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

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CODING: Words ~~stricken~~ are deletions; words underlined are additions.

V

29 | award; providing requirements for funding high school
30 | credits; amending s. 1003.4295, F.S.; requiring that
31 | students be advised of acceleration options;
32 | authorizing all students to participate in the Credit
33 | Acceleration Program; amending s. 1003.436, F.S.;
34 | conforming provisions; amending s. 1003.437, F.S.;
35 | specifying that the middle and high school grading
36 | system applies to the course level; repealing s.
37 | 1007.235, F.S., relating to district
38 | interinstitutional articulation agreements; amending
39 | s. 1007.263, F.S.; eliminating an exemption from
40 | Florida College System admission requirements for
41 | certain secondary students; amending s. 1007.27, F.S.,
42 | relating to articulated acceleration mechanisms;
43 | deleting duplicative language relating to early
44 | admission; providing student eligibility requirements
45 | for enrollment in advanced placement courses; amending
46 | s. 1007.271, F.S., relating to dual enrollment
47 | programs; providing student eligibility requirements
48 | and restrictions for enrollment and continued
49 | enrollment in dual enrollment courses; authorizing a
50 | participation limit based upon capacity; providing
51 | requirements for faculty members providing instruction
52 | in college credit dual enrollment courses; providing
53 | curriculum standards for college credit dual
54 | enrollment; clarifying district school board duties;
55 | establishing a minimum and maximum number of college
56 | credit hours for participation in an early admission

57 | program; providing home education student eligibility
58 | requirements for enrollment in dual enrollment
59 | courses; requiring a home education articulation
60 | agreement; providing requirements for the development
61 | and contents of a school district and Florida College
62 | System institution dual enrollment articulation
63 | agreement; requiring the Department of Education to
64 | develop an electronic submission system for dual
65 | enrollment articulation agreements and to review
66 | agreements for compliance; authorizing dual enrollment
67 | articulation agreements with state universities,
68 | eligible independent colleges and universities, and
69 | private secondary schools; repealing s. 1007.272,
70 | F.S., relating to joint dual enrollment and advanced
71 | placement instruction; amending s. 1008.22, F.S.;
72 | requiring that the end-of-course assessment in Algebra
73 | I be administered four times annually; amending s.
74 | 1008.25, F.S.; revising legislative intent relating to
75 | public school student progression; requiring the
76 | comprehensive student progression plan to include
77 | information for students and parents on accelerated
78 | educational options; deleting a technical assistance
79 | responsibility of the department; amending s. 1009.25,
80 | F.S.; conforming a cross-reference; amending ss.
81 | 1009.531 and 1009.532, F.S.; providing requirements
82 | for the evaluation of certain students for initial and
83 | renewal awards under the Florida Bright Futures
84 | Scholarship Program; amending s. 1011.61, F.S.;

85 providing reporting requirements for school districts
 86 for a full-time equivalent student in courses
 87 requiring certain statewide, standardized end-of-
 88 course assessments and for a student who passes a
 89 statewide, standardized end-of-course assessment
 90 without being enrolled in the corresponding course;
 91 amending s. 1011.62, F.S.; providing a calculation of
 92 additional full-time equivalent membership based on
 93 early high school graduation; providing an effective
 94 date.

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

98 Section 1. Section 1002.3105, Florida Statutes, is created
 99 to read:

100 1002.3105 Academically Challenging Curriculum to Enhance
 101 Learning (ACCEL) options.—

102 (1) ACCEL OPTIONS.—

103 (a) Academically Challenging Curriculum to Enhance
 104 Learning (ACCEL) options are educational options that provide
 105 academically challenging curriculum or accelerated instruction
 106 to eligible public school students in kindergarten through grade
 107 12.

108 (b) At a minimum, each school must offer the following
 109 ACCEL options: whole-grade and midyear promotion; subject-matter
 110 acceleration; virtual instruction in higher grade level
 111 subjects; and the Credit Acceleration Program under s.
 112 1003.4295. Additional ACCEL options may include, but are not

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113 limited to, enriched science, technology, engineering, and
114 mathematics (STEM) coursework; enrichment programs; flexible
115 grouping; advanced academic courses; combined classes; self-
116 paced instruction; curriculum compacting; advanced-content
117 instruction; and telescoping curriculum.

118 (2) ELIGIBILITY AND PROCEDURAL REQUIREMENTS.-

119 (a) Principal determined eligibility requirements.-

120 1. Each principal must establish student eligibility
121 requirements for virtual instruction in higher grade level
122 subjects. Each principal must also establish student eligibility
123 requirements for whole-grade promotion, midyear promotion, and
124 subject-matter acceleration when the promotion or acceleration
125 occurs within the principal's school.

126 2. If a school offers enriched STEM coursework, enrichment
127 programs, flexible grouping, advanced academic courses, combined
128 classes, self-paced instruction, curriculum compacting,
129 advanced-content instruction, telescoping curriculum, or an
130 alternative ACCEL option established by the principal, the
131 principal must establish student eligibility requirements
132 therefor.

133 (b) School district determined eligibility and procedural
134 requirements.-A school district must establish student
135 eligibility requirements and procedural requirements for any
136 whole-grade promotion, midyear promotion, or subject-matter
137 acceleration that would result in a student attending a
138 different school. Student eligibility requirements and
139 procedural requirements established by the school district must
140 be included in the school district's comprehensive student

141 progression plan under s. 1008.25.

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

145 (a) The student's performance on a locally determined
 146 assessment, a statewide assessment, or a statewide, standardized
 147 assessment administered pursuant to s. 1008.22.

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

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

150 (d) Recommendations from one or more of the student's
 151 teachers in core-curricula courses as defined in s.
 152 1003.01(14) (a) - (e).

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

155 (4) ACCEL REQUIREMENTS.—

156 (a) Each principal must inform parents and students of the
 157 ACCEL options available at the school and the student
 158 eligibility requirements for the ACCEL options established
 159 pursuant to paragraph (2) (a).

160 (b)1. Each principal must establish a process by which a
 161 parent may request student participation in whole-grade
 162 promotion, midyear promotion, and subject-matter acceleration
 163 when the promotion or acceleration occurs within the principal's
 164 school; virtual instruction in higher grade level subjects; or
 165 an alternative ACCEL option established by the principal. If the
 166 parent selects one of these ACCEL options and the student meets
 167 the eligibility requirements established by the principal
 168 pursuant to paragraph (2) (a), the student must be provided the

169 opportunity to participate in the ACCEL option.

170 2. Each school district must establish a process by which
 171 a parent may request student participation in whole-grade
 172 promotion, midyear promotion, or subject-matter acceleration
 173 that would result in a student attending a different school. If
 174 the parent selects one of these ACCEL options and the student
 175 meets the eligibility and procedural requirements set forth in
 176 the district's comprehensive student progression plan, as
 177 required under paragraph (2) (b), the student must be provided
 178 the opportunity to participate in the ACCEL option.

179 (c) If a student participates in an ACCEL option pursuant
 180 to the parental request under subparagraph (b)1., a performance
 181 contract must be executed by the student, the parent, and the
 182 principal. At a minimum, the performance contract must require
 183 compliance with:

- 184 1. Minimum student attendance requirements.
- 185 2. Minimum student conduct requirements.
- 186 3. ACCEL option requirements established by the principal,
 187 which may include participation in extracurricular activities,
 188 educational outings, field trips, interscholastic competitions,
 189 and other activities related to the ACCEL option selected.

190 (d) If a principal initiates a student's participation in
 191 an ACCEL option, the student's parent must be notified. A
 192 performance contract, pursuant to paragraph (c), is not required
 193 when a principal initiates participation but may be used at the
 194 discretion of the principal.

195 Section 2. Paragraph (a) of subsection (8) of section
 196 1001.64, Florida Statutes, is amended to read:

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197 1001.64 Florida College System institution boards of
 198 trustees; powers and duties.—

199 (8) Each board of trustees has authority for policies
 200 related to students, enrollment of students, student records,
 201 student activities, financial assistance, and other student
 202 services.

203 (a) Each board of trustees shall govern admission of
 204 students pursuant to s. 1007.263 and rules of the State Board of
 205 Education. A board of trustees may establish additional
 206 admissions criteria, which shall be included in the dual
 207 enrollment ~~district interinstitutional~~ articulation agreement
 208 developed according to s. 1007.271(21) ~~1007.235~~, to ensure
 209 student readiness for postsecondary instruction. Each board of
 210 trustees may consider the past actions of any person applying
 211 for admission or enrollment and may deny admission or enrollment
 212 to an applicant because of misconduct if determined to be in the
 213 best interest of the Florida College System institution.

