



951478

LEGISLATIVE ACTION

Senate

House

.
. .
. .
. .
. .

Floor: 1/AD/2R

04/04/2013 05:15 PM

Senator Legg moved the following:

Senate Amendment (with title amendment)

Delete lines 220 - 550

and insert:

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

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

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

(g) Comprehensive K-20 career and education planning.-It is essential that Florida's K-20 education system better prepare all students at every level for the transition from school to



951478

14 postsecondary education or work by providing information
15 regarding:

16 1. Career opportunities, educational requirements
17 associated with each career, educational institutions that
18 prepare students to enter each career, and student financial aid
19 available to pursue postsecondary instruction required to enter
20 each career.

21 2. How to make informed decisions about the program of
22 study that best addresses the students' interests and abilities
23 while preparing them to enter postsecondary education or the
24 workforce.

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

27
28 This information shall be provided to students and parents
29 through websites, handbooks, manuals, or other regularly
30 provided communications.

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

33 1000.21 Systemwide definitions.—As used in the Florida K-20
34 Education Code:

35 (7) ~~“Sunshine State Standards” or the “Next Generation~~
36 ~~Sunshine State Standards” means the state’s public K-12~~
37 ~~curricular standards, including common core standards in English~~
38 ~~Language Arts and Mathematics, adopted under s. 1003.41. The~~
39 ~~term includes the Sunshine State Standards that are in place for~~
40 ~~a subject until the standards for that subject are replaced~~
41 ~~under s. 1003.41 by the Next Generation Sunshine State~~
42 ~~Standards.~~



951478

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

46 1001.42 Powers and duties of district school board.—The
47 district school board, acting as a board, shall exercise all
48 powers and perform all duties listed below:

49 (26) TECHNICAL CENTER GOVERNING BOARD.—May appoint a
50 governing board for a school district technical center or a
51 system of technical centers for the purpose of aligning the
52 educational programs of the technical center with the needs of
53 local businesses and responding quickly to the needs of local
54 businesses for employees holding industry certifications. A
55 technical center governing board shall be comprised of seven
56 members, three of whom must be members of the district school
57 board or their designees and four of whom must be local business
58 leaders. The district school board shall delegate to the
59 technical center governing board decisions regarding entrance
60 requirements for students, curriculum, program development,
61 budget and funding allocations, and the development with local
62 businesses of partnership agreements and appropriate industry
63 certifications in order to meet local and regional economic
64 needs. A technical center governing board may approve only
65 courses and programs that contain industry certifications. A
66 course may be continued if at least 25 percent of the students
67 enrolled in the course attain an industry certification. If
68 fewer than 25 percent of the students enrolled in a course
69 attain an industry certification, the course must be
70 discontinued the following year.

71 Section 4. Paragraph (b) of subsection (1) of section



951478

72 1002.3105, Florida Statutes, is amended, and subsection (5) is
73 added to that section, to read:

74 1002.3105 Academically Challenging Curriculum to Enhance
75 Learning (ACCEL) options.—

76 (1) ACCEL OPTIONS.—

77 (b) At a minimum, each school must offer the following
78 ACCEL options: whole-grade and midyear promotion; subject-matter
79 acceleration; virtual instruction in higher grade level
80 subjects; and the Credit Acceleration Program under s.

81 1003.4295. Additional ACCEL options may include, but are not
82 limited to, enriched science, technology, engineering, and
83 mathematics ~~(STEM)~~ coursework; enrichment programs; flexible
84 grouping; advanced academic courses; combined classes; self-
85 paced instruction; rigorous industry certifications that are
86 articulated to college credit and approved pursuant to ss.

87 1003.492 and 1008.44; work-related internships or
88 apprenticeships; curriculum compacting; advanced-content
89 instruction; and telescoping curriculum.

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

96 Section 5. Paragraph (a) of subsection (7) of section
97 1002.33, Florida Statutes, is amended to read:

98 1002.33 Charter schools.—

99 (7) CHARTER.—The major issues involving the operation of a
100 charter school shall be considered in advance and written into



951478

101 the charter. The charter shall be signed by the governing board
102 of the charter school and the sponsor, following a public
103 hearing to ensure community input.

