total Yeas: 18		Total Nays: 0			

CS/HB 1255 Amendments

Amendment 1

Adopted as Amended

Amendment 1a

Adopted Without Objection

Appearances:

Webb, Stacey (Lobbyist) - Proponent
Associated Industries of Florida
120 S. Monroe Street
Tallahassee FL 32301
Phone: (850) 590-2677

Smith, Eric, Commissioner (Lobbyist) (State Employee) - Waive In Support
Department of Education
325 W Gaines St
Tallahassee FL 32399
Phone: (850) 245-0507

Committee meeting was reported out: Tuesday, April 05, 2011 3:01:05PM

COMMITTEE MEETING REPORT

Education Committee

4/5/2011 8:00:00AM

Location: Reed Hall (102 HOB)

Costin, Loretta, Chancellor Career & Adult Ed (Lobbyist) (State Employee) - Information Only

Department of Education

325 W Gaines St

Tallahassee FL 32399

Phone: (850) 245-9463

Committee meeting was reported out: Tuesday, April 05, 2011 3:01:05PM

COMMITTEE MEETING REPORT

Education Committee

4/5/2011 8:00:00AM

Location: Reed Hall (102 HOB)

HB 4153 : Florida Business and Education Collaborative

Favorable

	Yea	Nay	No Vote	Absentee Yea	Absentee Nay
Janet Adkins	X				
Michael Bileca	X				
Jeffrey Brandes	X				
Dwight Bullard	X				
Gwyndolen Clarke-Reed	X				
Marti Coley	X				
Daniel Davis	X				
Erik Fresen	X				
Reggie Fullwood	X				
Clay Ingram	X				
H. Marlene O'Toole	X				
Betty Reed	X				
Jimmie Smith	X				
Cynthia Stafford	X				
Kelli Stargel	X				
John Tobia	X				
Barbara Watson	X				
William Proctor (Chair)	X				
Total Yeas: 18		Total Nays: 0			

Appearances:

Pitts, Brian, Trustee (General Public) - Information Only
Justice-2-Jesus
1119 Newton Avenue South
St. Petersburg, Florida 33705
Phone: (727) 897-9291

Committee meeting was reported out: Tuesday, April 05, 2011 3:01:05PM

COMMITTEE MEETING REPORT

Education Committee

4/5/2011 8:00:00AM

Location: Reed Hall (102 HOB)

HB 4155 : College-Level Academic Skills Test

Favorable

	Yea	Nay	No Vote	Absentee Yea	Absentee Nay
Janet Adkins	X				
Michael Bileca	X				
Jeffrey Brandes	X				
Dwight Bullard	X				
Gwyndolen Clarke-Reed	X				
Marti Coley	X				
Daniel Davis	X				
Erik Fresen			X		
Reggie Fullwood	X				
Clay Ingram	X				
H. Marlene O'Toole	X				
Betty Reed	X				
Jimmie Smith	X				
Cynthia Stafford	X				
Kelli Stargel	X				
John Tobia	X				
Barbara Watson	X				
William Proctor (Chair)	X				
Total Yeas: 17		Total Nays: 0			

Committee meeting was reported out: Tuesday, April 05, 2011 3:01:05PM

COMMITTEE MEETING REPORT

Education Committee

4/5/2011 8:00:00AM

Location: Reed Hall (102 HOB)

HB 4177 : Public Postsecondary Education

Favorable

	Yea	Nay	No Vote	Absentee Yea	Absentee Nay
Janet Adkins	X				
Michael Bileca	X				
Jeffrey Brandes	X				
Dwight Bullard	X				
Gwyndolen Clarke-Reed	X				
Marti Coley	X				
Daniel Davis	X				
Erik Fresen	X				
Reggie Fullwood	X				
Clay Ingram	X				
H. Marlene O'Toole	X				
Betty Reed	X				
Jimmie Smith	X				
Cynthia Stafford	X				
Kelli Stargel	X				
John Tobia		X			
Barbara Watson		X			
William Proctor (Chair)	X				
Total Yeas: 16		Total Nays: 2			

Appearances:

Maxey, Richard, Executive Director Government Relations (Lobbyist) (State Employee) - Proponent
Board of Governors, State University System
4030 Esplanade Way
Tallahassee FL 32399
Phone: (850) 245-0466

Committee meeting was reported out: Tuesday, April 05, 2011 3:01:05PM

COMMITTEE MEETING REPORT

Education Committee

4/5/2011 8:00:00AM

Location: Reed Hall (102 HOB)

PCS for CS/HB 395 : University of Florida J. Hillis Miller Health Center

Favorable

	Yea	Nay	No Vote	Absentee Yea	Absentee Nay
Janet Adkins	X				
Michael Bileca	X				
Jeffrey Brandes	X				
Dwight Bullard			X		
Gwyndolen Clarke-Reed		X			
Marti Coley	X				
Daniel Davis	X				
Erik Fresen	X				
Reggie Fullwood			X		
Clay Ingram	X				
H. Marlene O'Toole	X				
Betty Reed		X			
Jimmie Smith	X				
Cynthia Stafford		X			
Kelli Stargel	X				
John Tobia	X				
Barbara Watson		X			
William Proctor (Chair)	X				
Total Yeas: 12		Total Nays: 4			

Appearances:

Tunncliff, Cynthia, Attorney (Lobbyist) - Waive In Support
Shands Teaching Hospital
P. O. Box 10095
Tallahassee, FL 32301
Phone: (850) 222-3533

Keith, Jamie Lewis, V.P. President & General Counsel, UF (State Employee) - Waive In Support
University of Florida and Shands
123 Tigert Hall
Gainesville, FL
Phone: (352) 392-1358

Henley, Debra (Lobbyist) - Waive In Opposition
Florida Justice Association
218 S Monroe St
Tallahassee FL 32301
Phone: (850)224-9403

Pitts, Brian, Trustee (General Public) - Opponent
Justice-2-Jesus
1119 Newton Ave. S.
St. Petersburg, FL 33705
Phone: (727) 897-9291

Committee meeting was reported out: Tuesday, April 05, 2011 3:01:05PM

COMMITTEE MEETING REPORT

Education Committee

4/5/2011 8:00:00AM

Location: Reed Hall (102 HOB)

Roberts, James, General Counsel - Information Only

Shands Health Care

Archer Rd.

Gainesville, FL 32610

Phone: (352) 265-6995

Committee meeting was reported out: Tuesday, April 05, 2011 3:01:05PM

COMMITTEE/SUBCOMMITTEE AMENDMENT

Bill No. HB 61 (2011)

Amendment No. 1

COMMITTEE/SUBCOMMITTEE ACTION

ADOPTED	<input type="checkbox"/>	(Y/N)
ADOPTED AS AMENDED	<input type="checkbox"/>	(Y/N)
ADOPTED W/O OBJECTION	<input type="checkbox"/>	(Y/N)
FAILED TO ADOPT	<input type="checkbox"/>	(Y/N)
WITHDRAWN	<input checked="" type="checkbox"/>	(Y/N)
OTHER	<input type="checkbox"/>	

1 Committee/Subcommittee hearing bill: Education Committee
 2 Representative(s) Brandes offered the following:

Amendment (with title amendment)

Remove lines 59-78 and insert:

the orderly learning environment. The inadvertent exposure of
underwear or body parts does not violate this subparagraph.

2. Any student who violates the dress code policy
described in subparagraph 1. is subject to the disciplinary
actions set forth in the Code of Student Conduct.

T I T L E A M E N D M E N T

Remove lines 14-15 and insert:

orderly learning environment; authorizing disciplinary actions
for students who violate the dress code; amending

COMMITTEE/SUBCOMMITTEE AMENDMENT

Bill No. HB 61 (2011)

Amendment No. 2

COMMITTEE/SUBCOMMITTEE ACTION

ADOPTED _____ (Y/N)
ADOPTED AS AMENDED _____ (Y/N)
ADOPTED W/O OBJECTION _____ (Y/N)
FAILED TO ADOPT _____ (Y/N)
WITHDRAWN (Y) (N)
OTHER _____

1 Committee/Subcommittee hearing bill: Education Committee
2 Representative Bullard offered the following:

3
4 **Amendment**

5 Remove lines 60-71 and insert:

6 2. Any student who violates the dress policy described in
7 subparagraph 1. may be subject to the following disciplinary
8 actions as determined by instructional personnel or school
9 administrators:

10 a. For a first offense, a student will be given a verbal
11 warning by any instructional personnel or a school
12 administrator, and the school principal shall call the student's
13 parent or guardian.

14 b. For a second offense, the student will be ineligible to
15 participate in any extracurricular activity for a period of time
16 not to exceed 5 days, and the school principal shall meet with
17 the student's parent or guardian.

18 c. For a third offense, or any subsequent offense as
19 determined by any instructional personnel or a school

COMMITTEE/SUBCOMMITTEE AMENDMENT

Bill No. HB 61 (2011)

Amendment No. 2

20 | administrator, a student may receive an in-school suspension

21 | pursuant to s.

COMMITTEE/SUBCOMMITTEE AMENDMENT

Bill No. CS/HB 1255 (2011)

Amendment No. 1

COMMITTEE/SUBCOMMITTEE ACTION

ADOPTED	<input type="checkbox"/>	(Y/N)
ADOPTED AS AMENDED	<input checked="" type="checkbox"/>	(Y/N)
ADOPTED W/O OBJECTION	<input type="checkbox"/>	(Y/N)
FAILED TO ADOPT	<input type="checkbox"/>	(Y/N)
WITHDRAWN	<input type="checkbox"/>	(Y/N)
OTHER	<input type="checkbox"/>	

ADOPTED

1 Committee/Subcommittee hearing bill: Education Committee
 2 Representative Adkins offered the following:

3
 4 **Amendment (with title amendment)**
 5 Remove everything after the enacting clause and insert:

6
 7 Section 1. Paragraph (a) of subsection (4) of section
 8 1001.20, Florida Statutes, is amended to read:

9 1001.20 Department under direction of state board.—

10 (4) The Department of Education shall establish the
 11 following offices within the Office of the Commissioner of
 12 Education which shall coordinate their activities with all other
 13 divisions and offices:

14 (a) Office of Technology and Information Services.—
 15 Responsible for developing a systemwide technology plan, making
 16 budget recommendations to the commissioner, providing data
 17 collection and management for the system, assisting school
 18 districts in securing Internet access and telecommunications
 19 services, including those eligible for funding under the Schools

COMMITTEE/SUBCOMMITTEE AMENDMENT

Bill No. CS/HB 1255 (2011)

Amendment No. 1

20 and Libraries Program of the federal Universal Service Fund, and
21 coordinating services with other state, local, and private
22 agencies. The office shall develop a method to address the need
23 for a statewide approach to planning and operations of library
24 and information services to achieve a single K-20 education
25 system library information portal and a unified higher education
26 library management system. ~~The Florida Virtual School shall be~~
27 ~~administratively housed within the office.~~

28 Section 2. Subsection (23) of section 1001.42, Florida
29 Statutes, is amended to read:

30 1001.42 Powers and duties of district school board.—The
31 district school board, acting as a board, shall exercise all
32 powers and perform all duties listed below:

33 (23) FLORIDA VIRTUAL SCHOOL.—Provide students with access
34 to ~~enroll in~~ courses available through the Florida Virtual
35 School and award credit for successful completion of such
36 courses. Access shall be available to students during and ex
37 after the normal school day and through summer school
38 enrollment.

39 Section 3. Section 1001.421, Florida Statutes, is created
40 to read:

41 1001.421 Gifts.—Notwithstanding any other provision of law
42 to the contrary, district school board members may not directly
43 or indirectly solicit any gift, or accept any gift in excess of
44 \$50, from any person, vendor, potential vendor, or other entity
45 doing business with the school district. The term "gift" has the
46 same meaning as in s. 112.312(12).