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

216 1001.65 Florida College System institution presidents;
 217 powers and duties.—The president is the chief executive officer
 218 of the Florida College System institution, shall be corporate
 219 secretary of the Florida College System institution board of
 220 trustees, and is responsible for the operation and
 221 administration of the Florida College System institution. Each
 222 Florida College System institution president shall:

223 (21) Develop and implement jointly with school
 224 superintendents a ~~comprehensive articulated acceleration~~

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225 ~~program, including~~ a comprehensive dual enrollment
 226 ~~interinstitutional~~ articulation agreement, for the students
 227 enrolled in their respective school districts and service areas
 228 pursuant to ~~the provisions of~~ s. 1007.271(21) ~~1007.235~~.

229 Section 4. Paragraph (d) of subsection (19) of section
 230 1002.20, Florida Statutes, is amended to read:

231 1002.20 K-12 student and parent rights.—Parents of public
 232 school students must receive accurate and timely information
 233 regarding their child's academic progress and must be informed
 234 of ways they can help their child to succeed in school. K-12
 235 students and their parents are afforded numerous statutory
 236 rights including, but not limited to, the following:

237 (19) INSTRUCTIONAL MATERIALS.—

238 (d) Dual enrollment students.—Instructional materials
 239 purchased by a district school board or Florida College System
 240 institution board of trustees on behalf of public school dual
 241 enrollment students shall be made available to the dual
 242 enrollment students free of charge, in accordance with ~~the~~
 243 ~~provisions of~~ s. 1007.271(17) ~~1007.271(14) and (15)~~.

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

246 1002.41 Home education programs.—

247 (6) Home education students may participate in dual
 248 enrollment programs in accordance with ~~the provisions of~~ ss.
 249 1007.27(4) and 1007.271(13) ~~1007.271(10)~~.

250 Section 6. Paragraph (i) of subsection (1) of section
 251 1003.02, Florida Statutes, is amended to read:

252 1003.02 District school board operation and control of

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253 public K-12 education within the school district.—As provided in
 254 part II of chapter 1001, district school boards are
 255 constitutionally and statutorily charged with the operation and
 256 control of public K-12 education within their school district.
 257 The district school boards must establish, organize, and operate
 258 their public K-12 schools and educational programs, employees,
 259 and facilities. Their responsibilities include staff
 260 development, public K-12 school student education including
 261 education for exceptional students and students in juvenile
 262 justice programs, special programs, adult education programs,
 263 and career education programs. Additionally, district school
 264 boards must:

265 (1) Provide for the proper accounting for all students of
 266 school age, for the attendance and control of students at
 267 school, and for proper attention to health, safety, and other
 268 matters relating to the welfare of students in the following
 269 fields:

270 (i) Parental notification of acceleration options
 271 ~~mechanisms~~.—At the beginning of each school year, notify parents
 272 of students in or entering high school of the opportunity and
 273 benefits of advanced placement, International Baccalaureate,
 274 Advanced International Certificate of Education, dual
 275 enrollment, and Florida Virtual School courses and options for
 276 early or accelerated high school graduation under ss. 1003.4281
 277 and 1003.429.

278 Section 7. Paragraph (c) of subsection (2) of section
 279 1003.428, Florida Statutes, is amended to read:

280 1003.428 General requirements for high school graduation;

281 revised.-

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

285 (c) Beginning with students entering grade 9 in the 2011-
 286 2012 school year, at least one course within the 24 credits
 287 required in this subsection must be completed through online
 288 learning. However, an online course taken during grades 6
 289 through 8 fulfills this requirement. This requirement shall be
 290 met through an online course offered by the Florida Virtual
 291 School, an online course offered by the high school, or an
 292 online dual enrollment course ~~offered pursuant to a district~~
 293 ~~interinstitutional articulation agreement pursuant to s.~~
 294 ~~1007.235~~. A student who is enrolled in a full-time or part-time
 295 virtual instruction program under s. 1002.45 meets this
 296 requirement.

297 Section 8. Section 1003.4281, Florida Statutes, is created
 298 to read:

299 1003.4281 Early high school graduation.-

300 (1) The purpose of this section is to provide a student
 301 the option of early graduation if the student has completed a
 302 minimum of 24 credits and meets the graduation requirements set
 303 forth in s. 1003.428. For purposes of this section, the term
 304 "early graduation" means graduation from high school in less
 305 than 8 semesters or the equivalent.

306 (2) Each district school board shall adopt a policy that
 307 provides a high school student the option of early graduation.
 308 Each school district shall notify the parent of a student who is

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309 eligible to graduate early. A school district may not prohibit a
310 student who meets the requirements of this section from
311 graduating early.

312 (3) A student who graduates early may continue to
313 participate in school activities and social events and attend
314 and participate in graduation events with the student's cohort,
315 as if the student were still enrolled in high school. A student
316 who graduates early will be included in class ranking, honors,
317 and award determinations for the student's cohort. A student who
318 graduates early must comply with district school board rules and
319 policies regarding access to the school facilities and grounds
320 during normal operating hours.

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

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

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

333 1003.4295 Acceleration options ~~courses~~.—

334 (1) Each high school shall advise each student of programs
335 through which a high school student can earn college credit,
336 including Advanced Placement, International Baccalaureate,

337 Advanced International Certificate of Education, dual
 338 enrollment, and early admission courses, career academy courses,
 339 and courses that lead to national industry certification, as
 340 well as the availability of course offerings through virtual
 341 instruction. Students shall also be advised of the early and
 342 accelerated graduation options under ss. 1003.4281 and 1003.429.

343 (3) The Credit Acceleration Program (CAP) is created for
 344 the purpose of allowing a ~~secondary~~ student to earn high school
 345 credit in a course that requires a statewide, standardized end-
 346 of-course assessment if the student attains a specified score on
 347 the assessment. Notwithstanding s. 1003.436, a school district
 348 shall award course credit to a student who is not enrolled in
 349 the course, or who has not completed the course, if the student
 350 attains a passing score ~~indicating satisfactory performance, as~~
 351 ~~defined in s. 1008.22(3)(c)5.,~~ on the corresponding statewide,
 352 standardized end-of-course assessment. The school district shall
 353 permit a student who is not enrolled in the course, or who has
 354 not completed the course, to take the standardized end-of-course
 355 assessment during the regular administration of the assessment.

356 Section 10. Paragraph (a) of subsection (1) of section
 357 1003.436, Florida Statutes, is amended to read:

358 1003.436 Definition of "credit".-

359 (1) (a) For the purposes of requirements for high school
 360 graduation, one full credit means a minimum of 135 hours of bona
 361 fide instruction in a designated course of study that contains
 362 student performance standards. One full credit means a minimum
 363 of 120 hours of bona fide instruction in a designated course of
 364 study that contains student performance standards for purposes

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365 of meeting high school graduation requirements in a district
 366 school that has been authorized to implement block scheduling by
 367 the district school board. The State Board of Education shall
 368 determine the number of postsecondary credit hours earned
 369 through dual enrollment pursuant to s. 1007.271 that satisfy the
 370 requirements of a dual enrollment ~~district's interinstitutional~~
 371 articulation agreement according to s. 1007.271(21) ~~1007.235~~ and
 372 that equal one full credit of the equivalent high school course
 373 identified pursuant to s. 1007.271(9) ~~1007.271(6)~~.

374 Section 11. Section 1003.437, Florida Statutes, is amended
 375 to read:

376 1003.437 Middle and high school grading system.—The
 377 grading system and interpretation of letter grades used to
 378 measure student success in grade 6 through grade 12 courses for
 379 students in public schools ~~in grades 6-12~~ shall be as follows:

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

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

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

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

392 (5) Grade "F" equals zero percent through 59 percent, has

393 a grade point average value of zero, and is defined as
 394 "failure."

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

397
 398 For the purposes of class ranking, district school boards may
 399 exercise a weighted grading system pursuant to s. 1007.271.