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

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

108 2. The focus of the curriculum, the instructional methods
109 to be used, any distinctive instructional techniques to be
110 employed, and identification and acquisition of appropriate
111 technologies needed to improve educational and administrative
112 performance which include a means for promoting safe, ethical,
113 and appropriate uses of technology which comply with legal and
114 professional standards.

115 a. The charter shall ensure that reading is a primary focus
116 of the curriculum and that resources are provided to identify
117 and provide specialized instruction for students who are reading
118 below grade level. The curriculum and instructional strategies
119 for reading must be consistent with the Next Generation Sunshine
120 State Standards and grounded in scientifically based reading
121 research.

122 b. In order to provide students with access to diverse
123 instructional delivery models, to facilitate the integration of
124 technology within traditional classroom instruction, and to
125 provide students with the skills they need to compete in the
126 21st century economy, the Legislature encourages instructional
127 methods for blended learning courses consisting of both
128 traditional classroom and online instructional techniques.
129 Charter schools may implement blended learning courses which



951478

130 combine traditional classroom instruction and virtual
131 instruction. Students in a blended learning course must be full-
132 time students of the charter school and receive the online
133 instruction in a classroom setting at the charter school.
134 Instructional personnel certified pursuant to s. 1012.55 who
135 provide virtual instruction for blended learning courses may be
136 employees of the charter school or may be under contract to
137 provide instructional services to charter school students. At a
138 minimum, such instructional personnel must hold an active state
139 or school district adjunct certification under s. 1012.57 for
140 the subject area of the blended learning course. The funding and
141 performance accountability requirements for blended learning
142 courses are the same as those for traditional courses.

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

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

149 b. How these baseline rates will be compared to rates of
150 academic progress achieved by these same students while
151 attending the charter school.

152 c. To the extent possible, how these rates of progress will
153 be evaluated and compared with rates of progress of other
154 closely comparable student populations.

155
156 The district school board is required to provide academic
157 student performance data to charter schools for each of their
158 students coming from the district school system, as well as



951478

159 rates of academic progress of comparable student populations in
160 the district school system.

161 4. The methods used to identify the educational strengths
162 and needs of students and how well educational goals and
163 performance standards are met by students attending the charter
164 school. The methods shall provide a means for the charter school
165 to ensure accountability to its constituents by analyzing
166 student performance data and by evaluating the effectiveness and
167 efficiency of its major educational programs. Students in
168 charter schools shall, at a minimum, participate in the
169 statewide assessment program created under s. 1008.22.

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

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

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

177 8. The ways by which the school will achieve a
178 racial/ethnic balance reflective of the community it serves or
179 within the racial/ethnic range of other public schools in the
180 same school district.

181 9. The financial and administrative management of the
182 school, including a reasonable demonstration of the professional
183 experience or competence of those individuals or organizations
184 applying to operate the charter school or those hired or
185 retained to perform such professional services and the
186 description of clearly delineated responsibilities and the
187 policies and practices needed to effectively manage the charter



951478

188 school. A description of internal audit procedures and
189 establishment of controls to ensure that financial resources are
190 properly managed must be included. Both public sector and
191 private sector professional experience shall be equally valid in
192 such a consideration.

193 10. The asset and liability projections required in the
194 application which are incorporated into the charter and shall be
195 compared with information provided in the annual report of the
196 charter school.

197 11. A description of procedures that identify various risks
198 and provide for a comprehensive approach to reduce the impact of
199 losses; plans to ensure the safety and security of students and
200 staff; plans to identify, minimize, and protect others from
201 violent or disruptive student behavior; and the manner in which
202 the school will be insured, including whether or not the school
203 will be required to have liability insurance, and, if so, the
204 terms and conditions thereof and the amounts of coverage.