COMMITTEE/SUBCOMMITTEE AMENDMENT

Bill No. CS/HB 1255 (2011)

Amendment No. 1

47 Section 4. Paragraph (a) of subsection (1) of section
48 1002.37, Florida Statutes, is amended to read:

49 1002.37 The Florida Virtual School.—

50 (1) (a) The Florida Virtual School is established for the
51 development and delivery of online and distance learning
52 education ~~and shall be administratively housed within the~~
53 ~~Commissioner of Education's Office of Technology and Information~~
54 ~~Services~~. The Commissioner of Education shall monitor the
55 school's performance and report its performance to the State
56 Board of Education and the Legislature.

57

58 The board of trustees of the Florida Virtual School shall
59 identify appropriate performance measures and standards based on
60 student achievement that reflect the school's statutory mission
61 and priorities, and shall implement an accountability system for
62 the school that includes assessment of its effectiveness and
63 efficiency in providing quality services that encourage high
64 student achievement, seamless articulation, and maximum access.

65 Section 5. Subsection (2) and paragraph (a) of subsection
66 (3) of section 1002.38, Florida Statutes, are amended to read:

67 1002.38 Opportunity Scholarship Program.—

68 (2) OPPORTUNITY SCHOLARSHIP ELIGIBILITY.—For purposes of
69 this section, a school's grade shall be based upon statewide
70 assessments administered pursuant to s. 1008.22. A public school
71 student's parent may request and receive from the state an
72 opportunity scholarship for the student to enroll in and attend
73 a private school in accordance with the provisions of this
74 section if:

Amendment No. 1

75 (a)1. By assigned school attendance area or by special
76 assignment, the student has spent the prior school year in
77 attendance at a public school that has been designated pursuant
78 ~~to s. 1008.34~~ as performance grade category "F," failing to make
79 adequate progress, and that has had 2 school years in a 4-year
80 period of such low performance, and the student's attendance
81 occurred during a school year in which such designation was in
82 effect;

83 2. The student has been in attendance elsewhere in the
84 public school system and has been assigned to such school for
85 the next school year; or

86 3. The student is entering kindergarten or first grade and
87 has been notified that the student has been assigned to such
88 school for the next school year.

89 (b) The parent has obtained acceptance for admission of
90 the student to a private school eligible for the program
91 pursuant to subsection (4), and has notified the Department of
92 Education and the school district of the request for an
93 opportunity scholarship no later than July 1 of the first year
94 in which the student intends to use the scholarship.

95
96 The provisions of this section shall not apply to a student who
97 is enrolled in a school operating for the purpose of providing
98 educational services to youth in Department of Juvenile Justice
99 commitment programs. For purposes of continuity of educational
100 choice, the opportunity scholarship shall remain in force until
101 the student returns to a public school or, if the student
102 chooses to attend a private school the highest grade of which is

COMMITTEE/SUBCOMMITTEE AMENDMENT

Bill No. CS/HB 1255 (2011)

Amendment No. 1

103 grade 8, until the student matriculates to high school and the
104 public high school to which the student is assigned is an
105 accredited school with a performance grade category designation
106 of "C" or better. However, at any time upon reasonable notice to
107 the Department of Education and the school district, the
108 student's parent may remove the student from the private school
109 and place the student in a public school, as provided in
110 subparagraph (3) (a)2.

111 (3) SCHOOL DISTRICT OBLIGATIONS.—

112 (a) A school district shall, for each student enrolled in
113 or assigned to a school that has been designated as performance
114 grade category "F" for 2 school years in a 4-year period:

115 1. Timely notify the parent of the student as soon as such
116 designation is made of all options available pursuant to this
117 section.

118 2. Offer that student's parent an opportunity to enroll
119 the student in the public school within the district that has
120 been designated by the state ~~pursuant to s. 1008.34~~ as a school
121 performing higher than that in which the student is currently
122 enrolled or to which the student has been assigned, but not less
123 than performance grade category "C." The parent is not required
124 to accept this offer in lieu of requesting a state opportunity
125 scholarship to a private school. The opportunity to continue
126 attending the higher performing public school shall remain in
127 force until the student graduates from high school.

128 Section 6. Paragraph (a) of subsection (4) of section
129 1002.39, Florida Statutes, is amended to read:

COMMITTEE/SUBCOMMITTEE AMENDMENT

Bill No. CS/HB 1255 (2011)

Amendment No. 1

130 1002.39 The John M. McKay Scholarships for Students with
131 Disabilities Program.—There is established a program that is
132 separate and distinct from the Opportunity Scholarship Program
133 and is named the John M. McKay Scholarships for Students with
134 Disabilities Program.

135 (4) TERM OF JOHN M. MCKAY SCHOLARSHIP.—

136 (a) For purposes of continuity of educational choice, a
137 John M. McKay Scholarship shall remain in force until the
138 student returns to a public school, graduates from high school,
139 or reaches the age of 22, whichever occurs first. A scholarship
140 student who enrolls in a public school or public school program
141 is considered to have returned to a public school for the
142 purpose of determining the end of the scholarship's term.
143 However, if a student enters a Department of Juvenile Justice
144 detention center for a period of no more than 21 days, the
145 student is not considered to have returned to a public school
146 for that purpose.

147 Section 7. Paragraph (b) of subsection (2) of section
148 1002.45, Florida Statutes, is amended to read:

149 1002.45 School district virtual instruction programs.—

150 (2) PROVIDER QUALIFICATIONS.—

151 (b) An approved provider shall retain its approved status
152 during the 3 school years ~~for a period of 3 years~~ after the date
153 of the department's approval under paragraph (a) as long as the
154 provider continues to comply with all requirements of this
155 section.

156 Section 8. Paragraph (e) is added to subsection (2) of
157 section 1002.66, Florida Statutes, to read:

Amendment No. 1

158 1002.66 Specialized instructional services for children
159 with disabilities.—

160 (2) The parent of a child who is eligible for the
161 prekindergarten program for children with disabilities may
162 select one or more specialized instructional services that are
163 consistent with the child's individual educational plan. These
164 specialized instructional services may include, but are not
165 limited to:

166 (e) Listening and Spoken Language specialists for any
167 child who is deaf or hard of hearing and has received an implant
168 or assistive hearing device.

169 Section 9. Subsection (1) and paragraph (c) of subsection
170 (3) of section 1002.67, Florida Statutes, are amended to read:

71 1002.67 Performance standards; curricula and
172 accountability.—

173 (1) (a). By April 1, 2005, the department shall develop and
174 adopt performance standards for students in the Voluntary
175 Prekindergarten Education Program. The performance standards
176 must address the age-appropriate progress of students in the
177 development of:

178 1.(a) The capabilities, capacities, and skills required
179 under s. 1(b), Art. IX of the State Constitution; and

180 2.(b) Emergent literacy skills, including oral
181 communication, knowledge of print and letters, phonemic and
182 phonological awareness, and vocabulary and comprehension
183 development.

184 (b) The State Board of Education shall periodically review
185 and revise the performance standards for the statewide

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186 kindergarten screening administered under s. 1002.69 and align
187 the standards to the standards established by the state board
188 for student performance on the statewide assessments
189 administered pursuant to s. 1008.22.

190 (3)

191 (c)1. If the kindergarten readiness rate of a private
192 prekindergarten provider or public school falls below the
193 minimum rate adopted by the State Board of Education as
194 satisfactory under s. 1002.69(6), the early learning coalition
195 or school district, as applicable, shall require the provider or
196 school to submit an improvement plan for approval by the
197 coalition or school district, as applicable, and to implement
198 the plan.

199 2. If a private prekindergarten provider or public school
200 fails to meet the minimum rate adopted by the State Board of
201 Education as satisfactory under s. 1002.69(6) ~~for 2 consecutive~~
202 ~~years~~, the early learning coalition or school district, as
203 applicable, shall place the provider or school on probation and
204 must require the provider or school to take certain corrective
205 actions, including the use of a curriculum approved by the
206 department under paragraph (2)(c).

207 3. A private prekindergarten provider or public school
208 that is placed on probation must continue the corrective actions
209 required under subparagraph 2., including the use of a
210 curriculum approved by the department, until the provider or
211 school meets the minimum rate adopted by the State Board of
212 Education as satisfactory under s. 1002.69(6).

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213 4. If a private prekindergarten provider or public school
214 remains on probation for 2 consecutive years and fails to meet
215 the minimum rate adopted by the State Board of Education as
216 satisfactory under s. 1002.69(6) and is not granted a good cause
217 exemption by the department pursuant to s. 1002.69(7), the
218 Agency for Workforce Innovation shall require the early learning
219 coalition or the Department of Education shall require the
220 school district to remove, as applicable, the provider or school
221 from eligibility to deliver the Voluntary Prekindergarten
222 Education Program and receive state funds for the program.

223 Section 10. Subsections (1), (4), (5), and(6) and
224 paragraphs (b) and (c) of subsection (7) of section 1002.69,
225 Florida Statutes, are amended to read:

226 1002.69 Statewide kindergarten screening; kindergarten
227 readiness rates; prekindergarten enrollment screening.-

228 (1) The department shall adopt a statewide kindergarten
229 screening that assesses the readiness of each student for
230 kindergarten based upon the performance standards adopted by the
231 department under s. 1002.67(1) for the Voluntary Prekindergarten
232 Education Program. The department shall require that each school
233 district administer the statewide kindergarten screening to each
234 kindergarten student in the school district within the first 30
235 school days of each school year. Nonpublic schools may
236 administer the statewide kindergarten screening to each
237 kindergarten student in a nonpublic school who was enrolled in
238 the Voluntary Prekindergarten Education Program.

239 (4) Each parent who enrolls his or her child in the
240 Voluntary Prekindergarten Education Program must submit the

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241 child for the statewide kindergarten screening, regardless of
242 whether the child is admitted to kindergarten in a public school
243 or nonpublic school. Each parent who enrolls his or her child in
244 a Voluntary Prekindergarten Education Program must submit the
245 child for statewide voluntary prekindergarten enrollment
246 screening if required by the provider. ~~Each school district~~
247 ~~shall designate sites to administer the statewide kindergarten~~
248 ~~screening for children admitted to kindergarten in a nonpublic~~
249 ~~school.~~

250 (5) The State Board of Education shall adopt procedures
251 for the department to annually calculate each private
252 prekindergarten provider's and public school's kindergarten
253 readiness rate, which must be expressed as the percentage of the
254 provider's or school's students who are assessed as ready for
255 kindergarten. The kindergarten readiness rates must be based
256 exclusively upon the results of the statewide kindergarten
257 screening for students completing the Voluntary Prekindergarten
258 Education Program, beginning with students completing the
259 program during the 2005-2006 school year who are administered
260 the statewide kindergarten screening during the 2006-2007 school
261 year. The methodology for calculating each provider's
262 kindergarten readiness rate must include the percentage of
263 students who meet all state readiness measures. The rates must
264 not include students who are not administered the statewide
265 kindergarten screening.

266 (6) ~~(a)~~ The State Board of Education shall periodically
267 adopt a minimum kindergarten readiness rate that, if achieved by
268 a private prekindergarten provider or public school, would

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269 demonstrate the provider's or school's satisfactory delivery of
270 the Voluntary Prekindergarten Education Program.

271 ~~(b) The minimum rate must not exceed the rate at which~~
272 ~~more than 15 percent of the kindergarten readiness rates of all~~
273 ~~private prekindergarten providers and public schools delivering~~
274 ~~the Voluntary Prekindergarten Education Program in the state~~
275 ~~would fall below the minimum rate.~~

276 (7)

277 (b) A private prekindergarten provider's or public
278 school's request for a good cause exemption, or renewal of such
279 an exemption, must be submitted to the state board in the manner
280 and within the timeframes prescribed by the state board and must
281 include the following:

82 1. Submission of data by the private prekindergarten
283 provider or public school which documents ~~on a standardized~~
284 ~~assessment~~ the achievement and progress of the children served
285 as measured by a standardized pre-assessment and a standardized
286 post-assessment approved by the department pursuant to
287 subparagraph (c)1.