400 Section 12. Section 1007.235, Florida Statutes, is
 401 repealed.

402 Section 13. Paragraph (a) of subsection (2) of section
 403 1007.263, Florida Statutes, is amended to read:

404 1007.263 Florida College System institutions; admissions
 405 of students.—Each Florida College System institution board of
 406 trustees is authorized to adopt rules governing admissions of
 407 students subject to this section and rules of the State Board of
 408 Education. These rules shall include the following:

409 (2) Admission to associate degree programs is subject to
 410 minimum standards adopted by the State Board of Education and
 411 shall require:

412 (a) A standard high school diploma, a high school
 413 equivalency diploma as prescribed in s. 1003.435, previously
 414 demonstrated competency in college credit postsecondary
 415 coursework, or, in the case of a student who is home educated, a
 416 signed affidavit submitted by the student's parent or legal
 417 guardian attesting that the student has completed a home
 418 education program pursuant to the requirements of s. 1002.41.
 419 Students who are enrolled in a dual enrollment or early
 420 admission program pursuant to s. ss. 1007.27 and 1007.271 are

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421 ~~and secondary students enrolled in college-level instruction~~
 422 ~~creditable toward the associate degree, but not toward the high~~
 423 ~~school diploma, shall be exempt from this requirement.~~

424
 425 Each board of trustees shall establish policies that notify
 426 students about, and place students into, adult basic education,
 427 adult secondary education, or other instructional programs that
 428 provide students with alternatives to traditional college-
 429 preparatory instruction, including private provider instruction.
 430 A student is prohibited from enrolling in additional college-
 431 level courses until the student scores above the cut-score on
 432 all sections of the common placement test.

433 Section 14. Subsections (1) and (5) of section 1007.27,
 434 Florida Statutes, are amended, subsection (6) of that section is
 435 renumbered as subsection (5) and amended, and subsections (7)
 436 through (9) of that section are renumbered as subsections (6)
 437 through (8), respectively, to read:

438 1007.27 Articulated acceleration mechanisms.—

439 (1) It is the intent of the Legislature that a variety of
 440 articulated acceleration mechanisms be available for secondary
 441 and postsecondary students attending public educational
 442 institutions. It is intended that articulated acceleration serve
 443 to shorten the time necessary for a student to complete the
 444 requirements associated with the conference of a high school
 445 diploma and a postsecondary degree, broaden the scope of
 446 curricular options available to students, or increase the depth
 447 of study available for a particular subject. Articulated
 448 acceleration mechanisms shall include, but are not ~~be~~ limited

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449 to, dual enrollment and early admission as provided for in s.
 450 1007.271, ~~early admission~~, advanced placement, credit by
 451 examination, the International Baccalaureate Program, and the
 452 Advanced International Certificate of Education Program. Credit
 453 earned through the Florida Virtual School shall provide
 454 additional opportunities for early graduation and acceleration.
 455 Students of Florida public secondary schools enrolled pursuant
 456 to this subsection shall be deemed authorized users of the
 457 state-funded electronic library resources that are licensed for
 458 Florida College System institutions and state universities by
 459 the Florida Center for Library Automation and the College Center
 460 for Library Automation. Verification of eligibility shall be in
 461 accordance with rules established by the State Board of
 462 Education and regulations established by the Board of Governors
 463 and processes implemented by Florida College System institutions
 464 and state universities.

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

472 (5) ~~(6)~~ Advanced placement is ~~shall be~~ the enrollment of an
 473 eligible secondary student in a course offered through the
 474 Advanced Placement Program administered by the College Board.
 475 Postsecondary credit for an advanced placement course is ~~shall~~
 476 ~~be~~ limited to students who score a minimum of 3, on a 5-point

477 scale, on the corresponding Advanced Placement Examination. The
 478 specific courses for which students receive such credit shall be
 479 identified in the statewide articulation agreement required by
 480 s. 1007.23(1). Students of Florida public secondary schools
 481 enrolled pursuant to this subsection are ~~shall be~~ exempt from
 482 the payment of any fees for administration of the examination
 483 regardless of whether or not the student achieves a passing
 484 score on the examination. For purposes of this subsection, an
 485 eligible public secondary student is a student who is enrolled
 486 in a Florida public secondary school, demonstrates readiness for
 487 college-level coursework through achievement of a minimum score
 488 on a statewide assessment administered pursuant to s. 1008.22 or
 489 a common placement test administered pursuant to s. 1008.30, and
 490 has a 3.0 unweighted grade point average. The State Board of
 491 Education shall establish, by rule, the required minimum scores
 492 on statewide assessments and common placement tests.

493 Section 15. Section 1007.271, Florida Statutes, is amended
 494 to read:

495 1007.271 Dual enrollment programs.—

496 (1) The dual enrollment program is the enrollment of an
 497 eligible secondary student or home education student in a
 498 postsecondary course creditable toward high school completion
 499 and a career certificate or an associate or baccalaureate
 500 degree. A student who is enrolled in postsecondary instruction
 501 that is not creditable toward a high school diploma may not be
 502 classified as a dual enrollment student.

503 (2) For the purpose of this section, an eligible secondary
 504 student is a student who is enrolled in a Florida public

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505 secondary school or in a Florida private secondary school which
 506 is in compliance with s. 1002.42(2) and provides ~~conducts~~ a
 507 secondary curriculum pursuant to s. 1003.428, s. 1003.429, or s.
 508 ~~1003.43. Students enrolled in postsecondary instruction that is~~
 509 ~~not creditable toward the high school diploma shall not be~~
 510 ~~classified as dual enrollments.~~ Students who are eligible for
 511 dual enrollment pursuant to this section may ~~shall be permitted~~
 512 ~~to~~ enroll in dual enrollment courses conducted during school
 513 hours, after school hours, and during the summer term. However,
 514 if the student is projected to graduate from high school before
 515 the scheduled completion date of a postsecondary course, the
 516 student may not register for that course through dual
 517 enrollment. The student may apply to the postsecondary
 518 institution and pay the required registration, tuition, and fees
 519 if the student meets the postsecondary institution's admissions
 520 requirements under s. 1007.263. Instructional time for dual ~~such~~
 521 enrollment may vary from 900 hours; however, the school district
 522 may only report the student for a maximum of 1.0 FTE, as
 523 provided in s. 1011.61(4). Any student ~~so~~ enrolled as a dual
 524 enrollment student is exempt from the payment of registration,
 525 tuition, and laboratory fees. Vocational-preparatory
 526 instruction, college-preparatory instruction, and other forms of
 527 precollegiate instruction, as well as physical education courses
 528 that focus on the physical execution of a skill rather than the
 529 intellectual attributes of the activity, are ineligible for
 530 inclusion in the dual enrollment program. Recreation and leisure
 531 studies courses shall be evaluated individually in the same
 532 manner as physical education courses for potential inclusion in

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533 the program.

534 (3) ~~The Department of Education shall adopt guidelines~~
535 ~~designed to achieve comparability across school districts of~~
536 ~~both student qualifications and teacher qualifications for dual~~
537 ~~enrollment courses. Student qualifications must demonstrate~~
538 ~~readiness for college-level coursework if the student is to be~~
539 ~~enrolled in college courses. Student qualifications must~~
540 ~~demonstrate readiness for career-level coursework if the student~~
541 ~~is to be enrolled in career courses. In addition to the common~~
542 ~~placement examination,~~ Student eligibility requirements
543 qualifications for initial enrollment in college credit dual
544 enrollment courses must include a 3.0 unweighted high school
545 grade point average, and the minimum score on a common placement
546 test adopted by the State Board of Education under s. 1007.27(5)
547 which indicates that the student is ready for college-level
548 coursework. Student eligibility requirements for continued
549 enrollment in college credit dual enrollment courses must
550 include the maintenance of a 3.0 unweighted high school grade
551 point average and the minimum postsecondary grade point average
552 established by the postsecondary institution. Regardless of
553 meeting student eligibility requirements for continued
554 enrollment, a student may lose the opportunity to participate in
555 a dual enrollment course if the student is disruptive to the
556 learning process such that the progress of other students or the
557 efficient administration of the course is hindered. Student
558 eligibility requirements ~~qualifications for initial and~~
559 continued enrollment in career certificate dual enrollment
560 courses must include a 2.0 unweighted high school grade point

561 average. Exceptions to the required grade point averages may be
 562 granted on an individual student basis if the educational
 563 entities agree and the terms of the agreement are contained
 564 within the dual enrollment ~~interinstitutional~~ articulation
 565 agreement established pursuant to subsection (21). Florida
 566 College System institution boards of trustees may establish
 567 additional initial student eligibility requirements ~~admissions~~
 568 ~~criteria~~, which shall be included in the dual enrollment
 569 ~~district interinstitutional~~ articulation agreement ~~developed~~
 570 ~~according to s. 1007.235~~, to ensure student readiness for
 571 postsecondary instruction. Additional requirements included in
 572 the agreement may ~~shall~~ not arbitrarily prohibit students who
 573 have demonstrated the ability to master advanced courses from
 574 participating in dual enrollment courses.