205 12. The term of the charter which shall provide for
206 cancellation of the charter if insufficient progress has been
207 made in attaining the student achievement objectives of the
208 charter and if it is not likely that such objectives can be
209 achieved before expiration of the charter. The initial term of a
210 charter shall be for 4 or 5 years. In order to facilitate access
211 to long-term financial resources for charter school
212 construction, charter schools that are operated by a
213 municipality or other public entity as provided by law are
214 eligible for up to a 15-year charter, subject to approval by the
215 district school board. A charter lab school is eligible for a
216 charter for a term of up to 15 years. In addition, to facilitate



951478

217 access to long-term financial resources for charter school
218 construction, charter schools that are operated by a private,
219 not-for-profit, s. 501(c)(3) status corporation are eligible for
220 up to a 15-year charter, subject to approval by the district
221 school board. Such long-term charters remain subject to annual
222 review and may be terminated during the term of the charter, but
223 only according to the provisions set forth in subsection (8).

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

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

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

231 16. A timetable for implementing the charter which
232 addresses the implementation of each element thereof and the
233 date by which the charter shall be awarded in order to meet this
234 timetable.

235 17. In the case of an existing public school that is being
236 converted to charter status, alternative arrangements for
237 current students who choose not to attend the charter school and
238 for current teachers who choose not to teach in the charter
239 school after conversion in accordance with the existing
240 collective bargaining agreement or district school board rule in
241 the absence of a collective bargaining agreement. However,
242 alternative arrangements shall not be required for current
243 teachers who choose not to teach in a charter lab school, except
244 as authorized by the employment policies of the state university
245 which grants the charter to the lab school.



951478

246 18. Full disclosure of the identity of all relatives
247 employed by the charter school who are related to the charter
248 school owner, president, chairperson of the governing board of
249 directors, superintendent, governing board member, principal,
250 assistant principal, or any other person employed by the charter
251 school who has equivalent decisionmaking authority. For the
252 purpose of this subparagraph, the term "relative" means father,
253 mother, son, daughter, brother, sister, uncle, aunt, first
254 cousin, nephew, niece, husband, wife, father-in-law, mother-in-
255 law, son-in-law, daughter-in-law, brother-in-law, sister-in-law,
256 stepfather, stepmother, stepson, stepdaughter, stepbrother,
257 stepsister, half brother, or half sister.

258 19. Implementation of the activities authorized under s.
259 1002.331 by the charter school when it satisfies the eligibility
260 requirements for a high-performing charter school. A high-
261 performing charter school shall notify its sponsor in writing by
262 March 1 if it intends to increase enrollment or expand grade
263 levels the following school year. The written notice shall
264 specify the amount of the enrollment increase and the grade
265 levels that will be added, as applicable.

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

269 1002.37 The Florida Virtual School.—

270 (3) Funding for the Florida Virtual School shall be
271 provided as follows:

272 (a)1. For a student in grades 9 through 12, a "full-time
273 equivalent student" is one student who has successfully
274 completed six full-credit courses that count toward the minimum



951478

275 number of credits required for high school graduation. A student
276 who completes fewer than six full-credit courses is a fraction
277 of a full-time equivalent student. Half-credit course
278 completions shall be included in determining a full-time
279 equivalent student. Credit completed by a student in excess of
280 the minimum required for that student for high school graduation
281 is not eligible for funding.

282 2. For a student in kindergarten through grade 8, a "full-
283 time equivalent student" is one student who has successfully
284 completed six courses or the prescribed level of content that
285 counts toward promotion to the next grade. A student who
286 completes fewer than six courses or the prescribed level of
287 content shall be a fraction of a full-time equivalent student.

288 3. Beginning in the 2016-2017 ~~2014-2015~~ fiscal year, ~~when~~
289 ~~s. 1008.22(3)(g) is implemented,~~ the reported full-time
290 equivalent students and associated funding of students enrolled
291 in courses requiring passage of an end-of-course assessment
292 under s. 1003.4282 to earn a standard high school diploma shall
293 be adjusted if after the student does not pass ~~completes~~ the
294 end-of-course assessment. However, no adjustment shall be made
295 for home education program students who choose not to take an
296 end-of-course assessment or for a student who enrolls in a
297 segmented remedial course delivered online.

298
299 For purposes of this paragraph, the calculation of "full-time
300 equivalent student" shall be as prescribed in s.
301 1011.61(1)(c)1.b.(v).