288 2. Submission and review of data available from the
289 respective early learning coalition or district school board,
290 the Department of Children and Family Services, local licensing
291 authority, or an accrediting association, as applicable,
292 relating to the private prekindergarten provider's or public
293 school's compliance with state and local health and safety
294 standards.

295 3. Submission and review of data available to the
296 department on the performance of the children served and the

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297 calculation of the private prekindergarten provider's or public
298 school's kindergarten readiness rate.

299 (c) The State Board of Education shall adopt criteria for
300 granting good cause exemptions. Such criteria shall include, but
301 are not limited to:

302 1. Learning gains of children served in the Voluntary
303 Prekindergarten Education Program by the private prekindergarten
304 provider or public school. A provider seeking a good cause
305 exemption shall have the early learning coalition or a
306 department-approved second party administer a department-
307 approved standardized assessment to each child in the
308 prekindergarten provider's program within the first 30 days of
309 each school year for which a good cause exemption is sought, and
310 the provider shall administer a department-approved standardized
311 followup assessment to measure the student's learning gains for
312 the year or summer, as appropriate. All data must be submitted
313 to the department within 30 days after the administration of
314 each assessment.

315 ~~2. Verification that the private prekindergarten provider~~
316 ~~or public school serves at least twice the statewide percentage~~
317 ~~of children with disabilities as defined in s. 1003.01(3)(a) or~~
318 ~~children identified as limited English proficient as defined in~~
319 ~~s. 1003.56.~~

320 ~~2.3.~~ Verification that local and state health and safety
321 requirements are met.

322 Section 11. Subsection (4) of section 1002.71, Florida
323 Statutes, is amended to read:

324 1002.71 Funding; financial and attendance reporting.—

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325 (4) Notwithstanding s. 1002.53(3) and subsection (2):

326 (a) A child who, for any of the prekindergarten programs
327 listed in s. 1002.53(3), has not completed more than 70 percent
328 of the hours authorized to be reported for funding under
329 subsection (2), or has not expended more than 70 percent of the
330 funds authorized for the child under s. 1002.66, may withdraw
331 from the program for good cause and reenroll in one of the
332 programs. The total funding for a child who reenrolls in one of
333 the programs for good cause may not exceed one full-time
334 equivalent student. Funding for a child who withdraws and
335 reenrolls in one of the programs for good cause shall be issued
336 in accordance with the agency's uniform attendance policy
337 adopted pursuant to paragraph (6)(d).

38 (b) A child who has not substantially completed any of the
339 prekindergarten programs listed in s. 1002.53(3) may withdraw
340 from the program due to an extreme hardship that is beyond the
341 child's or parent's control, reenroll in one of the summer
342 programs, and be reported for funding purposes as a full-time
343 equivalent student in the summer program for which the child is
344 reenrolled.

345
346 A child may reenroll only once in a prekindergarten program
347 under this section. A child who reenrolls in a prekindergarten
348 program under this subsection may not subsequently withdraw from
349 the program and reenroll, unless the child is granted a good
350 cause exemption under this subsection. The Agency for Workforce
351 Innovation shall establish criteria specifying whether a good
352 cause exists for a child to withdraw from a program under

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353 paragraph (a), whether a child has substantially completed a
354 program under paragraph (b), and whether an extreme hardship
355 exists which is beyond the child's or parent's control under
356 paragraph (b).

357 Section 12. Subsection (2) of section 1002.73, Florida
358 Statutes, is amended to read:

359 1002.73 Department of Education; powers and duties;
360 accountability requirements.—

361 (2) The department shall adopt procedures for its:

362 (a) Approval of prekindergarten director credentials under
363 ss. 1002.55 and 1002.57.

364 (b) Approval of emergent literacy training courses under
365 ss. 1002.55 and 1002.59.

366 (c) Administration of the statewide kindergarten screening
367 and calculation of kindergarten readiness rates under s.
368 1002.69.

369 (d) Adoption of the statewide voluntary prekindergarten
370 enrollment screening, the costs associated with the
371 administration of the voluntary prekindergarten enrollment
372 screening, and the process for determining learning gains of
373 students who complete the statewide voluntary prekindergarten
374 enrollment screening and the statewide kindergarten screening.

375 (e)-(d) Approval of specialized instructional services
376 providers under s. 1002.66.

377 (f) Annual reporting of the percentage of kindergarten
378 students who meet all state readiness measures.

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379 ~~(g)(e)~~ Granting of a private prekindergarten provider's or
380 public school's request for a good cause exemption under s.
381 1002.69(7).

382 Section 13. Paragraph (b) of subsection (3) of section
383 1003.01, Florida Statutes, is amended to read:

384 1003.01 Definitions.—As used in this chapter, the term:
385 (3)

386 (b) "Special education services" means specially designed
387 instruction and such related services as are necessary for an
388 exceptional student to benefit from education. Such services may
389 include: transportation; diagnostic and evaluation services;
390 social services; physical and occupational therapy; speech and
391 language pathology services; job placement; orientation and
92 mobility training; braillists, typists, and readers for the
393 blind; interpreters and auditory amplification; services
394 provided by a certified Listening and Spoken Language
395 specialist; rehabilitation counseling; transition services;
396 mental health services; guidance and career counseling;
397 specified materials, assistive technology devices, and other
398 specialized equipment; and other such services as approved by
399 rules of the state board.

400 Section 14. Subsection (1) of section 1003.4156, Florida
401 Statutes, is amended to read:

402 1003.4156 General requirements for middle grades
403 promotion.—

404 (1) ~~Beginning with students entering grade 6 in the 2006-~~
405 ~~2007 school year,~~ Promotion from a school composed of middle
406 grades 6, 7, and 8 requires that:

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407 (a) The student must successfully complete academic
408 courses as follows:

409 1. Three middle school or higher courses in English. These
410 courses shall emphasize literature, composition, and technical
411 text.

412 2. Three middle school or higher courses in mathematics.
413 Each middle school must offer at least one high school level
414 mathematics course for which students may earn high school
415 credit. Successful completion of a high school level Algebra I
416 or geometry course is not contingent upon the student's
417 performance on the end-of-course assessment required under s.
418 1008.22(3)(c)2.a.(I). However, beginning with the 2011-2012
419 school year, to earn high school credit for an Algebra I course,
420 a middle school student must pass the Algebra I end-of-course
421 assessment, and beginning with the 2012-2013 school year, to
422 earn high school credit for a geometry course, a middle school
423 student must pass the geometry end-of-course assessment.

424 3. Three middle school or higher courses in social
425 studies, one semester of which must include the study of state
426 and federal government and civics education. Beginning with
427 students entering grade 6 in the 2012-2013 school year, one of
428 these courses must be at least a one-semester civics education
429 course that a student successfully completes in accordance with
430 s. 1008.22(3)(c) and that includes the roles and
431 responsibilities of federal, state, and local governments; the
432 structures and functions of the legislative, executive, and
433 judicial branches of government; and the meaning and
434 significance of historic documents, such as the Articles of

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435 Confederation, the Declaration of Independence, and the
436 Constitution of the United States.

437 4. Three middle school or higher courses in science.
438 Successful completion of a high school level Biology I course is
439 not contingent upon the student's performance on the end-of-
440 course assessment required under s. 1008.22(3)(c)2.a.(II).
441 However, beginning with the 2012-2013 school year, to earn high
442 school credit for a Biology I course, a middle school student
443 must pass the Biology I end-of-course assessment.

444 5. One course in career and education planning to be
445 completed in 7th or 8th grade. The course may be taught by any
446 member of the instructional staff; must include career
447 exploration using Florida CHOICES or a comparable cost-effective
448 program; must include educational planning using the online
449 student advising system known as Florida Academic Counseling and
450 Tracking for Students at the Internet website FACTS.org; and
451 shall result in the completion of a personalized academic and
452 career plan. The required personalized academic and career plan
453 must inform students of high school graduation requirements,
454 high school assessment and college entrance test requirements,
455 Florida Bright Futures Scholarship Program requirements, state
456 university and Florida college admission requirements, and
457 programs through which a high school student can earn college
458 credit, including Advanced Placement, International
459 Baccalaureate, Advanced International Certificate of Education,
460 dual enrollment, career academy opportunities, and courses that
461 lead to national industry certification.

462

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463 A student with a disability, as defined in s. 1007.02(2), for
464 whom the individual education plan team determines that an end-
465 of-course assessment cannot accurately measure the student's
466 abilities, taking into consideration all allowable
467 accommodations, shall have the end-of-course assessment results
468 waived for purposes of determining the student's course grade
469 and completing the requirements for middle grades promotion.
470 Each school must hold a parent meeting either in the evening or
471 on a weekend to inform parents about the course curriculum and
472 activities. Each student shall complete an electronic personal
473 education plan that must be signed by the student; the student's
474 instructor, guidance counselor, or academic advisor; and the
475 student's parent. The Department of Education shall develop
476 course frameworks and professional development materials for the
477 career exploration and education planning course. The course may
478 be implemented as a stand-alone course or integrated into
479 another course or courses. The Commissioner of Education shall
480 collect longitudinal high school course enrollment data by
481 student ethnicity in order to analyze course-taking patterns.

482 (b) For each year in which a student scores at Level 1 on
483 FCAT Reading, the student must be enrolled in and complete an
484 intensive reading course the following year. Placement of Level
485 2 readers in either an intensive reading course or a content
486 area course in which reading strategies are delivered shall be
487 determined by diagnosis of reading needs. The department shall
488 provide guidance on appropriate strategies for diagnosing and
489 meeting the varying instructional needs of students reading
490 below grade level. Reading courses shall be designed and offered

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491 pursuant to the comprehensive reading plan required by s.
492 1011.62(9). A middle grades student who scores at Level 1 or
493 Level 2 on FCAT Reading but who did not score below Level 3 in
494 the previous 3 years may be granted a 1-year exemption from the
495 reading remediation requirement; however, the student must have
496 an approved academic improvement plan already in place, signed
497 by the appropriate school staff and the student's parent, for
498 the year for which the exemption is granted.

499 (c) For each year in which a student scores at Level 1 or
500 Level 2 on FCAT Mathematics, the student must receive
501 remediation the following year, which may be integrated into the
502 student's required mathematics course.

503 Section 15. Section 1003.4203, Florida Statutes, is
504 created to read:

505 1003.4203 Digital curriculum.-

506 (1) Each district school board, in consultation with the
507 district school superintendent, may develop and implement a
508 digital curriculum for students in grades 6 through 12 to enable
509 students to attain competencies in web communications and web
510 design. A digital curriculum may include web-based skills, web-
511 based core technologies, web design, use of digital technologies
512 and markup language to evidence competency in computer skills,
513 and use of web-based core technologies to design creative,
514 informational, and content standards for web-based digital
515 products that demonstrate proficiency in creating, publishing,
516 testing, monitoring, and maintaining a website.

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517 (2) The digital curriculum instruction may be integrated
518 into middle school and high school subject area curricula or
519 offered as a separate course, subject to available funding.

520 (3) The Department of Education shall develop a model
521 digital curriculum to serve as a guide for district school
522 boards in the development of a digital curriculum.

523 (4) A district school board may seek partnerships with
524 private businesses and consultants to offer classes and
525 instruction to teachers and students to assist the school
526 district in providing digital curriculum instruction.

527 Section 16. Paragraph (b) of subsection (2) of section
528 1003.428, Florida Statutes, is amended to read:

529 1003.428 General requirements for high school graduation;
530 revised.—

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

534 (b) Eight credits in electives.

535 1. For each year in which a student scores at Level 1 on
536 FCAT Reading, the student must be enrolled in and complete an
537 intensive reading course the following year. Placement of Level
538 2 readers in either an intensive reading course or a content
539 area course in which reading strategies are delivered shall be
540 determined by diagnosis of reading needs. The department shall
541 provide guidance on appropriate strategies for diagnosing and
542 meeting the varying instructional needs of students reading
543 below grade level. Reading courses shall be designed and offered
544 pursuant to the comprehensive reading plan required by s.