575 (4) District school boards may not refuse to enter into a
 576 dual enrollment articulation ~~an~~ agreement with a local Florida
 577 College System institution if that Florida College System
 578 institution has the capacity to offer dual enrollment courses. A
 579 Florida College System institution may limit dual enrollment
 580 participation based upon capacity. Such limitation must be
 581 clearly specified in the dual enrollment articulation agreement.

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

- 584 1. Meet the qualifications required by the entity
 585 accrediting the postsecondary institution offering the course.
 586 The qualifications apply to all faculty members regardless of
 587 the location of instruction. The postsecondary institution
 588 offering the course must require compliance with these

589 qualifications.

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

592 3. Provide a copy of the current syllabus for each course
 593 taught to the discipline chair or department chair of the
 594 postsecondary institution before the start of each term. The
 595 content of each syllabus must meet the same standards required
 596 for all college-level courses offered by that postsecondary
 597 institution.

598 4. Adhere to the professional rules, guidelines, and
 599 expectations stated in the postsecondary institution's faculty
 600 or adjunct faculty handbook. Any exceptions must be included in
 601 the dual enrollment articulation agreement.

602 5. Adhere to the rules, guidelines, and expectations
 603 stated in the postsecondary institution's student handbook which
 604 apply to faculty members. Any exceptions must be noted in the
 605 dual enrollment articulation agreement.

606 (b) Each president, or designee, of a postsecondary
 607 institution offering a college credit dual enrollment course
 608 must:

609 1. Provide a copy of the institution's current faculty or
 610 adjunct faculty handbook to all faculty members teaching a dual
 611 enrollment course.

612 2. Provide to all faculty members teaching a dual
 613 enrollment course a copy of the institution's current student
 614 handbook, which may include, but is not limited to, information
 615 on registration policies, the student code of conduct, grading
 616 policies, and critical dates.

617 3. Designate an individual or individuals to observe all
 618 faculty members teaching a dual enrollment course, regardless of
 619 the location of instruction.

620 4. Use the same criteria to evaluate faculty members
 621 teaching a dual enrollment course as the criteria used to
 622 evaluate all other faculty members.

623 5. Provide course plans and objectives to all faculty
 624 members teaching a dual enrollment course.

625 (6) The following curriculum standards apply to college
 626 credit dual enrollment:

627 (a) Dual enrollment courses taught on the high school
 628 campus must meet the same competencies required for courses
 629 taught on the postsecondary institution campus. To ensure
 630 equivalent rigor with courses taught on the postsecondary
 631 institution campus, the postsecondary institution offering the
 632 course is responsible for providing in a timely manner a
 633 comprehensive, cumulative end-of-course assessment or a series
 634 of assessments of all expected learning outcomes to the faculty
 635 member teaching the course. Completed, scored assessments must
 636 be returned to the postsecondary institution and held for 1
 637 year.

638 (b) Instructional materials used in dual enrollment
 639 courses must be the same as or comparable to those used in
 640 courses offered by the postsecondary institution with the same
 641 course prefix and number. The postsecondary institution must
 642 advise the school district of instructional materials
 643 requirements as soon as that information becomes available but
 644 no later than one term before a course is offered.

645 (c) Course requirements, such as tests, papers, or other
 646 assignments, for dual enrollment students must be at the same
 647 level of rigor or depth as those for all nondual enrollment
 648 postsecondary students. All faculty members teaching dual
 649 enrollment courses must observe the procedures and deadlines of
 650 the postsecondary institution for the submission of grades. A
 651 postsecondary institution must advise each faculty member
 652 teaching a dual enrollment course of the institution's grading
 653 guidelines before the faculty member begins teaching the course.

654 (d) Dual enrollment courses taught on a high school campus
 655 may not be combined with any noncollege credit high school
 656 course.

657 (7)-(4) Career dual enrollment shall be provided as a
 658 curricular option for secondary students to pursue in order to
 659 earn a series of elective credits toward the high school
 660 diploma. Career dual enrollment shall be available for secondary
 661 students seeking a degree or certificate from a complete career-
 662 preparatory program, and may ~~shall~~ not be used to enroll
 663 students in isolated career courses. ~~It is the intent of the~~
 664 ~~Legislature that career dual enrollment provide a comprehensive~~
 665 ~~academic and career dual enrollment program within the career~~
 666 ~~center or Florida College System institution.~~

667 (8)-(5) Each district school board shall inform all
 668 secondary students and their parents of dual enrollment as an
 669 educational option and mechanism for acceleration. Students and
 670 their parents shall be informed of student eligibility
 671 requirements ~~criteria~~, the option for taking dual enrollment
 672 courses beyond the regular school year, and the minimum academic

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673 credits required for graduation. District school boards shall
 674 annually assess the demand for dual enrollment and provide that
 675 information to each partnering postsecondary institution ~~other~~
 676 ~~advanced courses, and the district school board shall consider~~
 677 ~~strategies and programs to meet that demand and include access~~
 678 ~~to dual enrollment on the high school campus whenever possible.~~
 679 Alternative grade calculation, weighting systems, and ~~or~~
 680 information regarding student education options that
 681 discriminate ~~which discriminates~~ against dual enrollment courses
 682 are ~~is~~ prohibited.

683 (9) ~~(6)~~ The Commissioner of Education shall appoint faculty
 684 committees representing public school, Florida College System
 685 institution, and university faculties to identify postsecondary
 686 courses that meet the high school graduation requirements of s.
 687 1003.428, s. 1003.429, or s. 1003.43, and to establish the
 688 number of postsecondary semester credit hours of instruction and
 689 equivalent high school credits earned through dual enrollment
 690 pursuant to this section that are necessary to meet high school
 691 graduation requirements. Such equivalencies shall be determined
 692 solely on comparable course content and not on seat time
 693 traditionally allocated to such courses in high school. The
 694 Commissioner of Education shall recommend to the State Board of
 695 Education those postsecondary courses identified to meet high
 696 school graduation requirements, based on mastery of course
 697 outcomes, by their course numbers, and all high schools shall
 698 accept these postsecondary education courses toward meeting the
 699 requirements of s. 1003.428, s. 1003.429, or s. 1003.43.

700 (10) ~~(7)~~ Early admission is ~~shall be~~ a form of dual

701 enrollment through which eligible secondary students enroll in a
 702 postsecondary institution on a full-time basis in courses that
 703 are creditable toward the high school diploma and the associate
 704 or baccalaureate degree. A student must enroll in a minimum of
 705 12 college credit hours per semester or the equivalent to
 706 participate in the early admission program; however, a student
 707 may not be required to enroll in more than 15 college credit
 708 hours per semester or the equivalent. Students enrolled pursuant
 709 to this subsection are ~~shall be~~ exempt from the payment of
 710 registration, tuition, and laboratory fees.

711 (11) ~~(8)~~ Career early admission is a form of career dual
 712 enrollment through which eligible secondary students enroll full
 713 time in a career center or a Florida College System institution
 714 in courses that are creditable toward the high school diploma
 715 and the certificate or associate degree. Participation in the
 716 career early admission program is ~~shall be~~ limited to students
 717 who have completed a minimum of 6 semesters of full-time
 718 secondary enrollment, including studies undertaken in the ninth
 719 grade. Students enrolled pursuant to this section are exempt
 720 from the payment of registration, tuition, and laboratory fees.

721 (12) ~~(9)~~ The State Board of Education shall adopt rules for
 722 any dual enrollment programs involving requirements for high
 723 school graduation.

724 (13) ~~(10)~~ (a) The dual enrollment program for home education
 725 students consists of the enrollment of an eligible home
 726 education secondary student in a postsecondary course creditable
 727 toward an associate degree, a career certificate, or a
 728 baccalaureate degree. To participate in the dual enrollment

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729 program, an eligible home education secondary student must:

730 1. Provide proof of enrollment in a home education program
731 pursuant to s. 1002.41.

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

734 3. Sign a home education articulation agreement pursuant
735 to paragraph (b).

736 (b) Each postsecondary career center, Florida College
737 System institution, and state university shall enter into a home
738 education articulation agreement with each home education
739 student seeking enrollment in a dual enrollment course and the
740 student's parent. The home education articulation agreement
741 shall include, at a minimum:

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

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

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

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

753 (14)-(11) The Department of Education shall approve any
754 course for inclusion in the dual enrollment program that is
755 contained within the statewide course numbering system. However,
756 college-preparatory and other forms of precollegiate

757 instruction, and physical education and other courses that focus
 758 on the physical execution of a skill rather than the
 759 intellectual attributes of the activity, may not be so approved,
 760 but must be evaluated individually for potential inclusion in
 761 the dual enrollment program. This subsection may ~~shall~~ not be
 762 construed to mean that an independent postsecondary institution
 763 eligible for inclusion in a dual enrollment or early admission
 764 program pursuant to s. 1011.62 must participate in the statewide
 765 course numbering system developed pursuant to s. 1007.24 to
 766 participate in a dual enrollment program.