302 (9)

303 (b) Public school students receiving part-time instruction



951478

304 by the Florida Virtual School in courses requiring statewide
305 end-of-course assessments must take all statewide end-of-course
306 assessments required pursuant to s. 1008.22 ~~s. 1008.22(3)(e)2.~~

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

308 Section 8. Paragraph (b) of subsection (4) and paragraph
309 (e) of subsection (7) of section 1002.45, Florida Statutes, are
310 amended to read:

311 1002.45 Virtual instruction programs.—

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

314 (b) Provide a method for determining that a student has
315 satisfied the requirements for graduation in s. 1003.428 or s.
316 1003.4282, ~~s. 1003.429, or s. 1003.43~~ if the contract is for the
317 provision of a full-time virtual instruction program to students
318 in grades 9 through 12.

319 (7) VIRTUAL INSTRUCTION PROGRAM AND VIRTUAL CHARTER SCHOOL
320 FUNDING.—

321 (e) Beginning in the 2016-2017 ~~2014-2015~~ fiscal year, ~~when~~
322 ~~s. 1008.22(3)(g) is implemented,~~ the reported full-time
323 equivalent students and associated funding of students enrolled
324 in courses requiring passage of an end-of-course assessment
325 under s. 1003.4282 to earn a standard high school diploma shall
326 be adjusted if after the student does not pass ~~completes~~ the
327 end-of-course assessment. However, no adjustment shall be made
328 for a student who enrolls in a segmented remedial course
329 delivered online.

330 Section 9. Paragraph (i) of subsection (1) of section
331 1003.02, Florida Statutes, is amended to read:

332 1003.02 District school board operation and control of



951478

333 public K-12 education within the school district.—As provided in
334 part II of chapter 1001, district school boards are
335 constitutionally and statutorily charged with the operation and
336 control of public K-12 education within their school district.
337 The district school boards must establish, organize, and operate
338 their public K-12 schools and educational programs, employees,
339 and facilities. Their responsibilities include staff
340 development, public K-12 school student education including
341 education for exceptional students and students in juvenile
342 justice programs, special programs, adult education programs,
343 and career education programs. Additionally, district school
344 boards must:

345 (1) Provide for the proper accounting for all students of
346 school age, for the attendance and control of students at
347 school, and for proper attention to health, safety, and other
348 matters relating to the welfare of students in the following
349 fields:

350 (i) *Parental notification of acceleration options.*—At the
351 beginning of each school year, notify parents of students in or
352 entering high school of the opportunity and benefits of advanced
353 placement, International Baccalaureate, Advanced International
354 Certificate of Education, dual enrollment, and Florida Virtual
355 School courses and options for early ~~or accelerated high school~~
356 graduation under s. ss. 1003.4281 and ~~1003.429~~.

357 Section 10. Paragraph (c) of subsection (3) of section
358 1003.03, Florida Statutes, is amended to read:

359 1003.03 Maximum class size.—

360 (3) IMPLEMENTATION OPTIONS.—District school boards must
361 consider, but are not limited to, implementing the following



951478

362 items in order to meet the constitutional class size maximums
363 described in subsection (1):

364 (c)1. Repeal district school board policies that require
365 students to earn ~~have~~ more than the 24 credits required under s.
366 1003.428 to graduate from high school.

367 2. Implement the early graduation option provided in s.
368 1003.4281 ~~Adopt policies to allow students to graduate from high~~
369 ~~school as soon as they pass the grade 10 FCAT and complete the~~
370 ~~courses required for high school graduation.~~

371 Section 11. Section 1003.41, Florida Statutes, is amended
372 to read:

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

375 1003.41 Next Generation Sunshine State Standards.-

376 (1) Next Generation Sunshine State Standards establish the
377 core content of the curricula to be taught in the state and
378 specify the core content knowledge and skills that K-12 public
379 school students are expected to acquire. Standards must be
380 rigorous and relevant and provide for the logical, sequential
381 progression of core curricular content that incrementally
382 increases a student's core content knowledge and skills over
383 time. Curricular content for all subjects must integrate
384 critical-thinking, problem-solving, and workforce-literacy
385 skills; communication, reading, and writing skills; mathematics
386 skills; collaboration skills; contextual and applied-learning
387 skills; technology-literacy skills; information and media-
388 literacy skills; and civic-engagement skills. The standards must
389 include distinct grade-level expectations for the core content
390 knowledge and skills that a student is expected to have acquired



951478

391 by each individual grade level from kindergarten through grade
392 8. The standards for grades 9 through 12 may be organized by
393 grade clusters of more than one grade level except as otherwise
394 provided for visual and performing arts, physical education,
395 health, and foreign language standards.