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545 1011.62(9). A high school student who scores at Level 1 or Level
546 2 on FCAT Reading but who did not score below Level 3 in the
547 previous 3 years may be granted a 1-year exemption from the
548 reading remediation requirement; however, the student must have
549 an approved academic improvement plan already in place, signed
550 by the appropriate school staff and the student's parent, for
551 the year for which the exemption is granted.

552 2. For each year in which a student scores at Level 1 or
553 Level 2 on FCAT Mathematics, the student must receive
554 remediation the following year. These courses may be taught
555 through applied, integrated, or combined courses and are subject
556 to approval by the department for inclusion in the Course Code
557 Directory.

558 Section 17. Subsections (2), (3), and (5) of section
559 1003.491, Florida Statutes, are amended to read:

560 1003.491 Florida Career and Professional Education Act.—
561 The Florida Career and Professional Education Act is created to
562 provide a statewide planning partnership between the business
563 and education communities in order to attract, expand, and
564 retain targeted, high-value industry and to sustain a strong,
565 knowledge-based economy.

566 (2) ~~Beginning with the 2007-2008 school year,~~ Each
567 district school board shall develop, in collaboration with
568 regional local workforce boards, economic development agencies,
569 and postsecondary institutions approved to operate in the state,
570 a strategic 5-year plan to address and meet local and regional
571 workforce demands. If involvement of a regional the local
572 workforce board or an economic development agency in the

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573 strategic plan development is not feasible, the local school
574 board, with the approval of the Agency for Workforce Innovation,
575 shall collaborate with the most appropriate regional local
576 business leadership board. Two or more school districts may
577 collaborate in the development of the strategic plan and offer a
578 career and professional academy as a joint venture. The
579 strategic plan ~~Such plans~~ must describe in detail provisions for
580 the efficient transportation of students, the maximum use of
581 shared resources, and access to courses aligned to state
582 curriculum standards through virtual education providers
583 authorized under ss. 1002.37 and 1002.45, and an objective
584 review of career and professional academy courses to determine
585 if the courses will lead to the attainment of industry
586 certifications included on the Industry Certified Funding List
587 pursuant to rules adopted by the State Board of Education the
588 ~~Florida Virtual School when appropriate.~~ Each strategic plan.
589 shall be reviewed, updated, and jointly approved every 5 years
590 by the local school district, regional workforce boards,
591 economic development agencies, and state-approved postsecondary
592 institutions completed no later than June 30, 2008, and shall
593 ~~include provisions to have in place at least one operational~~
594 ~~career and professional academy, pursuant to s. 1003.492, no~~
595 ~~later than the beginning of the 2008-2009 school year.~~

596 (3) The strategic 5-year plan developed jointly between
597 the local school district, regional local workforce boards,
598 economic development agencies, and state-approved postsecondary
599 institutions shall be constructed and based on:

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600 (a) Research conducted to objectively determine local and
601 regional workforce needs for the ensuing 5 years, using labor
602 projections of the United States Department of Labor and the
603 Agency for Workforce Innovation;

604 (b) Strategies to develop and implement career academies
605 based on those careers determined to be in high demand;

606 (c) Maximum use of private sector facilities and
607 personnel;

608 (d) Strategies that ensure instruction by industry-
609 certified faculty and standards and strategies to maintain
610 current industry credentials and for recruiting and retaining
611 faculty to meet those standards;

612 (e) Alignment of the requirements for middle school career
613 exploration, middle and high school career and professional
614 academies leading to industry certification, and high school
615 graduation requirements redesign;

616 (f) Provisions to ensure that courses offered through
617 career and professional academies are academically rigorous,
618 meet or exceed appropriate state-adopted subject area standards,
619 result in attainment of industry certification, and, when
620 appropriate, result in postsecondary credit;

621 (g) Strategies to improve the passage rate for industry
622 certification examinations if the rate falls below 50 percent;

623 (h) ~~(g)~~ Establishment of student eligibility criteria in
624 career and professional academies which include opportunities
625 for students who have been unsuccessful in traditional
626 classrooms but who show aptitude to participate in academies.
627 School boards shall address the analysis of eighth grade student

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628 achievement data to provide opportunities for students who may
629 be deemed as potential dropouts to participate in career and
630 professional academies;

631 (i) ~~(h)~~ Strategies to provide sufficient space within
632 academies to meet workforce needs and to provide access to all
633 interested and qualified students;

634 (j) ~~(i)~~ Strategies to implement ~~engage Department of~~
635 ~~Juvenile Justice students in~~ career and professional academy
636 training that leads to industry certification at Department of
637 Juvenile Justice facilities;

638 (k) ~~(j)~~ Opportunities for high school students to earn
639 weighted or dual enrollment credit for higher-level career and
640 technical courses;

641 (l) ~~(k)~~ Promotion of the benefits of the Gold Seal Bright
642 Futures Scholarship;

643 (m) ~~(l)~~ Strategies to ensure the review of district pupil-
644 progression plans and to amend such plans to include career and
645 professional courses and to include courses that may qualify as
646 substitute courses for core graduation requirements and those
647 that may be counted as elective courses; and

648 (n) ~~(m)~~ Strategies to provide professional development for
649 secondary guidance counselors on the benefits of career and
650 professional academies.

651 (5) The submission and review of newly proposed core
652 courses shall be conducted electronically, and each proposed
653 core course shall be approved or denied within 60 days. All
654 courses approved as core courses for purposes of middle school
655 promotion and high school graduation purposes shall be

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656 immediately added to the Course Code Directory. Approved core
657 courses shall also be reviewed and considered for approval for
658 dual enrollment credit. The Board of Governors and the
659 Commissioner of Education shall jointly recommend an annual
660 deadline for approval of new core courses to be included for
661 purposes of postsecondary admissions and dual enrollment credit
662 the following academic year. The State Board of Education shall
663 establish an appeals process in the event that a proposed course
664 is denied which shall require a consensus ruling by the Agency
665 for Workforce Innovation and the Commissioner of Education
666 within 15 days. The curriculum review committee must be
667 established and operational no later than September 1, 2007.

668 Section 18. Subsections (2), (4), (5), and (6) of section
659 1003.493, Florida Statutes, are amended to read:

670 1003.493 Career and professional academies.—

671 (2) The goals of a career and professional academy are to:

672 (a) Increase student academic achievement and graduation
673 rates through integrated academic and career curricula.

674 (b) Prepare graduating high school students to make
675 appropriate choices relative to employment and future
676 educational experiences.

677 (c) Focus on career preparation through rigorous academics
678 and industry certification.

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

681 ~~(e) Support graduation requirements pursuant to s.~~
682 ~~1003.428 by providing creative, applied major areas of interest.~~

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683 (e) ~~(f)~~ Promote acceleration mechanisms, such as dual
684 enrollment, articulated credit, or occupational completion
685 points, so that students may earn postsecondary credit while in
686 high school.

687 (f) ~~(g)~~ Support the state's economy by meeting industry
688 needs for skilled employees in high-demand occupations.

689 (4) Each career and professional academy must:

690 (a) Provide a rigorous standards-based academic curriculum
691 integrated with a career curriculum. The curriculum must take
692 into consideration multiple styles of student learning; promote
693 learning by doing through application and adaptation; maximize
694 relevance of the subject matter; enhance each student's capacity
695 to excel; and include an emphasis on work habits and work
696 ethics.

697 (b) Include one or more partnerships with postsecondary
698 institutions, businesses, industry, employers, economic
699 development organizations, or other appropriate partners from
700 the local community. Such partnerships shall be delineated in
701 articulation agreements to provide for career-based courses that
702 earn postsecondary credit. Such agreements may include
703 articulation between the academy and public or private 2-year
704 and 4-year postsecondary institutions and technical centers. The
705 Department of Education, in consultation with the Board of
706 Governors, shall establish a mechanism to ensure articulation
707 and transfer of credits to postsecondary institutions in this
708 state. Such partnerships must provide opportunities for:

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709 1. Instruction from highly skilled professionals who
710 possess industry-certification credentials for courses they are
711 teaching.

712 2. Internships, externships, and on-the-job training.

713 3. A postsecondary degree, diploma, or certificate.

714 4. The highest available level of industry certification.

715 5. Maximum articulation of credits pursuant to s. 1007.23
716 upon program completion.

717 (c) Provide shared, maximum use of private sector
718 facilities and personnel.

719 (d) Provide personalized student advisement, including a
720 parent-participation component, and coordination with middle
721 schools to promote and support career exploration and education
722 planning as required under s. 1003.4156. Coordination with
723 middle schools must provide information to middle school
724 students about secondary and postsecondary career education
725 programs and academies.

726 (e) Promote and provide opportunities for career and
727 professional academy students to attain, at minimum, the Florida
728 Gold Seal Vocational Scholars award pursuant to s. 1009.536.

729 (f) Provide instruction in careers designated as high
730 growth, high demand, and high pay by the regional local
731 workforce development board, the chamber of commerce, economic
732 development agencies, or the Agency for Workforce Innovation.

733 (g) Deliver academic content through instruction relevant
734 to the career, including intensive reading and mathematics
735 intervention required by s. 1003.428, with an emphasis on
736 strengthening reading for information skills.

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737 (h) Offer applied courses that combine academic content
738 with technical skills.

739 (i) Provide instruction resulting in competency,
740 certification, or credentials in workplace skills, including,
741 but not limited to, communication skills, interpersonal skills,
742 decisionmaking skills, the importance of attendance and
743 timeliness in the work environment, and work ethics.

744 (j) Provide opportunities for students to obtain the
745 Florida Ready to Work Certification pursuant to s. 1004.99.

746 ~~(k) Include an evaluation plan developed jointly with the~~
747 ~~Department of Education and the local workforce board. The~~
748 ~~evaluation plan must include an assessment tool based on~~
749 ~~national industry standards, such as the Career Academy National~~
750 ~~Standards of Practice, and outcome measures, including, but not~~
751 ~~limited to, achievement of national industry certifications~~
752 ~~identified in the Industry Certification Funding List, pursuant~~
753 ~~to rules adopted by the State Board of Education, graduation~~
754 ~~rates, enrollment in postsecondary education, business and~~
755 ~~industry satisfaction, employment and earnings, awards of~~
756 ~~postsecondary credit and scholarships, and student achievement~~
757 ~~levels and learning gains on statewide assessments administered~~
758 ~~under s. 1008.22(3)(c). The Department of Education shall use~~
759 ~~Workforce Florida, Inc., and Enterprise Florida, Inc., in~~
760 ~~identifying industry experts to participate in developing and~~
761 ~~implementing such assessments.~~

762 (k) ~~(l)~~ Include a plan to sustain career and professional
763 academies.

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764 (1)-(m) Redirect appropriated career funding to career and
765 professional academies.

766 (5) All career courses offered in a career and
767 professional academy must lead to industry certification or
768 college credit linked directly to the career theme of the
769 course. If the passage rate on an industry certification
770 examination that is associated with the career and professional
771 academy falls below 50 percent, the academy must discontinue
772 enrollment of new students the following school year and each
773 year thereafter until such time as the passage rate is above 50
774 percent or the academy is discontinued. At least 50 percent of
775 students enrolled in a career course must achieve industry
776 certifications or college credits during the second year the
777 course is offered in order for the course to be offered a third
778 year. At least 66 percent of students enrolled in such a course
779 must achieve industry certifications or college credits during
780 the third year the course is offered in order for it to be
781 offered a fourth year and thereafter.

782 (6) Workforce Florida, Inc., through the secondary career
783 academies initiatives, The Okaloosa County School District
784 CHOICE Institutes shall serve in an advisory role and shall
785 offer technical assistance in the development and deployment of
786 newly established career and professional academies for a 3-year
787 period beginning July 1, 2007.