767 (15) ~~(12)~~ The Department of Education shall develop a
 768 statement on transfer guarantees to ~~which will~~ inform students
 769 and their parents, prior to enrollment in a dual enrollment
 770 course, of the potential for the dual enrollment course to
 771 articulate as an elective or a general education course into a
 772 postsecondary education certificate or degree program. The
 773 statement shall be provided to each district school
 774 superintendent, who shall include the statement in the
 775 information provided to all secondary students and their parents
 776 as required pursuant to this subsection. The statement may also
 777 include additional information, including, but not limited to,
 778 dual enrollment options, guarantees, privileges, and
 779 responsibilities.

780 (16) ~~(13)~~ Students who meet the eligibility requirements of
 781 this section and who choose to participate in dual enrollment
 782 programs are exempt from the payment of registration, tuition,
 783 and laboratory fees.

784 (17) ~~(14)~~ Instructional materials assigned for use within

785 dual enrollment courses shall be made available to dual
 786 enrollment students from Florida public high schools free of
 787 charge. This subsection does ~~shall not be construed to~~ prohibit
 788 a Florida College System institution from providing
 789 instructional materials at no cost to a home education student
 790 or student from a private school. ~~Students enrolled in~~
 791 ~~postsecondary instruction not creditable toward a high school~~
 792 ~~diploma shall not be considered dual enrollments and shall be~~
 793 ~~required to assume the cost of instructional materials necessary~~
 794 ~~for such instruction.~~

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

799 ~~(18)~~ ~~(16)~~ ~~Beginning with students entering grade 9 in the~~
 800 ~~2006-2007 school year,~~ School districts and Florida College
 801 System institutions must weigh dual enrollment courses the same
 802 as advanced placement, International Baccalaureate, and Advanced
 803 International Certificate of Education courses when grade point
 804 averages are calculated. Alternative grade calculation systems,
 805 alternative grade ~~or~~ weighting systems, and information
 806 regarding student education options that discriminate against
 807 dual enrollment courses are prohibited.

808 ~~(19)~~ ~~(17)~~ The Commissioner of Education may approve dual
 809 enrollment agreements for limited course offerings that have
 810 statewide appeal. Such programs shall be limited to a single
 811 site with multiple county participation.

812 (20) A postsecondary institution shall assign letter

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813 grades to each student enrolled in a dual enrollment course. The
814 letter grade assigned by the postsecondary institution shall be
815 posted to the student's high school transcript by the school
816 district.

817 (21) Each district school superintendent and Florida
818 College System institution president shall develop a
819 comprehensive dual enrollment articulation agreement for the
820 respective school district and Florida College System
821 institution. The superintendent and president shall establish an
822 articulation committee for the purpose of developing the
823 agreement. Each state university president may designate a
824 university representative to participate in the development of a
825 dual enrollment articulation agreement. A dual enrollment
826 articulation agreement shall be completed and submitted annually
827 by the Florida College System institution to the Department of
828 Education on or before August 1. The agreement must include, but
829 is not limited to:

830 (a) A ratification or modification of all existing
831 articulation agreements.

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

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

837 (d) A description of the process by which students and
838 their parents exercise options to participate in the dual
839 enrollment program.

840 (e) A list of any additional initial student eligibility

- 841 requirements for participation in the dual enrollment program.
- 842 (f) A delineation of the high school credit earned for the
- 843 passage of each dual enrollment course.
- 844 (g) A description of the process for informing students
- 845 and their parents of college-level course expectations.
- 846 (h) The policies and procedures, if any, for determining
- 847 exceptions to the required grade point averages on an individual
- 848 student basis.
- 849 (i) The registration policies for dual enrollment courses
- 850 as determined by the postsecondary institution.
- 851 (j) Exceptions, if any, to the professional rules,
- 852 guidelines, and expectations stated in the faculty or adjunct
- 853 faculty handbook for the postsecondary institution.
- 854 (k) Exceptions, if any, to the rules, guidelines, and
- 855 expectations stated in the student handbook of the postsecondary
- 856 institution which apply to faculty members.
- 857 (l) The responsibilities of the school district regarding
- 858 the determination of student eligibility before participating in
- 859 the dual enrollment program and the monitoring of student
- 860 performance while participating in the dual enrollment program.
- 861 (m) The responsibilities of the Florida College System
- 862 institution regarding the transmission of student grades in dual
- 863 enrollment courses to the school district.
- 864 (n) A funding provision that delineates costs incurred by
- 865 each entity. School districts should share funding to cover
- 866 instructional and support costs incurred by the postsecondary
- 867 institution.
- 868 (o) Any institutional responsibilities for student

869 transportation, if provided.

870 (22) The Department of Education shall develop an
 871 electronic submission system for dual enrollment articulation
 872 agreements and shall review, for compliance, each dual
 873 enrollment articulation agreement submitted pursuant to
 874 subsection (21). The Commissioner of Education shall notify the
 875 district school superintendent and the Florida College System
 876 institution president if the dual enrollment articulation
 877 agreement does not comply with statutory requirements and shall
 878 submit any dual enrollment articulation agreement with
 879 unresolved issues of noncompliance to the State Board of
 880 Education.

881 (23) District school boards and Florida College System
 882 institutions may enter into additional dual enrollment
 883 articulation agreements with state universities for the purposes
 884 of this section. School districts may also enter into dual
 885 enrollment articulation agreements with eligible independent
 886 colleges and universities pursuant to s. 1011.62(1)(i).

887 (24) Postsecondary institutions may enter into dual
 888 enrollment articulation agreements with private secondary
 889 schools pursuant to subsection (2).

890 Section 16. Section 1007.272, Florida Statutes, is
 891 repealed.

892 Section 17. Paragraph (c) of subsection (3) of section
 893 1008.22, Florida Statutes, is amended to read:

894 1008.22 Student assessment program for public schools.—

895 (3) STATEWIDE ASSESSMENT PROGRAM.—The commissioner shall
 896 design and implement a statewide program of educational

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897 | assessment that provides information for the improvement of the
898 | operation and management of the public schools, including
899 | schools operating for the purpose of providing educational
900 | services to youth in Department of Juvenile Justice programs.
901 | The commissioner may enter into contracts for the continued
902 | administration of the assessment, testing, and evaluation
903 | programs authorized and funded by the Legislature. Contracts may
904 | be initiated in 1 fiscal year and continue into the next and may
905 | be paid from the appropriations of either or both fiscal years.
906 | The commissioner is authorized to negotiate for the sale or
907 | lease of tests, scoring protocols, test scoring services, and
908 | related materials developed pursuant to law. Pursuant to the
909 | statewide assessment program, the commissioner shall:

910 | (c) Develop and implement a student achievement testing
911 | program as follows:

912 | 1. The Florida Comprehensive Assessment Test (FCAT)
913 | measures a student's content knowledge and skills in reading,
914 | writing, science, and mathematics. The content knowledge and
915 | skills assessed by the FCAT must be aligned to the core
916 | curricular content established in the Next Generation Sunshine
917 | State Standards. Other content areas may be included as directed
918 | by the commissioner. Comprehensive assessments of reading and
919 | mathematics shall be administered annually in grades 3 through
920 | 10 except, beginning with the 2010-2011 school year, the
921 | administration of grade 9 FCAT Mathematics shall be
922 | discontinued, and beginning with the 2011-2012 school year, the
923 | administration of grade 10 FCAT Mathematics shall be
924 | discontinued, except as required for students who have not

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925 attained minimum performance expectations for graduation as
926 provided in paragraph (9) (c). FCAT Writing and FCAT Science
927 shall be administered at least once at the elementary, middle,
928 and high school levels except, beginning with the 2011-2012
929 school year, the administration of FCAT Science at the high
930 school level shall be discontinued.

931 2.a. End-of-course assessments for a subject shall be
932 administered in addition to the comprehensive assessments
933 required under subparagraph 1. End-of-course assessments must be
934 rigorous, statewide, standardized, and developed or approved by
935 the department. The content knowledge and skills assessed by
936 end-of-course assessments must be aligned to the core curricular
937 content established in the Next Generation Sunshine State
938 Standards.