396 (2) Next Generation Sunshine State Standards must meet the
397 following requirements:

398 (a) English Language Arts standards must establish specific
399 curricular content for, at a minimum, reading, writing, speaking
400 and listening, and language.

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

404 (c) Mathematics standards must establish specific
405 curricular content for, at a minimum, algebra, geometry,
406 statistics and probability, number and quantity, functions, and
407 modeling.

408 (d) Social Studies standards must establish specific
409 curricular content for, at a minimum, geography, United States
410 and world history, government, civics, humanities, and
411 economics, including financial literacy. Financial literacy
412 includes the knowledge, understanding, skills, behaviors,
413 attitudes, and values that will enable a student to make
414 responsible and effective financial decisions on a daily basis.
415 Financial literacy instruction shall be an integral part of
416 instruction throughout the entire economics course and include
417 information regarding earning income; buying goods and services;
418 saving and financial investing; taxes; the use of credit and
419 credit cards; budgeting and debt management, including student



951478

420 loans and secured loans; banking and financial services;
421 planning for one's financial future, including higher education
422 and career planning; credit reports and scores; and fraud and
423 identity theft prevention.

424 (e) Visual and performing arts, physical education, health,
425 and foreign language standards must establish specific
426 curricular content and include distinct grade level expectations
427 for the core content knowledge and skills that a student is
428 expected to have acquired by each individual grade level from
429 kindergarten through grade 5. The standards for grades 6 through
430 12 may be organized by grade clusters of more than one grade
431 level.

432 (3) The Commissioner of Education, as needed, shall develop
433 and submit proposed revisions to the standards for review and
434 comment by Florida educators, school administrators,
435 representatives of the Florida College System institutions and
436 state universities who have expertise in the content knowledge
437 and skills necessary to prepare a student for postsecondary
438 education and careers, business and industry leaders, and the
439 public. The commissioner, after considering reviews and
440 comments, shall submit the proposed revisions to the State Board
441 of Education for adoption. In addition, the commissioner shall
442 prepare an analysis of the costs associated with implementing a
443 separate, one-half credit course in financial literacy,
444 including estimated costs for instructional personnel, training,
445 and the development or purchase of instructional materials. The
446 commissioner shall work with one or more nonprofit organizations
447 with proven expertise in the area of personal finance, consider
448 free resources that can be utilized for instructional materials,



951478

449 and provide data on the implementation of such a course in other
450 states. The commissioner shall provide the cost analysis to the
451 President of the Senate and the Speaker of the House of
452 Representatives by October 1, 2013.

453 (4) The State Board of Education shall adopt rules to
454 administer this section.

455 Section 12. Section 1003.413, Florida Statutes, is
456 repealed.

457 Section 13. Section 1003.4156, Florida Statutes, is amended
458 to read:

459 1003.4156 General requirements for middle grades
460 promotion.—

461 (1) In order for a student to be promoted to high school
462 Promotion from a school that includes ~~composed of~~ middle grades
463 6, 7, and 8, ~~requires that:~~

464 ~~(a)~~ the student must successfully complete the following
465 academic courses ~~as follows:~~

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

469 ~~(b)2.~~ Three middle grades school or higher courses in
470 mathematics. Each ~~middle~~ school that includes middle grades must
471 offer at least one high school level mathematics course for
472 which students may earn high school credit. Successful
473 completion of a high school level Algebra I or geometry course
474 is not contingent upon the student's performance on the
475 statewide, standardized end-of-course (EOC) assessment or, upon
476 transition to common core assessments, the common core Algebra I
477 or geometry assessments required under s. 1008.22 ~~s.~~



951478

478 ~~1008.22(3)(c)2.a.(I)~~. However, beginning with the 2011-2012
479 school year, to earn high school credit for an Algebra I course,
480 a middle grades school student must pass the Algebra I
481 statewide, standardized end-of-course assessment, and beginning
482 with the 2012-2013 school year, to earn high school credit for a
483 geometry course, a middle grades school student must take pass
484 the statewide, standardized geometry end-of-course assessment,
485 which constitutes 30 percent of the student's final course
486 grade, and earn a passing grade in the course.