788 Section 19. Section 1003.4935, Florida Statutes, is
789 created to read:

790 1003.4935 Middle school career and professional academy
791 courses.—

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792 (1) Beginning with the 2011-2012 school year, each
793 district school board, in collaboration with regional workforce
794 boards, economic development agencies, and state-approved
795 postsecondary institutions, shall include plans to implement a
796 career and professional academy in at least one middle school in
797 the district as part of the strategic 5-year plan pursuant to s.
798 1003.491(2). The middle school career and professional academy
799 component of the strategic plan must ensure the transition of
800 middle school career and professional academy students to a high
801 school career and professional academy currently operating
802 within the school district. Students who complete a middle
803 school career and professional academy must have the opportunity
804 to earn an industry certificate and high school credit and
805 participate in career planning, job shadowing, and business
806 leadership development activities.

807 (2) Each middle school career and professional academy
808 must be aligned with at least one high school career and
809 professional academy offered in the district and maintain
810 partnerships with local business and industry and economic
811 development boards. Middle school career and professional
812 academies must:

813 (a) Provide instruction in courses leading to careers in
814 occupations designated as high growth, high demand, and high pay
815 in the Industry Certification Funding List approved under rules
816 adopted by the State Board of Education;

817 (b) Offer career and professional academy courses that
818 integrate content from core subject areas;

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819 (c) Offer courses that integrate career and professional
820 academy content with intensive reading and mathematics pursuant
821 to s. 1003.428;

822 (d) Coordinate with high schools to maximize opportunities
823 for middle school career and professional academy students to
824 earn high school credit;

825 (e) Provide access to virtual instruction courses provided
826 by virtual education providers authorized under ss. 1002.37 and
827 1002.45 which are aligned to state curriculum standards for
828 middle school career and professional academy students, with
829 priority given to students who have required course deficits;

830 (f) Provide instruction from highly skilled professionals
831 who hold industry certificates in the career area in which they
832 teach;

833 (g) Offer externships; and

834 (h) Provide personalized student advisement that includes
835 a parent-participation component.

836 (3) Beginning with the 2012-2013 school year, if a school
837 district implements a middle school career and professional
838 academy, the Department of Education shall collect and report
839 student achievement data pursuant to performance factors
840 identified under s. 1003.492(3) for academy students.

841 Section 20. Section 1003.575, Florida Statutes, is amended
842 to read:

843 1003.575 Assistive technology devices; findings;
844 interagency agreements.—Accessibility, utilization, and
845 coordination of appropriate assistive technology devices and
846 services are essential as a young person with disabilities moves

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847 from early intervention to preschool, from preschool to school,
848 from one school to another, and from school to employment or
849 independent living. Within 60 school days after receiving a
850 request for an assistive technology assessment for a student
851 with a disability as defined in s. 1003.01(3), the individual
852 education plan team shall seek consent from the parent and, if
853 consent is granted, the school district shall complete the
854 assessment. To ensure that an assistive technology device issued
855 to a young person as part of his or her individualized family
856 support plan, individual support plan, or an individual
857 education plan remains with the individual through such
858 transitions, the following agencies shall enter into interagency
859 agreements, as appropriate, to ensure the transaction of
860 assistive technology devices:

861 (1) The Florida Infants and Toddlers Early Intervention
862 Program in the Division of Children's Medical Services of the
863 Department of Health.

864 (2) The Division of Blind Services, the Bureau of
865 Exceptional Education and Student Services, and the Division of
866 Vocational Rehabilitation of the Department of Education.

867 (3) The Voluntary Prekindergarten Education Program
868 administered by the Department of Education and the Agency for
869 Workforce Innovation.

870

871 Interagency agreements entered into pursuant to this section
872 shall provide a framework for ensuring that young persons with
873 disabilities and their families, educators, and employers are
874 informed about the utilization and coordination of assistive

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875 technology devices and services that may assist in meeting
876 transition needs, and shall establish a mechanism by which a
877 young person or his or her parent may request that an assistive
878 technology device remain with the young person as he or she
879 moves through the continuum from home to school to postschool.

880 Section 21. Effective upon this act becoming a law,
881 subsection (2) and paragraph (c) of subsection (3) of section
882 1008.22, Florida Statutes, are amended to read:

883 1008.22 Student assessment program for public schools.—

884 (2) NATIONAL AND INTERNATIONAL EDUCATION COMPARISONS.—It
885 is Florida's intent to participate in the measurement of
886 national educational goals. The Commissioner of Education shall
887 direct Florida school districts to participate in the
888 administration of the National Assessment of Educational
889 Progress, or a similar national or international assessment
890 program, both for the national sample and for any state-by-state
891 comparison programs which may be initiated. The assessments must
892 be conducted using the data collection procedures, the student
893 surveys, the educator surveys, and other instruments included in
894 the National Assessment of Educational Progress or similar
895 national or international assessment program being administered
896 in Florida. The results of these assessments shall be included
897 in the annual report of the Commissioner of Education specified
898 in this section, as applicable. The administration of the
899 National Assessment of Educational Progress or similar national
900 or international assessment program shall be in addition to and
901 separate from the administration of the statewide assessment
902 program.

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903 (3) STATEWIDE ASSESSMENT PROGRAM.—The commissioner shall
904 design and implement a statewide program of educational
905 assessment that provides information for the improvement of the
906 operation and management of the public schools, including
907 schools operating for the purpose of providing educational
908 services to youth in Department of Juvenile Justice programs.
909 The commissioner may enter into contracts for the continued
910 administration of the assessment, testing, and evaluation
911 programs authorized and funded by the Legislature. Contracts may
912 be initiated in 1 fiscal year and continue into the next and may
913 be paid from the appropriations of either or both fiscal years.
914 The commissioner is authorized to negotiate for the sale or
915 lease of tests, scoring protocols, test scoring services, and
916 related materials developed pursuant to law. Pursuant to the
917 statewide assessment program, the commissioner shall:

918 (c) Develop and implement a student achievement testing
919 program as follows:

920 1. The Florida Comprehensive Assessment Test (FCAT)
921 measures a student's content knowledge and skills in reading,
922 writing, science, and mathematics. The content knowledge and
923 skills assessed by the FCAT must be aligned to the core
924 curricular content established in the Next Generation Sunshine
925 State Standards. Other content areas may be included as directed
926 by the commissioner. Comprehensive assessments of reading and
927 mathematics shall be administered annually in grades 3 through
928 10 except, beginning with the 2010-2011 school year, the
929 administration of grade 9 FCAT Mathematics shall be
930 discontinued, and beginning with the 2011-2012 school year, the

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931 administration of grade 10 FCAT Mathematics shall be
932 discontinued, except as required for students who have not
933 attained minimum performance expectations for graduation as
934 provided in paragraph (9)(c). FCAT Writing and FCAT Science
935 shall be administered at least once at the elementary, middle,
936 and high school levels except, beginning with the 2011-2012
937 school year, the administration of FCAT Science at the high
938 school level shall be discontinued.

939 2.a. End-of-course assessments for a subject shall be
940 administered in addition to the comprehensive assessments
941 required under subparagraph 1. End-of-course assessments must be
942 rigorous, statewide, standardized, and developed or approved by
943 the department. The content knowledge and skills assessed by
944 end-of-course assessments must be aligned to the core curricular
945 content established in the Next Generation Sunshine State
946 Standards.

947 (I) Statewide, standardized end-of-course assessments in
948 mathematics shall be administered according to this sub-sub-
949 subparagraph. Beginning with the 2010-2011 school year, all
950 students enrolled in Algebra I or an equivalent course must take
951 the Algebra I end-of-course assessment. ~~Students who earned high~~
952 ~~school credit in Algebra I while in grades 6 through 8 during~~
953 ~~the 2007-2008 through 2009-2010 school years and who have not~~
954 ~~taken Grade 10 FCAT Mathematics must take the Algebra I end of~~
955 ~~course assessment during the 2010-2011 school year.~~ For students
956 entering grade 9 during the 2010-2011 school year and who are
957 enrolled in Algebra I or an equivalent, each student's
958 performance on the end-of-course assessment in Algebra I shall

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959 constitute 30 percent of the student's final course grade.
960 Beginning with students entering grade 9 in the 2011-2012 school
961 year, a student who is enrolled in Algebra I or an equivalent
962 must earn a passing score on the end-of-course assessment in
963 Algebra I or attain an equivalent score as described in
964 subsection (11) in order to earn course credit. Beginning with
965 the 2011-2012 school year, all students enrolled in geometry or
966 an equivalent course must take the geometry end-of-course
967 assessment. For students entering grade 9 during the 2011-2012
968 school year, each student's performance on the end-of-course
969 assessment in geometry shall constitute 30 percent of the
970 student's final course grade. Beginning with students entering
971 grade 9 during the 2012-2013 school year, a student must earn a
972 passing score on the end-of-course assessment in geometry or
973 attain an equivalent score as described in subsection (11) in
974 order to earn course credit.

975 (II) Statewide, standardized end-of-course assessments in
976 science shall be administered according to this sub-sub-
977 subparagraph. Beginning with the 2011-2012 school year, all
978 students enrolled in Biology I or an equivalent course must take
979 the Biology I end-of-course assessment. For the 2011-2012 school
980 year, each student's performance on the end-of-course assessment
981 in Biology I shall constitute 30 percent of the student's final
982 course grade. Beginning with students entering grade 9 during
983 the 2012-2013 school year, a student must earn a passing score
984 on the end-of-course assessment in Biology I in order to earn
985 course credit.

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986 b. During the 2012-2013 school year, an end-of-course
987 assessment in civics education shall be administered as a field
988 test at the middle school level. During the 2013-2014 school
989 year, each student's performance on the statewide, standardized
990 end-of-course assessment in civics education shall constitute 30
991 percent of the student's final course grade. Beginning with the
992 2014-2015 school year, a student must earn a passing score on
993 the end-of-course assessment in civics education in order to
994 pass the course and be promoted from the middle grades receive
995 course credit. The school principal of a middle school shall
996 determine, in accordance with State Board of Education rule,
997 whether a student who transfers to the middle school and who has
998 successfully completed a civics education course at the
999 student's previous school must take an end-of-course assessment
1000 in civics education.

1001 c. The commissioner may select one or more nationally
1002 developed comprehensive examinations, which may include, but
1003 need not be limited to, examinations for a College Board
1004 Advanced Placement course, International Baccalaureate course,
1005 or Advanced International Certificate of Education course, or
1006 industry-approved examinations to earn national industry
1007 certifications identified in the Industry Certification Funding
1008 List, pursuant to rules adopted by the State Board of Education,
1009 for use as end-of-course assessments under this paragraph, if
1010 the commissioner determines that the content knowledge and
1011 skills assessed by the examinations meet or exceed the grade
1012 level expectations for the core curricular content established
1013 for the course in the Next Generation Sunshine State Standards.

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1014 The commissioner may collaborate with the American Diploma
1015 Project in the adoption or development of rigorous end-of-course
1016 assessments that are aligned to the Next Generation Sunshine
1017 State Standards.

1018 d. Contingent upon funding provided in the General
1019 Appropriations Act, including the appropriation of funds
1020 received through federal grants, the Commissioner of Education
1021 shall establish an implementation schedule for the development
1022 and administration of additional statewide, standardized end-of-
1023 course assessments in English/Language Arts II, Algebra II,
1024 chemistry, physics, earth/space science, United States history,
1025 and world history. Priority shall be given to the development of
1026 end-of-course assessments in English/Language Arts II. The
1027 Commissioner of Education shall evaluate the feasibility and
1028 effect of transitioning from the grade 9 and grade 10 FCAT
1029 Reading and high school level FCAT Writing to an end-of-course
1030 assessment in English/Language Arts II. The commissioner shall
1031 report the results of the evaluation to the President of the
1032 Senate and the Speaker of the House of Representatives no later
1033 than July 1, 2011.