939 (I) Statewide, standardized end-of-course assessments in
940 mathematics shall be administered according to this sub-sub-
941 subparagraph. Beginning with the 2010-2011 school year, all
942 students enrolled in Algebra I or an equivalent course must take
943 the Algebra I end-of-course assessment. For students entering
944 grade 9 during the 2010-2011 school year and who are enrolled in
945 Algebra I or an equivalent, each student's performance on the
946 end-of-course assessment in Algebra I shall constitute 30
947 percent of the student's final course grade. Beginning with the
948 2012-2013 school year, the end-of-course assessment in Algebra I
949 shall be administered four times annually. Beginning with
950 students entering grade 9 in the 2011-2012 school year, a
951 student who is enrolled in Algebra I or an equivalent must earn
952 a passing score on the end-of-course assessment in Algebra I or

953 | attain an equivalent score as described in subsection (11) in
 954 | order to earn course credit. Beginning with the 2011-2012 school
 955 | year, all students enrolled in geometry or an equivalent course
 956 | must take the geometry end-of-course assessment. For students
 957 | entering grade 9 during the 2011-2012 school year, each
 958 | student's performance on the end-of-course assessment in
 959 | geometry shall constitute 30 percent of the student's final
 960 | course grade. Beginning with students entering grade 9 during
 961 | the 2012-2013 school year, a student must earn a passing score
 962 | on the end-of-course assessment in geometry or attain an
 963 | equivalent score as described in subsection (11) in order to
 964 | earn course credit.

965 | (II) Statewide, standardized end-of-course assessments in
 966 | science shall be administered according to this sub-sub-
 967 | subparagraph. Beginning with the 2011-2012 school year, all
 968 | students enrolled in Biology I or an equivalent course must take
 969 | the Biology I end-of-course assessment. For the 2011-2012 school
 970 | year, each student's performance on the end-of-course assessment
 971 | in Biology I shall constitute 30 percent of the student's final
 972 | course grade. Beginning with students entering grade 9 during
 973 | the 2012-2013 school year, a student must earn a passing score
 974 | on the end-of-course assessment in Biology I in order to earn
 975 | course credit.

976 | b. During the 2012-2013 school year, an end-of-course
 977 | assessment in civics education shall be administered as a field
 978 | test at the middle school level. During the 2013-2014 school
 979 | year, each student's performance on the statewide, standardized
 980 | end-of-course assessment in civics education shall constitute 30

981 percent of the student's final course grade. Beginning with the
 982 2014-2015 school year, a student must earn a passing score on
 983 the end-of-course assessment in civics education in order to
 984 pass the course and be promoted from the middle grades. The
 985 school principal of a middle school shall determine, in
 986 accordance with State Board of Education rule, whether a student
 987 who transfers to the middle school and who has successfully
 988 completed a civics education course at the student's previous
 989 school must take an end-of-course assessment in civics
 990 education.

991 c. The commissioner may select one or more nationally
 992 developed comprehensive examinations, which may include, but
 993 need not be limited to, examinations for a College Board
 994 Advanced Placement course, International Baccalaureate course,
 995 or Advanced International Certificate of Education course, or
 996 industry-approved examinations to earn national industry
 997 certifications identified in the Industry Certification Funding
 998 List, pursuant to rules adopted by the State Board of Education,
 999 for use as end-of-course assessments under this paragraph, if
 1000 the commissioner determines that the content knowledge and
 1001 skills assessed by the examinations meet or exceed the grade
 1002 level expectations for the core curricular content established
 1003 for the course in the Next Generation Sunshine State Standards.
 1004 The commissioner may collaborate with the American Diploma
 1005 Project in the adoption or development of rigorous end-of-course
 1006 assessments that are aligned to the Next Generation Sunshine
 1007 State Standards.

1008 d. Contingent upon funding provided in the General

1009 Appropriations Act, including the appropriation of funds
 1010 received through federal grants, the Commissioner of Education
 1011 shall establish an implementation schedule for the development
 1012 and administration of additional statewide, standardized end-of-
 1013 course assessments in English/Language Arts II, Algebra II,
 1014 chemistry, physics, earth/space science, United States history,
 1015 and world history. Priority shall be given to the development of
 1016 end-of-course assessments in English/Language Arts II. The
 1017 Commissioner of Education shall evaluate the feasibility and
 1018 effect of transitioning from the grade 9 and grade 10 FCAT
 1019 Reading and high school level FCAT Writing to an end-of-course
 1020 assessment in English/Language Arts II. The commissioner shall
 1021 report the results of the evaluation to the President of the
 1022 Senate and the Speaker of the House of Representatives no later
 1023 than July 1, 2011.

1024 3. The testing program shall measure student content
 1025 knowledge and skills adopted by the State Board of Education as
 1026 specified in paragraph (a) and measure and report student
 1027 performance levels of all students assessed in reading, writing,
 1028 mathematics, and science. The commissioner shall provide for the
 1029 tests to be developed or obtained, as appropriate, through
 1030 contracts and project agreements with private vendors, public
 1031 vendors, public agencies, postsecondary educational
 1032 institutions, or school districts. The commissioner shall obtain
 1033 input with respect to the design and implementation of the
 1034 testing program from state educators, assistive technology
 1035 experts, and the public.

1036 4. The testing program shall be composed of criterion-

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1037 | referenced tests that shall, to the extent determined by the
1038 | commissioner, include test items that require the student to
1039 | produce information or perform tasks in such a way that the core
1040 | content knowledge and skills he or she uses can be measured.

1041 | 5. FCAT Reading, Mathematics, and Science and all
1042 | statewide, standardized end-of-course assessments shall measure
1043 | the content knowledge and skills a student has attained on the
1044 | assessment by the use of scaled scores and achievement levels.
1045 | Achievement levels shall range from 1 through 5, with level 1
1046 | being the lowest achievement level, level 5 being the highest
1047 | achievement level, and level 3 indicating satisfactory
1048 | performance on an assessment. For purposes of FCAT Writing,
1049 | student achievement shall be scored using a scale of 1 through 6
1050 | and the score earned shall be used in calculating school grades.
1051 | A score shall be designated for each subject area tested, below
1052 | which score a student's performance is deemed inadequate. The
1053 | school districts shall provide appropriate remedial instruction
1054 | to students who score below these levels.

1055 | 6. The State Board of Education shall, by rule, designate
1056 | a passing score for each part of the grade 10 assessment test
1057 | and end-of-course assessments. Any rule that has the effect of
1058 | raising the required passing scores may apply only to students
1059 | taking the assessment for the first time after the rule is
1060 | adopted by the State Board of Education. Except as otherwise
1061 | provided in this subparagraph and as provided in s.
1062 | 1003.428(8) (b) or s. 1003.43(11) (b), students must earn a
1063 | passing score on grade 10 FCAT Reading and grade 10 FCAT
1064 | Mathematics or attain concordant scores as described in

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1065 subsection (10) in order to qualify for a standard high school
1066 diploma.

1067 7. In addition to designating a passing score under
1068 subparagraph 6., the State Board of Education shall also
1069 designate, by rule, a score for each statewide, standardized
1070 end-of-course assessment which indicates that a student is high
1071 achieving and has the potential to meet college-readiness
1072 standards by the time the student graduates from high school.

1073 8. Participation in the testing program is mandatory for
1074 all students attending public school, including students served
1075 in Department of Juvenile Justice programs, except as otherwise
1076 prescribed by the commissioner. A student who has not earned
1077 passing scores on the grade 10 FCAT as provided in subparagraph
1078 6. must participate in each retake of the assessment until the
1079 student earns passing scores or achieves scores on a
1080 standardized assessment which are concordant with passing scores
1081 pursuant to subsection (10). If a student does not participate
1082 in the statewide assessment, the district must notify the
1083 student's parent and provide the parent with information
1084 regarding the implications of such nonparticipation. A parent
1085 must provide signed consent for a student to receive classroom
1086 instructional accommodations that would not be available or
1087 permitted on the statewide assessments and must acknowledge in
1088 writing that he or she understands the implications of such
1089 instructional accommodations. The State Board of Education shall
1090 adopt rules, based upon recommendations of the commissioner, for
1091 the provision of test accommodations for students in exceptional
1092 education programs and for students who have limited English

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1093 proficiency. Accommodations that negate the validity of a
1094 statewide assessment are not allowable in the administration of
1095 the FCAT or an end-of-course assessment. However, instructional
1096 accommodations are allowable in the classroom if included in a
1097 student's individual education plan. Students using
1098 instructional accommodations in the classroom that are not
1099 allowable as accommodations on the FCAT or an end-of-course
1100 assessment may have the FCAT or an end-of-course assessment
1101 requirement waived pursuant to the requirements of s.
1102 1003.428(8)(b) or s. 1003.43(11)(b).