487 ~~(c)3.~~ Three middle grades school or higher courses in
488 social studies, ~~one semester of which must include the study of~~
489 ~~state and federal government and civics education.~~ Beginning
490 with students entering grade 6 in the 2012-2013 school year, one
491 of these courses must be at least a one-semester civics
492 education course ~~that a student successfully completes in~~
493 ~~accordance with s. 1008.22(3)(c) and that includes the roles and~~
494 ~~responsibilities of federal, state, and local governments; the~~
495 ~~structures and functions of the legislative, executive, and~~
496 ~~judicial branches of government; and the meaning and~~
497 ~~significance of historic documents, such as the Articles of~~
498 ~~Confederation, the Declaration of Independence, and the~~
499 ~~Constitution of the United States.~~ Beginning with the 2013-2014
500 school year, each student's performance on the statewide,
501 standardized EOC assessment in civics education required under
502 s. 1008.22 constitutes 30 percent of the student's final course
503 grade.

504 ~~(d)4.~~ Three middle grades school or higher courses in
505 science. Successful completion of a high school level Biology I
506 course is not contingent upon the student's performance on the



951478

507 statewide, standardized EOC end-of-course assessment required
508 under s. 1008.22 ~~s. 1008.22(3)(c)2.a.(II)~~. However, beginning
509 with the 2012-2013 school year, to earn high school credit for a
510 Biology I course, a middle grades school student must take pass
511 the statewide, standardized Biology I EOC end-of-course
512 assessment, which constitutes 30 percent of the student's final
513 course grade, and earn a passing grade in the course.

514 (e)5. One course in career and education planning to be
515 completed in 6th, 7th, or 8th grade. The course may be taught by
516 any member of the instructional staff. At a minimum, the course
517 must be Internet-based, easy to use, and customizable to each
518 student and include research-based assessments to assist
519 students in determining educational and career options and
520 goals. In addition, the course; must result in a completed
521 personalized academic and career plan for the student; must
522 emphasize the importance of entrepreneurship skills; must
523 emphasize technology or the application of technology in career
524 fields; and, beginning in the 2014-2015 academic year, must
525 include information from the Department of Economic
526 Opportunity's economic security report as described in s.
527 445.07. The required personalized academic and career plan must
528 inform students of high school graduation requirements,
529 including a detailed explanation of the diploma designation
530 options provided under s. 1003.4285; high school assessment and
531 college entrance test requirements; Florida Bright Futures
532 Scholarship Program requirements; state university and Florida
533 College System institution admission requirements; available
534 opportunities to, and programs through which a high school
535 student can earn college credit in high school, including



951478

536 Advanced Placement courses; the International Baccalaureate
537 Program; the Advanced International Certificate of Education
538 Program; dual enrollment, including career dual enrollment; and
539 career education courses, including academy and career-themed
540 courses course opportunities, and courses that lead to national
541 industry certification pursuant to s. 1003.492 or s. 1008.44.

542
543 ~~A student with a disability, as defined in s. 1007.02(2), for~~
544 ~~whom the individual education plan team determines that an end-~~
545 ~~of-course assessment cannot accurately measure the student's~~
546 ~~abilities, taking into consideration all allowable~~
547 ~~accommodations, shall have the end-of-course assessment results~~
548 ~~waived for purposes of determining the student's course grade~~
549 ~~and completing the requirements for middle grades promotion.~~
550 Each school must inform parents about the course curriculum and
551 activities. Each student shall complete a personal education
552 plan that must be signed by the student and the student's
553 parent. The Department of Education shall develop course
554 frameworks and professional development materials for the career
555 and education planning course. The course may be implemented as
556 a stand-alone course or integrated into another course or
557 courses. The Commissioner of Education shall collect
558 longitudinal high school course enrollment data by student
559 ethnicity in order to analyze course-taking patterns.