1034 3. The testing program shall measure student content
1035 knowledge and skills adopted by the State Board of Education as
1036 specified in paragraph (a) and measure and report student
1037 performance levels of all students assessed in reading, writing,
1038 mathematics, and science. The commissioner shall provide for the
1039 tests to be developed or obtained, as appropriate, through
1040 contracts and project agreements with private vendors, public
1041 vendors, public agencies, postsecondary educational

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1042 institutions, or school districts. The commissioner shall obtain
1043 input with respect to the design and implementation of the
1044 testing program from state educators, assistive technology
1045 experts, and the public.

1046 4. The testing program shall be composed of criterion-
1047 referenced tests that shall, to the extent determined by the
1048 commissioner, include test items that require the student to
1049 produce information or perform tasks in such a way that the core
1050 content knowledge and skills he or she uses can be measured.

1051 5. FCAT Reading, Mathematics, and Science and all
1052 statewide, standardized end-of-course assessments shall measure
1053 the content knowledge and skills a student has attained on the
1054 assessment by the use of scaled scores and achievement levels.
1055 Achievement levels shall range from 1 through 5, with level 1
1056 being the lowest achievement level, level 5 being the highest
1057 achievement level, and level 3 indicating satisfactory
1058 performance on an assessment. For purposes of FCAT Writing,
1059 student achievement shall be scored using a scale of 1 through 6
1060 and the score earned shall be used in calculating school grades.
1061 A score shall be designated for each subject area tested, below
1062 which score a student's performance is deemed inadequate. The
1063 school districts shall provide appropriate remedial instruction
1064 to students who score below these levels.

1065 6. The State Board of Education shall, by rule, designate
1066 a passing score for each part of the grade 10 assessment test
1067 and end-of-course assessments. Any rule that has the effect of
1068 raising the required passing scores may apply only to students
1069 taking the assessment for the first time after the rule is

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1070 adopted by the State Board of Education. Except as otherwise
1071 provided in this subparagraph and as provided in s.
1072 1003.428(8)(b) or s. 1003.43(11)(b), students must earn a
1073 passing score on grade 10 FCAT Reading and grade 10 FCAT
1074 Mathematics or attain concordant scores as described in
1075 subsection (10) in order to qualify for a standard high school
1076 diploma.

1077 7. In addition to designating a passing score under
1078 subparagraph 6., the State Board of Education shall also
1079 designate, by rule, a score for each statewide, standardized
1080 end-of-course assessment which indicates that a student is high
1081 achieving and has the potential to meet college-readiness
1082 standards by the time the student graduates from high school.

1083 8. Participation in the testing program is mandatory for
1084 all students attending public school, including students served
1085 in Department of Juvenile Justice programs, except as otherwise
1086 prescribed by the commissioner. A student who has not earned
1087 passing scores on the grade 10 FCAT as provided in subparagraph
1088 6. must participate in each retake of the assessment until the
1089 student earns passing scores or achieves scores on a
1090 standardized assessment which are concordant with passing scores
1091 pursuant to subsection (10). If a student does not participate
1092 in the statewide assessment, the district must notify the
1093 student's parent and provide the parent with information
1094 regarding the implications of such nonparticipation. A parent
1095 must provide signed consent for a student to receive classroom
1096 instructional accommodations that would not be available or
1097 permitted on the statewide assessments and must acknowledge in

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1098 writing that he or she understands the implications of such
1099 instructional accommodations. The State Board of Education shall
1100 adopt rules, based upon recommendations of the commissioner, for
1101 the provision of test accommodations for students in exceptional
1102 education programs and for students who have limited English
1103 proficiency. Accommodations that negate the validity of a
1104 statewide assessment are not allowable in the administration of
1105 the FCAT or an end-of-course assessment. However, instructional
1106 accommodations are allowable in the classroom if included in a
1107 student's individual education plan. Students using
1108 instructional accommodations in the classroom that are not
1109 allowable as accommodations on the FCAT or an end-of-course
1110 assessment may have the FCAT or an end-of-course assessment
1111 requirement waived pursuant to the requirements of s.
1112 1003.428(8)(b) or s. 1003.43(11)(b).

1113 9. A student seeking an adult high school diploma must
1114 meet the same testing requirements that a regular high school
1115 student must meet.

1116 10. District school boards must provide instruction to
1117 prepare students in the core curricular content established in
1118 the Next Generation Sunshine State Standards adopted under s.
1119 1003.41, including the core content knowledge and skills
1120 necessary for successful grade-to-grade progression and high
1121 school graduation. If a student is provided with instructional
1122 accommodations in the classroom that are not allowable as
1123 accommodations in the statewide assessment program, as described
1124 in the test manuals, the district must inform the parent in
1125 writing and must provide the parent with information regarding

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1126 the impact on the student's ability to meet expected performance
1127 levels in reading, writing, mathematics, and science. The
1128 commissioner shall conduct studies as necessary to verify that
1129 the required core curricular content is part of the district
1130 instructional programs.

1131 11. District school boards must provide opportunities for
1132 students to demonstrate an acceptable performance level on an
1133 alternative standardized assessment approved by the State Board
1134 of Education following enrollment in summer academies.

1135 12. The Department of Education must develop, or select,
1136 and implement a common battery of assessment tools that will be
1137 used in all juvenile justice programs in the state. These tools
1138 must accurately measure the core curricular content established
1139 in the Next Generation Sunshine State Standards.

1140 13. For students seeking a special diploma pursuant to s.
1141 1003.438, the Department of Education must develop or select and
1142 implement an alternate assessment tool that accurately measures
1143 the core curricular content established in the Next Generation
1144 Sunshine State Standards for students with disabilities under s.
1145 1003.438.

1146 14. The Commissioner of Education shall establish
1147 schedules for the administration of statewide assessments and
1148 the reporting of student test results. When establishing the
1149 schedules for the administration of statewide assessments, the
1150 commissioner shall consider the observance of religious and
1151 school holidays. The commissioner shall, by August 1 of each
1152 year, notify each school district in writing and publish on the
1153 department's Internet website the testing and reporting

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1154 | schedules for, at a minimum, the school year following the
1155 | upcoming school year. The testing and reporting schedules shall
1156 | require that:

1157 | a. There is the latest possible administration of
1158 | statewide assessments and the earliest possible reporting to the
1159 | school districts of student test results which is feasible
1160 | within available technology and specific appropriations;
1161 | however, test results for the FCAT must be made available no
1162 | later than the week of June 8. Student results for end-of-course
1163 | assessments must be provided no later than 1 week after the
1164 | school district completes testing for each course. The
1165 | commissioner may extend the reporting schedule under exigent
1166 | circumstances.

1167 | b. ~~Beginning with the 2010-2011 school year,~~ FCAT Writing
1168 | may ~~is~~ not be administered earlier than the week of March 1 and
1169 | a comprehensive statewide assessment of any other subject may ~~is~~
1170 | not be administered earlier than the week of April 15.

1171 | c. A statewide, standardized end-of-course assessment is
1172 | administered ~~during a 3-week period~~ at the end of the course.
1173 | The commissioner shall select an ~~a 3-week~~ administration period
1174 | for assessments that meets the intent of end-of-course
1175 | assessments and provides student results prior to the end of the
1176 | course. School districts shall administer tests in accordance
1177 | with the schedule determined by the commissioner ~~select 1~~
1178 | ~~testing week within the 3-week administration period for each~~
1179 | ~~end-of-course assessment.~~ For an end-of-course assessment
1180 | administered at the end of the first semester, the commissioner
1181 | shall determine the most appropriate testing dates based on a

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1182 review of the school district academic calendars ~~school~~
1183 ~~district's academic calendar.~~

1184

1185 The commissioner may, based on collaboration and input from
1186 school districts, design and implement student testing programs,
1187 for any grade level and subject area, necessary to effectively
1188 monitor educational achievement in the state, including the
1189 measurement of educational achievement of the Next Generation
1190 Sunshine State Standards for students with disabilities.
1191 Development and refinement of assessments shall include
1192 universal design principles and accessibility standards that
1193 will prevent any unintended obstacles for students with
1194 disabilities while ensuring the validity and reliability of the
1195 test. These principles should be applicable to all technology
1196 platforms and assistive devices available for the assessments.
1197 The field testing process and psychometric analyses for the
1198 statewide assessment program must include an appropriate
1199 percentage of students with disabilities and an evaluation or
1200 determination of the effect of test items on such students.

1201 Section 22. Subsection (3) of section 1008.30, Florida
1202 Statutes, is amended to read:

1203 1008.30 Common placement testing for public postsecondary
1204 education.—

1205 (3) The State Board of Education shall adopt rules that
1206 require high schools to evaluate before the beginning of grade
1207 12 the college readiness of each student who ~~indicates an~~
1208 ~~interest in postsecondary education and~~ scores at Level 2 or
1209 Level 3 on the reading portion of the grade 10 FCAT or Level 2,

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1210 Level 3, or Level 4 on the mathematics assessments under s.
1211 1008.22(3)(c). High schools shall perform this evaluation using
1212 results from the corresponding component of the common placement
1213 test prescribed in this section, or an equivalent test
1214 identified by the State Board of Education. The State Board
1215 ~~Department~~ of Education shall identify in rule ~~purchase or~~
1216 ~~develop~~ the assessments necessary to perform the evaluations
1217 required by this subsection and shall work with the school
1218 districts to administer the assessments. The State Board of
1219 Education shall establish by rule the minimum test scores a
1220 student must achieve to demonstrate readiness. Students who
1221 demonstrate readiness by achieving the minimum test scores
1222 established by the state board and enroll in a community college
1223 within 2 years of achieving such scores shall not be required to
1224 retest or enroll in remediation when admitted ~~courses as a~~
1225 ~~condition of acceptance~~ to any community college. The high
1226 school shall use the results of the test to advise the students
1227 of any identified deficiencies and to ~~the maximum extent~~
1228 ~~practicable~~ provide 12th grade students, and require them to
1229 complete, access to appropriate postsecondary preparatory
1230 ~~remedial~~ instruction prior to high school graduation. The
1231 curriculum remedial instruction provided under this subsection
1232 shall be identified in rule by the State Board of Education and
1233 encompass Florida's Postsecondary Readiness Competencies. Other
1234 elective courses may not be substituted for the selected
1235 postsecondary mathematics preparatory course unless the elective
1236 course covers the same competencies included in the
1237 postsecondary mathematics preparatory course ~~a collaborative~~

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1238 ~~effort between secondary and postsecondary educational~~
1239 ~~institutions. To the extent courses are available, the Florida~~
1240 ~~Virtual School may be used to provide the remedial instruction~~
1241 ~~required by this subsection.~~

1242 Section 23. Paragraph (b) of subsection (3) and subsection
1243 (4) of section 1008.33, Florida Statutes, are amended to read:

1244 1008.33 Authority to enforce public school improvement.—
1245 (3)

1246 (b) For the purpose of determining whether a public school
1247 requires action to achieve a sufficient level of school
1248 improvement, beginning with the 2010-2011 school year, the
1249 Department of Education shall annually categorize a public
1250 school in one of six categories based on the following:

1251 1. The portion of a school's grade based upon statewide
1252 assessments administered pursuant to s. 1008.22; and

1253 2. school's grade, pursuant to s. 1008.34, and The level,
1254 and rate of change in student performance in the areas of
1255 reading and mathematics, disaggregated into student subgroups as
1256 described in the federal Elementary and Secondary Education Act,
1257 20 U.S.C. s. 6311(b) (2) (C) (v) (II).

1258 (4) The Department of Education shall create a matrix that
1259 reflects intervention and support strategies to address the
1260 particular needs of schools in each category.

1261 (a) Intervention and support strategies shall be applied
1262 to schools based upon the school categorization pursuant to
1263 paragraph (3) (b). The Department of Education shall apply the
1264 most intense intervention strategies to the lowest-performing
1265 schools. For all but the lowest category and "F" schools in the

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1266 second lowest category, the intervention and support strategies
1267 shall be administered solely by the districts and the schools.