1103 9. A student seeking an adult high school diploma must
1104 meet the same testing requirements that a regular high school
1105 student must meet.

1106 10. District school boards must provide instruction to
1107 prepare students in the core curricular content established in
1108 the Next Generation Sunshine State Standards adopted under s.
1109 1003.41, including the core content knowledge and skills
1110 necessary for successful grade-to-grade progression and high
1111 school graduation. If a student is provided with instructional
1112 accommodations in the classroom that are not allowable as
1113 accommodations in the statewide assessment program, as described
1114 in the test manuals, the district must inform the parent in
1115 writing and must provide the parent with information regarding
1116 the impact on the student's ability to meet expected performance
1117 levels in reading, writing, mathematics, and science. The
1118 commissioner shall conduct studies as necessary to verify that
1119 the required core curricular content is part of the district
1120 instructional programs.

1121 11. District school boards must provide opportunities for
 1122 students to demonstrate an acceptable performance level on an
 1123 alternative standardized assessment approved by the State Board
 1124 of Education following enrollment in summer academies.

1125 12. The Department of Education must develop, or select,
 1126 and implement a common battery of assessment tools that will be
 1127 used in all juvenile justice programs in the state. These tools
 1128 must accurately measure the core curricular content established
 1129 in the Next Generation Sunshine State Standards.

1130 13. For students seeking a special diploma pursuant to s.
 1131 1003.438, the Department of Education must develop or select and
 1132 implement an alternate assessment tool that accurately measures
 1133 the core curricular content established in the Next Generation
 1134 Sunshine State Standards for students with disabilities under s.
 1135 1003.438.

1136 14. The Commissioner of Education shall establish
 1137 schedules for the administration of statewide assessments and
 1138 the reporting of student test results. When establishing the
 1139 schedules for the administration of statewide assessments, the
 1140 commissioner shall consider the observance of religious and
 1141 school holidays. The commissioner shall, by August 1 of each
 1142 year, notify each school district in writing and publish on the
 1143 department's Internet website the testing and reporting
 1144 schedules for, at a minimum, the school year following the
 1145 upcoming school year. The testing and reporting schedules shall
 1146 require that:

1147 a. There is the latest possible administration of
 1148 statewide assessments and the earliest possible reporting to the

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1149 school districts of student test results which is feasible
1150 within available technology and specific appropriations;
1151 however, test results for the FCAT must be made available no
1152 later than the week of June 8. Student results for end-of-course
1153 assessments must be provided no later than 1 week after the
1154 school district completes testing for each course. The
1155 commissioner may extend the reporting schedule under exigent
1156 circumstances.

1157 b. FCAT Writing may not be administered earlier than the
1158 week of March 1, and a comprehensive statewide assessment of any
1159 other subject may not be administered earlier than the week of
1160 April 15.

1161 c. A statewide, standardized end-of-course assessment is
1162 administered at the end of the course. The commissioner shall
1163 select an administration period for assessments that meets the
1164 intent of end-of-course assessments and provides student results
1165 prior to the end of the course. School districts shall
1166 administer tests in accordance with the schedule determined by
1167 the commissioner. For an end-of-course assessment administered
1168 at the end of the first semester, the commissioner shall
1169 determine the most appropriate testing dates based on a review
1170 of each school district's academic calendar.

1171
1172 The commissioner may, based on collaboration and input from
1173 school districts, design and implement student testing programs,
1174 for any grade level and subject area, necessary to effectively
1175 monitor educational achievement in the state, including the
1176 measurement of educational achievement of the Next Generation

1177 Sunshine State Standards for students with disabilities.
 1178 Development and refinement of assessments shall include
 1179 universal design principles and accessibility standards that
 1180 will prevent any unintended obstacles for students with
 1181 disabilities while ensuring the validity and reliability of the
 1182 test. These principles should be applicable to all technology
 1183 platforms and assistive devices available for the assessments.
 1184 The field testing process and psychometric analyses for the
 1185 statewide assessment program must include an appropriate
 1186 percentage of students with disabilities and an evaluation or
 1187 determination of the effect of test items on such students.

1188 Section 18. Subsections (1), (2), (9), and (10) of section
 1189 1008.25, Florida Statutes, are amended to read:

1190 1008.25 Public school student progression; remedial
 1191 instruction; reporting requirements.—

1192 (1) INTENT.—It is the intent of the Legislature that each
 1193 student's progression from one grade to another be determined,
 1194 in part, upon satisfactory performance ~~proficiency~~ in reading,
 1195 writing, science, and mathematics; that district school board
 1196 policies facilitate student achievement ~~such proficiency~~; and
 1197 that each student and his or her parent be informed of that
 1198 student's academic progress; and that students have access to
 1199 educational options that provide academically challenging
 1200 coursework or accelerated instruction pursuant to s. 1002.3105.

1201 (2) COMPREHENSIVE STUDENT PROGRESSION PLAN ~~PROGRAM~~.—Each
 1202 district school board shall establish a comprehensive plan
 1203 ~~program~~ for student progression which must ~~include~~:

1204 (a) Provide standards for evaluating each student's

1205 performance, including how well he or she masters the
 1206 performance standards approved by the State Board of Education.

1207 (b) Provide specific levels of performance in reading,
 1208 writing, science, and mathematics for each grade level,
 1209 including the levels of performance on statewide assessments as
 1210 defined by the commissioner, below which a student must receive
 1211 remediation~~7~~ or be retained within an intensive program that is
 1212 different from the previous year's program and that takes into
 1213 account the student's learning style.

1214 (c) Provide appropriate alternative placement for a
 1215 student who has been retained 2 or more years.

1216 (d)1. List the student eligibility and procedural
 1217 requirements established by the school district for whole-grade
 1218 promotion, midyear promotion, and subject-matter acceleration
 1219 that would result in a student attending a different school,
 1220 pursuant to s. 1002.3105(2) (b) .

1221 2. Notify parents and students of the school district's
 1222 process by which a parent may request student participation in
 1223 whole-grade promotion, midyear promotion, or subject-matter
 1224 acceleration that would result in a student attending a
 1225 different school, pursuant to s. 1002.3105(4) (b)2.

1226 (e)1. Advise parents and students that additional ACCEL
 1227 options may be available at the student's school, pursuant to s.
 1228 1002.3105.

1229 2. Advise parents and students to contact the principal at
 1230 the student's school for information related to student
 1231 eligibility requirements for whole-grade promotion, midyear
 1232 promotion, and subject-matter acceleration when the promotion or

1233 acceleration occurs within the principal's school; virtual
 1234 instruction in higher grade level subjects; and any other ACCEL
 1235 options offered by the principal, pursuant to s.
 1236 1002.3105(2) (a) .

1237 3. Advise parents and students to contact the principal at
 1238 the student's school for information related to the school's
 1239 process by which a parent may request student participation in
 1240 whole-grade promotion, midyear promotion, and subject-matter
 1241 acceleration when the promotion or acceleration occurs within
 1242 the principal's school; virtual instruction in higher grade
 1243 level subjects; and any other ACCEL options offered by the
 1244 principal, pursuant to s. 1002.3105(4) (b)1.

1245 (f) Advise parents and students of the early and
 1246 accelerated graduation options under ss. 1003.4281 and 1003.429.

1247 (g) List, or incorporate by reference, all dual enrollment
 1248 courses contained within the dual enrollment articulation
 1249 agreement established pursuant to s. 1007.271(21).

1250 ~~(9) RULEMAKING STATE BOARD AUTHORITY AND~~
 1251 ~~RESPONSIBILITIES.-~~

1252 ~~(a) The State Board of Education shall have authority as~~
 1253 ~~provided in s. 1008.32 to enforce this section.~~

1254 ~~(b) The State Board of Education shall adopt rules~~
 1255 ~~pursuant to ss. 120.536(1) and 120.54 for the administration of~~
 1256 ~~this section.~~

1257 ~~(10) TECHNICAL ASSISTANCE. The department shall provide~~
 1258 ~~technical assistance as needed to aid district school boards in~~
 1259 ~~administering this section.~~

1260 Section 19. Paragraph (a) of subsection (1) of section
 1261 1009.25, Florida Statutes, is amended to read:

1262 1009.25 Fee exemptions.—

1263 (1) The following students are exempt from the payment of
 1264 tuition and fees, including lab fees, at a school district that
 1265 provides postsecondary career programs, Florida College System
 1266 institution, or state university:

1267 (a) A student enrolled in a dual enrollment or early
 1268 admission program pursuant to ~~s. 1007.27~~ or s. 1007.271.