560 (2)(b) If For each year in which a middle grades student
561 scores at Level 1 or Level 2 on FCAT Reading or, when the state
562 transitions to common core assessments on the English Language
563 Arts assessments required under s. 1008.22, the following year
564 the student must enroll be enrolled in and complete a remedial



951478

565 ~~an intensive reading course the following year. Placement of~~
566 ~~Level 2 readers in either an intensive reading course or a~~
567 ~~content area course in which remediation reading strategies are~~
568 ~~incorporated into course content delivery delivered shall be~~
569 ~~determined by diagnosis of reading needs. The department shall~~
570 ~~provide guidance on appropriate strategies for diagnosing and~~
571 ~~meeting the varying instructional needs of students performing~~
572 ~~reading below grade level. Reading courses shall be designed and~~
573 ~~offered pursuant to the comprehensive reading plan required by~~
574 ~~s. 1011.62(9). A middle grades student who scores at Level 1 or~~
575 ~~Level 2 on FCAT Reading but who did not score below Level 3 in~~
576 ~~the previous 3 years may be granted a 1-year exemption from the~~
577 ~~reading remediation requirement; however, the student must have~~
578 ~~an approved academic improvement plan already in place, signed~~
579 ~~by the appropriate school staff and the student's parent, for~~
580 ~~the year for which the exemption is granted.~~

581 ~~(3)(c) If For each year in which a middle grades student~~
582 ~~scores at Level 1 or Level 2 on FCAT Mathematics or, when the~~
583 ~~state transitions to common core assessments, on the Mathematics~~
584 ~~common core assessments required under s. 1008.22, the following~~
585 ~~year, the student must receive remediation ~~the following year,~~~~
586 ~~which may be integrated into the student's required mathematics~~
587 ~~courses ~~course.~~~~

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

591 ~~(4)(3) The State Board of Education shall ~~may~~ adopt rules~~
592 ~~pursuant to ss. 120.536(1) and 120.54 to implement ~~the~~~~
593 ~~provisions of this section and may enforce ~~the provisions of~~~~



951478

594 this section pursuant to s. 1008.32.

595 Section 14. Section 1003.4203, Florida Statutes, is amended
596 to read:

597 1003.4203 Digital materials, recognitions, certificates,
598 and technical assistance curriculum.—

599 (1) Each district school board, in consultation with the
600 district school superintendent, shall make available ~~may develop~~
601 ~~and implement a~~ digital materials curriculum for students in
602 prekindergarten ~~grades 6~~ through grade 12 in order to enable
603 students to attain digital skills ~~competencies in web~~
604 ~~communications and web design.~~ A digital curriculum may include
605 ~~web-based skills, web-based core technologies, web design, use~~
606 ~~of digital technologies and markup language to show competency~~
607 ~~in computer skills, and use of web-based core technologies to~~
608 ~~design creative, informational, and content standards for web-~~
609 ~~based digital products that demonstrate proficiency in creating,~~
610 ~~publishing, testing, monitoring, and maintaining a website.~~

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

616 (2) Beginning with the 2013-2014 school year, each district
617 school board, in consultation with the district school
618 superintendent, shall make available digital and instructional
619 materials, including software applications, to students with
620 disabilities who are in prekindergarten through grade 12.

621 (3) Subject to available funding, by December 1, 2013, the
622 department shall contract with one or more technology companies,



951478

623 or affiliated nonprofit organizations, that have approved
624 industry certifications identified on the Industry Certification
625 Funding List or the Postsecondary Industry Certification Funding
626 List, pursuant to s. 1003.492 or s. 1008.44, to develop a
627 Florida Cyber Security Recognition and a Florida Digital Arts
628 Recognition. The department shall notify each school district
629 when the recognitions are developed and available. The
630 recognitions shall be made available to all public elementary
631 school students at no cost to the districts or charter schools.

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

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

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

642 (b) The technology companies or affiliated nonprofit
643 organizations that provide the recognition must provide open
644 access to materials for teaching and assessing the skills a
645 student must acquire in order to earn a Florida Cyber Security
646 Recognition or a Florida Digital Arts Recognition. The school
647 district shall notify each elementary school advisory council of
648 the methods of delivery of the open-access content and
649 assessments. If there is no elementary school advisory council,
650 notification must be provided to the district advisory council.