1268 (b) The lowest-performing schools are schools that are
1269 categorized pursuant to paragraph (3)(b) and have received:

1270 1. A grade of "F" in the most recent school year and in 4
1271 of the last 6 years; or

1272 2. A grade of "D" or "F" in the most recent school year
1273 and meet at least three of the following criteria:

1274 a. The percentage of students who are not proficient in
1275 reading has increased when compared to measurements taken 5
1276 years previously;

1277 b. The percentage of students who are not proficient in
1278 mathematics has increased when compared to measurements taken 5
1279 years previously;

1280 c. At least 65 percent of the school's students are not
1281 proficient in reading; or

1282 d. At least 65 percent of the school's students are not
1283 proficient in mathematics.

1284 Section 24. Paragraphs (b) and (c) of subsection (3) of
1285 section 1008.34, Florida Statutes, are amended to read:

1286 1008.34 School grading system; school report cards;
1287 district grade.—

1288 (3) DESIGNATION OF SCHOOL GRADES.—

1289 (b)1. A school's grade shall be based on a combination of:

1290 a. Student achievement scores, including achievement on
1291 all FCAT assessments administered under s. 1008.22(3)(c)1., end-
1292 of-course assessments administered under s. 1008.22(3)(c)2.a.,
1293 and achievement scores for students seeking a special diploma.

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1294 b. Student learning gains in reading and mathematics as
1295 measured by FCAT and end-of-course assessments, as described in
1296 s. 1008.22(3)(c)1. and 2.a. Learning gains for students seeking
1297 a special diploma, as measured by an alternate assessment tool,
1298 shall be included not later than the 2009-2010 school year.

1299 c. Improvement of the lowest 25th percentile of students
1300 in the school in reading and mathematics on the FCAT or end-of-
1301 course assessments described in s. 1008.22(3)(c)2.a., unless
1302 these students are exhibiting satisfactory performance.

1303 2. Beginning with the 2011-2012 school year, for schools
1304 comprised of middle school grades 6 through 8 or grades 7 and 8,
1305 the school's grade shall include the performance and
1306 participation of its students enrolled in high school level
1307 courses with end-of-course assessments administered under s.
1308 1008.22(3)(c)2.a. Performance and participation must be weighted
1309 equally. As valid data becomes available, the school grades
1310 shall include the students' attainment of national industry
1311 certification identified in the Industry Certification Funding
1312 List pursuant to rules adopted by the State Board of Education.

1313 3.2- Beginning with the 2009-2010 school year for schools
1314 comprised of high school grades 9, 10, 11, and 12, or grades 10,
1315 11, and 12, 50 percent of the school grade shall be based on a
1316 combination of the factors listed in sub-subparagraphs 1.a.-c.
1317 and the remaining 50 percent on the following factors:

1318 a. The high school graduation rate of the school;

1319 b. As valid data becomes available, the performance and
1320 participation of the school's students in College Board Advanced
1321 Placement courses, International Baccalaureate courses, dual

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1322 enrollment courses, and Advanced International Certificate of
1323 Education courses; and the students' achievement of national
1324 industry certification identified in the Industry Certification
1325 Funding List, pursuant to rules adopted by the State Board of
1326 Education;

1327 c. Postsecondary readiness of the school's students as
1328 measured by the SAT, ACT, or the common placement test;

1329 d. The high school graduation rate of at-risk students who
1330 scored at Level 2 or lower on the grade 8 FCAT Reading and
1331 Mathematics examinations;

1332 e. As valid data becomes available, the performance of the
1333 school's students on statewide standardized end-of-course
1334 assessments administered under s. 1008.22(3)(c)2.b. and c.; and

1335 f. The growth or decline in the components listed in sub-
1336 subparagraphs a.-e. from year to year.

1337 (c) Student assessment data used in determining school
1338 grades shall include:

1339 1. The aggregate scores of all eligible students enrolled
1340 in the school who have been assessed on the FCAT and statewide,
1341 standardized end-of-course assessments in courses required for
1342 high school graduation, including, beginning with the 2010-2011
1343 school year, the end-of-course assessment in Algebra I; and
1344 beginning with the 2011-2012 school year, the end-of-course
1345 assessments in geometry and Biology; and beginning with the
1346 2013-2014 school year, on the statewide, standardized end-of-
1347 course assessment in civics education at the middle school
1348 level.

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1349 2. The aggregate scores of all eligible students enrolled
1350 in the school who have been assessed on the FCAT and end-of-
1351 course assessments as described in s. 1008.22(3)(c)2.a., and who
1352 have scored at or in the lowest 25th percentile of students in
1353 the school in reading and mathematics, unless these students are
1354 exhibiting satisfactory performance.

1355 3. The achievement scores and learning gains of eligible
1356 students attending alternative schools that provide dropout
1357 prevention and academic intervention services pursuant to s.
1358 1003.53. The term "eligible students" in this subparagraph does
1359 not include students attending an alternative school who are
1360 subject to district school board policies for expulsion for
1361 repeated or serious offenses, who are in dropout retrieval
1362 programs serving students who have officially been designated as
1363 dropouts, or who are in programs operated or contracted by the
1364 Department of Juvenile Justice. The student performance data for
1365 eligible students identified in this subparagraph shall be
1366 included in the calculation of the home school's grade. As used
1367 in this subparagraph ~~section~~ and s. 1008.341, the term "home
1368 school" means the school to which the student would be assigned
1369 if the student were not assigned to an alternative school. If an
1370 alternative school chooses to be graded under this section,
1371 student performance data for eligible students identified in
1372 this subparagraph shall not be included in the home school's
1373 grade but shall be included only in the calculation of the
1374 alternative school's grade. A school district that fails to
1375 assign the FCAT and end-of-course assessment as described in s.
1376 1008.22(3)(c)2.a. scores of each of its students to his or her

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1377 home school or to the alternative school that receives a grade
1378 shall forfeit Florida School Recognition Program funds for 1
1379 fiscal year. School districts must require collaboration between
1380 the home school and the alternative school in order to promote
1381 student success. This collaboration must include an annual
1382 discussion between the principal of the alternative school and
1383 the principal of each student's home school concerning the most
1384 appropriate school assignment of the student.

1385 4. The achievement scores and learning gains of students
1386 designated as hospital or homebound. Student assessment data for
1387 students designated as hospital or homebound shall be assigned
1388 to their home school for the purposes of school grades. As used
1389 in this subparagraph, the term "home school" means the school to
1390 which a student would be assigned if the student were not
1391 assigned to a hospital or homebound program.

1392 5.4. For schools comprised of high school grades 9, 10,
1393 11, and 12, or grades 10, 11, and 12, the data listed in
1394 subparagraphs 1.-3. and the following data as the Department of
1395 Education determines such data are valid and available:

1396 a. The high school graduation rate of the school as
1397 calculated by the Department of Education;

1398 b. The participation rate of all eligible students
1399 enrolled in the school and enrolled in College Board Advanced
1400 Placement courses; International Baccalaureate courses; dual
1401 enrollment courses; Advanced International Certificate of
1402 Education courses; and courses or sequence of courses leading to
1403 national industry certification identified in the Industry

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1404 Certification Funding List, pursuant to rules adopted by the
1405 State Board of Education;

1406 c. The aggregate scores of all eligible students enrolled
1407 in the school in College Board Advanced Placement courses,
1408 International Baccalaureate courses, and Advanced International
1409 Certificate of Education courses;

1410 d. Earning of college credit by all eligible students
1411 enrolled in the school in dual enrollment programs under s.
1412 1007.271;

1413 e. Earning of a national industry certification identified
1414 in the Industry Certification Funding List, pursuant to rules
1415 adopted by the State Board of Education;

1416 f. The aggregate scores of all eligible students enrolled
1417 in the school in reading, mathematics, and other subjects as
1418 measured by the SAT, the ACT, and the common placement test for
1419 postsecondary readiness;

1420 g. The high school graduation rate of all eligible at-risk
1421 students enrolled in the school who scored at Level 2 or lower
1422 on the grade 8 FCAT Reading and Mathematics examinations;

1423 h. The performance of the school's students on statewide
1424 standardized end-of-course assessments administered under s.
1425 1008.22(3)(c)2.b. and c.; and

1426 i. The growth or decline in the data components listed in
1427 sub-subparagraphs a.-h. from year to year.

1428

1429 The State Board of Education shall adopt appropriate criteria
1430 for each school grade. The criteria must also give added weight
1431 to student achievement in reading. Schools designated with a

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1432 grade of "C," making satisfactory progress, shall be required to
1433 demonstrate that adequate progress has been made by students in
1434 the school who are in the lowest 25th percentile in reading and
1435 mathematics on the FCAT and end-of-course assessments as
1436 described in s. 1008.22(3)(c)2.a., unless these students are
1437 exhibiting satisfactory performance. Beginning with the 2009-
1438 2010 school year for schools comprised of high school grades 9,
1439 10, 11, and 12, or grades 10, 11, and 12, the criteria for
1440 school grades must also give added weight to the graduation rate
1441 of all eligible at-risk students, as defined in this paragraph.
1442 Beginning in the 2009-2010 school year, in order for a high
1443 school to be designated as having a grade of "A," making
1444 excellent progress, the school must demonstrate that at-risk
1445 students, as defined in this paragraph, in the school are making
1446 adequate progress.

1447 Section 25. Paragraph (a) of subsection (3) of section
1448 1011.01, Florida Statutes, is amended to read:

1449 1011.01 Budget system established.—

1450 (3) (a) Each district school board and each community
1451 college board of trustees shall prepare, adopt, and submit to
1452 the Commissioner of Education ~~for review~~ an annual operating
1453 budget. Operating budgets shall be prepared and submitted in
1454 accordance with the provisions of law, rules of the State Board
1455 of Education, the General Appropriations Act, and for district
1456 school boards in accordance with the provisions of ss. 200.065
1457 and 1011.64.

1458 Section 26. Subsection (4) of section 1011.03, Florida
1459 Statutes, is amended to read:

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1460 1011.03 Public hearings; budget to be submitted to
1461 Department of Education.—

1462 (4) The board shall hold public hearings to adopt
1463 tentative and final budgets pursuant to s. 200.065. The hearings
1464 shall be primarily for the purpose of hearing requests and
1465 complaints from the public regarding the budgets and the
1466 proposed tax levies and for explaining the budget and proposed
1467 or adopted amendments thereto, if any. The district school board
1468 shall then require the superintendent to transmit forthwith two
1469 copies of the adopted budget to the Department of Education ~~for~~
1470 ~~approval~~ as prescribed by law and rules of the State Board of
1471 Education.

1472 Section 27. Section 1011.035, Florida Statutes, is created
1473 to read:

1474 1011.035 School district budget transparency.-

1475 (1) It is important for school districts to provide
1476 budgetary transparency to enable taxpayers, parents, and
1477 education advocates to obtain school district budget and related
1478 information in a manner that is simply explained and easily
1479 understandable. Budgetary transparency leads to more responsible
1480 spending, more citizen involvement, and improved accountability.
1481 A budget that is not transparent, accessible, and accurate
1482 cannot be properly analyzed, its implementation thoroughly
1483 monitored, or its outcomes evaluated.

1484 (2) Each district school board shall post on its website a
1485 plain language version of each proposed, tentative, and official
1486 budget which describes each budget item in terms that are easily
1487 understandable to the public. This information must be

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1488 prominently posted on the school district's website in a manner
1489 that is readily accessible to the public.

1490 (3) Each district school board is encouraged to post the
1491 following information on its website:

1492 (a) Timely information as to when a budget hearing will be
1493 conducted.

1494 (b) Each contract between the district school board and
1495 the teachers' union.

1496 (c) Each contract between the district school board and
1497 noninstructional staff.