1269 Section 20. Paragraphs (b) and (f) of subsection (1) of
 1270 section 1009.531, Florida Statutes, are amended to read:

1271 1009.531 Florida Bright Futures Scholarship Program;
 1272 student eligibility requirements for initial awards.—

1273 (1) Effective January 1, 2008, in order to be eligible for
 1274 an initial award from any of the three types of scholarships
 1275 under the Florida Bright Futures Scholarship Program, a student
 1276 must:

1277 (b) Earn a standard Florida high school diploma or its
 1278 equivalent pursuant to as described in s. 1003.428, s.
 1279 1003.4281, s. 1003.429, s. 1003.43, or s. 1003.435 unless:

1280 1. The student completes a home education program
 1281 according to s. 1002.41; or

1282 2. The student earns a high school diploma from a non-
 1283 Florida school while living with a parent or guardian who is on
 1284 military or public service assignment away from Florida.

1285 (f) Apply for a scholarship from the program by high
 1286 school graduation. However, a student who graduates from high
 1287 school midyear must apply no later than August 31 of the

1288 student's graduation year in order to be evaluated for and, if
 1289 eligible, receive an award for the current academic year.

1290 Section 21. Subsection (4) is added to section 1009.532,
 1291 Florida Statutes, to read:

1292 1009.532 Florida Bright Futures Scholarship Program;
 1293 student eligibility requirements for renewal awards.-

1294 (4) A student who receives an initial award during the
 1295 spring term shall be evaluated for scholarship renewal after the
 1296 completion of a full academic year, which begins with the fall
 1297 term.

1298 Section 22. Paragraph (c) of subsection (1) of section
 1299 1011.61, Florida Statutes, is amended to read:

1300 1011.61 Definitions.-Notwithstanding the provisions of s.
 1301 1000.21, the following terms are defined as follows for the
 1302 purposes of the Florida Education Finance Program:

1303 (1) A "full-time equivalent student" in each program of
 1304 the district is defined in terms of full-time students and part-
 1305 time students as follows:

1306 (c)1. A "full-time equivalent student" is:

1307 a. A full-time student in any one of the programs listed
 1308 in s. 1011.62(1)(c); or

1309 b. A combination of full-time or part-time students in any
 1310 one of the programs listed in s. 1011.62(1)(c) which is the
 1311 equivalent of one full-time student based on the following
 1312 calculations:

1313 (I) A full-time student in a combination of programs
 1314 listed in s. 1011.62(1)(c) shall be a fraction of a full-time
 1315 equivalent membership in each special program equal to the

1316 number of net hours per school year for which he or she is a
 1317 member, divided by the appropriate number of hours set forth in
 1318 subparagraph (a)1. or subparagraph (a)2. The difference between
 1319 that fraction or sum of fractions and the maximum value as set
 1320 forth in subsection (4) for each full-time student is presumed
 1321 to be the balance of the student's time not spent in such
 1322 special education programs and shall be recorded as time in the
 1323 appropriate basic program.

1324 (II) A prekindergarten handicapped student shall meet the
 1325 requirements specified for kindergarten students.

1326 (III) A full-time equivalent student for students in
 1327 kindergarten through grade 5 in a virtual instruction program
 1328 under s. 1002.45 or a virtual charter school under s. 1002.33
 1329 shall consist of a student who has successfully completed a
 1330 basic program listed in s. 1011.62(1)(c)1.a. or b., and who is
 1331 promoted to a higher grade level.

1332 (IV) A full-time equivalent student for students in grades
 1333 6 through 12 in a virtual instruction program under s.
 1334 1002.45(1)(b)1., 2., or 3. or a virtual charter school under s.
 1335 1002.33 shall consist of six full credit completions in programs
 1336 listed in s. 1011.62(1)(c)1.b. or c. and 3. Credit completions
 1337 may be a combination of full-credit courses or half-credit
 1338 courses. Beginning in the 2014-2015 fiscal year, when s.
 1339 1008.22(3)(g) is implemented, the reported full-time equivalent
 1340 students and associated funding of students enrolled in courses
 1341 requiring passage of an end-of-course assessment shall be
 1342 adjusted after the student completes the end-of-course
 1343 assessment.

1344 (V) A Florida Virtual School full-time equivalent student
 1345 shall consist of six full credit completions or the prescribed
 1346 level of content that counts toward promotion to the next grade
 1347 in the programs listed in s. 1011.62(1)(c)1.a. and b. for
 1348 kindergarten through grade 8 and the programs listed in s.
 1349 1011.62(1)(c)1.c. for grades 9 through 12. Credit completions
 1350 may be a combination of full-credit courses or half-credit
 1351 courses. Beginning in the 2014-2015 fiscal year, when s.
 1352 1008.22(3)(g) is implemented, the reported full-time equivalent
 1353 students and associated funding of students enrolled in courses
 1354 requiring passage of an end-of-course assessment shall be
 1355 adjusted after the student completes the end-of-course
 1356 assessment.

1357 (VI) Each successfully completed full-credit course earned
 1358 through an online course delivered by a district other than the
 1359 one in which the student resides shall be calculated as 1/6 FTE.

1360 (VII) Each successfully completed credit earned under the
 1361 alternative high school course credit requirements authorized in
 1362 s. 1002.375, which is not reported as a portion of the 900 net
 1363 hours of instruction pursuant to subparagraph (1)(a)1., shall be
 1364 calculated as 1/6 FTE.

1365 (VIII) (A) A full-time equivalent student for courses
 1366 requiring a statewide, standardized end-of-course assessment
 1367 pursuant to s. 1008.22(3)(c)2.a. shall be defined and reported
 1368 as one-sixth of the hours set forth in subparagraph (a)1. for
 1369 the first 3 years of administering the end-of-course assessment.
 1370 Beginning in the 4th year of administering the statewide,
 1371 standardized end-of-course assessment, the FTE shall be credit

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1372 based and each course shall be equal to 1/6 FTE. The reported
 1373 FTE shall be adjusted after the student completes the end-of-
 1374 course assessment pursuant to s. 1008.22(3)(c)2.a.

1375 (B) The school district may report 1/6 FTE for each
 1376 student who passes a statewide, standardized end-of-course
 1377 assessment without being enrolled in the corresponding course.

1378 (C) The FTE earned under this sub-sub-subparagraph and any
 1379 FTE for courses or programs listed in s. 1011.62(1)(c) that do
 1380 not require passing a statewide, standardized end-of-course
 1381 assessment are subject to the requirements in subsection (4).

1382 2. A student in membership in a program scheduled for more
 1383 or less than 180 school days or the equivalent on an hourly
 1384 basis as specified by rules of the State Board of Education is a
 1385 fraction of a full-time equivalent membership equal to the
 1386 number of instructional hours in membership divided by the
 1387 appropriate number of hours set forth in subparagraph (a)1.;
 1388 however, for the purposes of this subparagraph, membership in
 1389 programs scheduled for more than 180 days is limited to students
 1390 enrolled in juvenile justice education programs and the Florida
 1391 Virtual School.

1392
 1393 The department shall determine and implement an equitable method
 1394 of equivalent funding for experimental schools and for schools
 1395 operating under emergency conditions, which schools have been
 1396 approved by the department to operate for less than the minimum
 1397 school day.

1398 Section 23. Paragraphs (p) through (s) of subsection (1)
 1399 of section 1011.62, Florida Statutes, are redesignated as

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1400 paragraphs (q) through (t), respectively, and a new paragraph
 1401 (p) is added to that subsection to read:

1402 1011.62 Funds for operation of schools.—If the annual
 1403 allocation from the Florida Education Finance Program to each
 1404 district for operation of schools is not determined in the
 1405 annual appropriations act or the substantive bill implementing
 1406 the annual appropriations act, it shall be determined as
 1407 follows:

1408 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR
 1409 OPERATION.—The following procedure shall be followed in
 1410 determining the annual allocation to each district for
 1411 operation:

1412 (p) Calculation of additional full-time equivalent
 1413 membership based upon early high school graduation.—
 1414 Notwithstanding s. 1011.61(4), each unpaid high school credit
 1415 delivered by a school district to a student who graduates early
 1416 pursuant to s. 1003.4281 may be reported by the school district
 1417 as 1/6 FTE. A school district may report up to 1/2 FTE for
 1418 unpaid credits delivered by the district for a student who
 1419 graduates one semester in advance of the student's cohort and up
 1420 to 1 FTE for a student who graduates 1 year or more in advance
 1421 of the student's cohort.

1422 Section 24. This act shall take effect July 1, 2012.