651 (4) Subject to available funding, by December 1, 2013, the



951478

652 department shall contract with one or more technology companies
653 that have approved industry certifications identified on the
654 Industry Certification Funding List or the Postsecondary
655 Industry Certification Funding List, pursuant to s. 1003.492 or
656 s. 1008.44, to develop a Florida Digital Tools Certificate to
657 indicate a student's digital skills. The department shall notify
658 each school district when the certificate is developed and
659 available. The certificate shall be made available to all public
660 middle grades students at no cost to the districts or charter
661 schools.

662 (a) Targeted skills to be mastered for the certificate
663 include digital skills that are necessary to the student's
664 academic work and skills the student may need in future
665 employment. The skills must include, but are not limited to,
666 word processing, spreadsheet display, and creation of
667 presentations, including sound, text, and graphic presentations,
668 consistent with industry certifications that are listed on the
669 Industry Certification Funding List, pursuant to s. 1003.492.

670 (b) A technology company that provides the certificate must
671 provide open access to materials for teaching and assessing the
672 skills necessary to earn the certificate. The school district
673 shall notify each middle school advisory council of the methods
674 of delivery of the open-access content and assessments for the
675 certificate. If there is no middle school advisory council,
676 notification must be provided to the district advisory council.

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

680 (5)(3) The Department of Education or a company contracted



951478

681 with under subsection (4) shall provide technical assistance to
682 shall develop a model digital curriculum to serve as a guide for
683 district school boards in the implementation of this section.
684 Technical assistance to districts shall include, but is not
685 limited to, identification of digital resources, primarily open-
686 access resources, including digital curriculum, instructional
687 materials, media assets, and other digital tools and
688 applications; training mechanisms for teachers and others to
689 facilitate integration of digital resources and technologies
690 into instructional strategies; and model policies and procedures
691 that support sustainable implementation practices development of
692 a digital curriculum.

693 (6)-(4) A district school board may seek partnerships with
694 other school districts, private businesses, postsecondary
695 institutions, or and consultants to offer classes and
696 instruction to teachers and students to assist the school
697 district in providing digital materials, recognitions, and
698 certificates established pursuant to this section curriculum
699 instruction.

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

702
703 ===== T I T L E A M E N D M E N T =====

704 And the title is amended as follows:

705 Delete lines 2 - 51

706 and insert:

707 An act relating to K-20 education; amending s.

708 1000.03, F.S.; providing for comprehensive K-20 career

709 and education planning; amending s. 1000.21, F.S.;



951478

710 providing that Next Generation Sunshine State
711 Standards include specified common core standards;
712 amending s. 1001.42, F.S.; authorizing a district
713 school board to appoint a governing board for a school
714 district technical center; providing governing board
715 membership and responsibilities; amending s.
716 1002.3105, F.S.; providing additional academically
717 challenging curriculum options; amending s. 1002.33,
718 F.S.; conforming provisions; amending s. 1002.37,
719 F.S.; revising funding for the Florida Virtual School
720 based on student completion of end-of-course
721 assessments; repealing s. 1002.375, F.S., relating to
722 an alternative credit for high school courses pilot
723 project; amending s. 1002.45, F.S.; revising funding
724 for virtual instruction programs based on student
725 completion of end-of-course assessments; amending s.
726 1003.02, F.S.; conforming provisions; amending s.
727 1003.03, F.S.; revising implementation options to meet
728 class size requirements; amending s. 1003.41, F.S.;
729 revising requirements for the Next Generation Sunshine
730 State Standards; repealing s. 1003.413, F.S., relating
731 to the Florida Secondary School Redesign Act; amending
732 s. 1003.4156, F.S.; revising middle grades promotion
733 requirements; conforming provisions relating to the
734 statewide, standardized assessment program; revising
735 career and education planning course content; revising
736 remediation strategies; amending s. 1003.4203, F.S.;
737 requiring the availability of digital materials in
738 prekindergarten through grade 12; providing for



951478

739
740

digital recognition and certificate programs; amending
s.