1498 (d) Each contract exceeding \$35,000 between the school
1499 board and a vendor of services, supplies, or programs or for the
1500 purchase or lease of lands, facilities, or properties.

1501 (e) Each contract exceeding \$35,000 that is an emergency
1502 procurement or is with a single source as authorized under s.
1503 287.057(3).

1504 (f) Recommendations of the citizens' budget advisory
1505 committee.

1506 (g) Current and archived video recordings of each district
1507 school board meeting and workshop.

1508 (4) The website should contain links to:

1509 (a) Help explain or provide background information on
1510 various budget items that are required by state or federal law.

1511 (b) Allow users to navigate to related sites to view
1512 supporting details.

1513 (c) Enable taxpayers, parents, and education advocates to
1514 send e-mails asking questions about the budget and enable others
1515 to view the questions and responses.

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1516 Section 28. Paragraph (e) of subsection (1) of section
1517 1011.62, Florida Statutes, is amended to read:

1518 1011.62 Funds for operation of schools.—If the annual
1519 allocation from the Florida Education Finance Program to each
1520 district for operation of schools is not determined in the
1521 annual appropriations act or the substantive bill implementing
1522 the annual appropriations act, it shall be determined as
1523 follows:

1524 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR
1525 OPERATION.—The following procedure shall be followed in
1526 determining the annual allocation to each district for
1527 operation:

1528 (e) Funding model for exceptional student education
1529 programs.—

1530 1.a. The funding model uses basic, at-risk, support levels
1531 IV and V for exceptional students and career Florida Education
1532 Finance Program cost factors, and a guaranteed allocation for
1533 exceptional student education programs. Exceptional education
1534 cost factors are determined by using a matrix of services to
1535 document the services that each exceptional student will
1536 receive. The nature and intensity of the services indicated on
1537 the matrix shall be consistent with the services described in
1538 each exceptional student's individual educational plan. The
1539 Department of Education shall review and revise the descriptions
1540 of the services and supports included in the matrix of services
1541 for exceptional students and shall implement those revisions
1542 before the beginning of the 2012-2013 school year.

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1543 b. In order to generate funds using one of the two
1544 weighted cost factors, a matrix of services must be completed at
1545 the time of the student's initial placement into an exceptional
1546 student education program and at least once every 3 years by
1547 personnel who have received approved training. Nothing listed in
1548 the matrix shall be construed as limiting the services a school
1549 district must provide in order to ensure that exceptional
1550 students are provided a free, appropriate public education.

1551 c. Students identified as exceptional, in accordance with
1552 chapter 6A-6, Florida Administrative Code, who do not have a
1553 matrix of services as specified in sub-subparagraph b. shall
1554 generate funds on the basis of full-time-equivalent student
1555 membership in the Florida Education Finance Program at the same
1556 funding level per student as provided for basic students.
1557 Additional funds for these exceptional students will be provided
1558 through the guaranteed allocation designated in subparagraph 2.

1559 2. For students identified as exceptional who do not have
1560 a matrix of services and students who are gifted in grades K
1561 through 8, there is created a guaranteed allocation to provide
1562 these students with a free appropriate public education, in
1563 accordance with s. 1001.42(4)(m) and rules of the State Board of
1564 Education, which shall be allocated annually to each school
1565 district in the amount provided in the General Appropriations
1566 Act. These funds shall be in addition to the funds appropriated
1567 on the basis of FTE student membership in the Florida Education
1568 Finance Program, and the amount allocated for each school
1569 district shall not be recalculated during the year. These funds
1570 shall be used to provide special education and related services

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1571 for exceptional students and students who are gifted in grades K
1572 through 8. Beginning with the 2007-2008 fiscal year, a
1573 district's expenditure of funds from the guaranteed allocation
1574 for students in grades 9 through 12 who are gifted may not be
1575 greater than the amount expended during the 2006-2007 fiscal
1576 year for gifted students in grades 9 through 12.

1577 Section 29. Paragraph (c) of subsection (1) of section
1578 1012.39, Florida Statutes, is amended to read:

1579 1012.39 Employment of substitute teachers, teachers of
1580 adult education, nondegreed teachers of career education, and
1581 career specialists; students performing clinical field
1582 experience.—

1583 (1) Notwithstanding ss. 1012.32, 1012.55, 1012.56, and
1584 1012.57, or any other provision of law or rule to the contrary,
1585 each district school board shall establish the minimal
1586 qualifications for:

1587 (c) Part-time and full-time nondegreed teachers of career
1588 programs. Qualifications shall be established for nondegreed
1589 teachers of career and technical education courses for program
1590 clusters that are recognized in the state and are ~~agriculture,~~
1591 ~~business, health occupations, family and consumer sciences,~~
1592 ~~industrial, marketing, career specialist, and public service~~
1593 ~~education teachers,~~ based primarily on successful occupational
1594 experience rather than academic training. The qualifications for
1595 such teachers shall require:

1596 1. The filing of a complete set of fingerprints in the
1597 same manner as required by s. 1012.32. Faculty employed solely

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1598 to conduct postsecondary instruction may be exempted from this
1599 requirement.

1600 2. Documentation of education and successful occupational
1601 experience including documentation of:

1602 a. A high school diploma or the equivalent.

1603 b. Completion of 6 years of full-time successful
1604 occupational experience or the equivalent of part-time
1605 experience in the teaching specialization area. The district
1606 school board may establish alternative qualifications for
1607 teachers who hold industry certificates in the career areas in
1608 which they teach. Alternate means of determining successful
1609 occupational experience may be established by the district
1610 school board.

1611 c. Completion of career education training conducted
1612 through the local school district inservice master plan.

1613 d. For full-time teachers, completion of professional
1614 education training in teaching methods, course construction,
1615 lesson planning and evaluation, and teaching special needs
1616 students. This training may be completed through coursework from
1617 an accredited or approved institution or an approved district
1618 teacher education program.

1619 e. Demonstration of successful teaching performance.

1620 f. Documentation of industry certification when state or
1621 national industry certifications are available and applicable.

1622 Section 30. Except as otherwise expressly provided in this
1623 act and except for this section, which shall take effect upon
1624 this act becoming a law, this act shall take effect July 1,
1625 2011.

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T I T L E A M E N D M E N T

Remove the entire title and insert:

An act relating to education accountability; amending s.
1001.20, F.S.; deleting a provision that requires the Florida
Virtual School to be administratively housed within the Office
of Technology and Information Services within the Office of the
Commissioner of Education; amending s. 1001.42, F.S.; revising
the powers and duties of district school boards relating to
student access to Florida Virtual School courses; creating s.
1001.421, F.S.; prohibiting district school board members from
soliciting or accepting certain gifts; amending s. 1002.37,
F.S.; conforming provisions to changes made by the act; amending
s. 1002.38, F.S.; providing that school grades shall be based on
statewide assessments for purposes of the Opportunity
Scholarship Program; amending s. 1002.39, F.S.; providing
requirements for determining the end of the term of a John M.
McKay Scholarship; amending s. 1002.45, F.S.; revising
provisions relating to virtual instruction program provider
qualifications; amending s. 1002.66, F.S.; providing an
additional instructional service for children with disabilities
in the Voluntary Prekindergarten Education Program; amending s.
1002.67, F.S.; requiring that the State Board of Education
periodically review and revise the performance standards for the
statewide kindergarten screening; amending s. 1002.69, F.S.;
authorizing nonpublic schools to administer the statewide

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1654 kindergarten screening to kindergarten students who were
1655 enrolled in the Voluntary Prekindergarten Education Program;
1656 requiring each parent enrolling his or her child in the program
1657 to submit the child for prekindergarten enrollment screening if
1658 required by the provider; revising provisions relating to the
1659 minimum kindergarten readiness rate and criteria for good cause
1660 exemptions from meeting the requirement; amending s. 1002.71,
1661 F.S.; providing that a child may reenroll more than once in a
1662 prekindergarten program if granted a good cause exemption;
1663 amending s. 1002.73, F.S.; requiring the Department of Education
1664 to adopt procedures relating to prekindergarten enrollment
1665 screening and reporting of the results of readiness measures;
1666 amending s. 1003.01, F.S.; providing an additional special
57 education service; amending s. 1003.4156, F.S.; revising the
1668 general requirements for middle grades promotion; providing that
1669 a student with a disability may have end-of-course assessment
1670 results waived under certain circumstances; providing that a
1671 middle grades student may be exempt from reading remediation
1672 requirements under certain circumstances; creating s. 1003.4203,
1673 F.S.; authorizing each district school board to develop and
1674 implement a digital curriculum for students in grades 6 through
1675 12; requiring the Department of Education to develop a model
1676 digital curriculum; authorizing partnerships with private
1677 businesses and consultants; amending s. 1003.428, F.S.; revising
1678 provisions relating to the general requirements for high school
1679 graduation; providing that a high school student may be exempt
1680 from reading remediation requirements under certain
1681 circumstances; amending s. 1003.491, F.S.; revising provisions

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1682 relating to the development, contents, and approval of the
1683 strategic plan to address workforce needs; amending s. 1003.493,
1684 F.S.; revising requirements for career and professional
1685 academies and enrollment of students; creating s. 1003.4935,
1686 F.S.; requiring each district school board to develop a plan to
1687 implement a career and professional academy in at least one
1688 middle school; providing requirements for middle school career
1689 and professional academies and academy courses; amending s.
1690 1003.575, F.S.; providing requirements for completion of an
1691 assistive technology assessment; amending s. 1008.22, F.S.;
1692 revising provisions relating to the student assessment program
1693 for public schools; requiring that the Commissioner of Education
1694 direct school districts to participate in certain international
1695 assessment programs; authorizing a school principal to exempt
1696 certain students from the end-of-course assessment in civics
1697 education; revising provisions relating to administration and
1698 reporting of results of assessments; amending s. 1008.30, F.S.;
1699 revising provisions relating to evaluation of college readiness
1700 and providing for postsecondary preparatory instruction;
1701 requiring the State Board of Education to adopt certain rules;
1702 amending s. 1008.33, F.S.; revising provisions relating to
1703 public school improvement; requiring the Department of Education
1704 to categorize public schools based on the portion of a school's
1705 grade that relies on statewide assessments; amending s. 1008.34,
1706 F.S.; revising the basis for the designation of school grades;
1707 including achievement scores and learning gains for students who
1708 are hospital or homebound; amending s. 1011.01, F.S.; revising
1709 provisions relating to the annual operating budgets of district

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1710 school boards and Florida College System institution boards of
1711 trustees; amending s. 1011.03, F.S.; revising provisions
1712 relating to adopted district school board budgets; creating s.
1713 1011.035, F.S.; requiring each school district to post budgetary
1714 information on its website; amending s. 1011.62, F.S.; revising
1715 provisions relating to the funding model for exceptional student
1716 education programs; requiring the Department of Education to
1717 revise the descriptions of services and to implement the
1718 revisions; amending s. 1012.39, F.S.; revising provisions
1719 relating to the qualifications for nondegreed teachers of career
1720 education; providing effective dates.

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COMMITTEE/SUBCOMMITTEE ACTION

ADOPTED	—	(Y/N)
ADOPTED AS AMENDED	—	(Y/N)
ADOPTED W/O OBJECTION	<input checked="" type="checkbox"/>	(Y/N)
FAILED TO ADOPT	—	(Y/N)
WITHDRAWN	—	(Y/N)
OTHER	—	

ADOPTED

1 Committee/Subcommittee hearing bill: Education Committee
 2 Representative(s) Adkins offered the following:

Amendment to Amendment (1) by Representative Adkins (with title amendment)

6 Remove line 42 and insert:
 7 to the contrary, district school board members and their
 8 relatives, as defined in s. 112.312(21), may not directly

11 -----
 12 **T I T L E A M E N D M E N T**

13 Remove line 1638 and insert:
 14 1001.421, F.S.; prohibiting district school board members and
 15 their relatives from