

1 A bill to be entitled

2 An act relating to education; amending s. 1001.03, F.S.;  
3 requiring the State Board of Education to review and  
4 replace the Sunshine State Standards with World Class  
5 Education Standards; establishing requirements for the  
6 standards; requiring reports; providing requirements for  
7 the adoption, review, and revision of the standards;  
8 authorizing contracting; creating s. 1003.411, F.S.;  
9 creating the World Class Education Standards Advisory  
10 Council within the Department of Education; providing for  
11 appointment of the advisory council; requiring the  
12 advisory council to conduct hearings and submit a report  
13 relating to replacement, adoption, and implementation of  
14 standards; requiring the Commissioner of Education and  
15 State Board of Education to submit recommendations;  
16 requiring the advisory council to hold meetings and submit  
17 annual reports; providing for per diem and travel expenses  
18 for advisory council members; requiring the Department of  
19 Education to reimburse school districts for substitute  
20 teachers assigned under specified conditions; providing  
21 for the future abolishment of the advisory council;  
22 amending ss. 39.0016 and 445.049, F.S.; conforming  
23 provisions; amending s. 1000.21, F.S.; revising the  
24 systemwide definition of standards; conforming provisions;  
25 amending s. 1001.02, F.S.; revising provisions authorizing  
26 the State Board of Education to adopt rules; amending s.  
27 1001.215, F.S.; conforming provisions; amending s.  
28 1001.41, F.S.; requiring a school district to emphasize  
29 certain items in social studies education; amending s.  
30 1001.42, F.S.; conforming provisions; creating s. 1001.55,

31 F.S.; requiring certain high-performing school districts  
 32 to submit plans and give certain authority to specified  
 33 school principals; requiring annual reports; amending ss.  
 34 1002.33 and 1002.415, F.S.; conforming provisions;  
 35 amending s. 1003.41, F.S.; specifying requirements for  
 36 World Class Education Standards; amending s. 1003.428,  
 37 F.S.; requiring school districts to include certain  
 38 notations on diplomas and academic transcripts under  
 39 specified conditions; creating s. 1003.451, F.S.;  
 40 requiring the State Board of Education to adopt standards  
 41 for world-language instruction and provide flexibility in  
 42 foreign-language teacher certification; requiring school  
 43 districts and certain schools to submit plans for  
 44 elementary school world-language curricula; revising  
 45 standards and authorizing use of funds for instructional  
 46 materials; creating s. 1003.59, F.S.; requiring the State  
 47 Board of Education to adopt a model policy for accelerated  
 48 learning opportunities for certain students; requiring  
 49 schools districts to implement an accelerated learning  
 50 policy; amending s. 1004.04, F.S.; conforming provisions;  
 51 amending s. 1007.271, F.S.; providing exemptions from  
 52 certain qualifications for early admission and dual  
 53 enrollment programs based on certain student scores;  
 54 amending s. 1007.35, F.S.; conforming provisions; amending  
 55 s. 1008.22, F.S.; requiring the Florida Comprehensive  
 56 Assessment Test to assess students in social studies;  
 57 requiring the content knowledge and skills of the  
 58 statewide assessment program and Florida Comprehensive  
 59 Assessment Test to align to the World Class Education  
 60 Standards; providing for the expedited revision of the

61 Florida Comprehensive Assessment Test; requiring the  
62 Commissioner of Education to submit reports; providing  
63 requirements for an achievement-level scale for test  
64 scores and for test administration; establishing a  
65 proficiency designation for any grade or subject area  
66 based on student scores on the Florida Comprehensive  
67 Assessment Test; requiring recommendations for end-of-  
68 course examinations; amending s. 1008.25, F.S.; conforming  
69 provisions; requiring remediation in social studies;  
70 revising requirements for an annual report; amending s.  
71 1008.30, F.S.; exempting a student from passing the common  
72 placement test under specified conditions; amending s.  
73 1008.385, F.S.; conforming provisions; amending ss.  
74 1009.534, 1009.535, and 1009.536, F.S.; exempting a  
75 student from certain eligibility requirements of the  
76 Florida Bright Futures Scholarship Program based on scores  
77 on the Florida Comprehensive Assessment Test; amending s.  
78 1012.05, F.S.; conforming provisions; amending ss. 1012.28  
79 and 1012.52, F.S.; conforming provisions; amending s.  
80 1012.56, F.S.; revising examination requirements for  
81 educators to demonstrate mastery of general knowledge;  
82 requiring educators to demonstrate mastery of a college-  
83 level general education curriculum; requiring the State  
84 Board of Education to align subject area examinations to  
85 the World Class Education Standards; conforming  
86 provisions; amending s. 1012.585, F.S.; applying certain  
87 inservice points toward renewal of an educator  
88 professional certificate specialization area; amending s.  
89 1012.72, F.S.; conforming provisions; amending s. 1012.98,  
90 F.S.; requiring a school district's inservice activities

91 | to support state standards; directing districts to align  
 92 | inservice activities to the World Class Education  
 93 | Standards; providing that an individual professional  
 94 | development plan requires instructional employees to  
 95 | complete specified inservice activities; requiring passage  
 96 | of an inservice examination for award of certain inservice  
 97 | points; directing the Department of Education to adopt  
 98 | examination competencies; requiring statewide standardized  
 99 | delivery of certain inservice activities and outcome  
 100 | measurement of such activities; requiring the department  
 101 | to provide statewide standardized professional development  
 102 | and educators to participate therein; requiring school  
 103 | districts to inventory professional development programs;  
 104 | establishing priority for use of professional development  
 105 | funds; requiring schools districts to submit a report;  
 106 | requiring the Office of Program Policy Analysis and  
 107 | Government Accountability to submit reports relating to  
 108 | student end-of-course examinations, after-school programs,  
 109 | and sales tax on school facilities construction; creating  
 110 | the Public-Private Partnering Task Force within the  
 111 | Department of Management Services; requiring the task  
 112 | force to submit a report to the Governor and Legislature;  
 113 | providing for the future abolishment of the task force;  
 114 | providing an appropriation; providing effective dates.

115 |  
 116 | Be It Enacted by the Legislature of the State of Florida:  
 117 |

118 | Section 1. Subsection (1) of section 1001.03, Florida  
 119 | Statutes, is amended to read:

120 | 1001.03 Specific powers of State Board of Education.--

121 (1) PUBLIC K-12 STUDENT PERFORMANCE STANDARDS.--  
 122 (a) The State Board of Education shall review and  
 123 systematically replace ~~approve the student performance standards~~  
 124 ~~known as~~ the Sunshine State Standards by adopting World Class  
 125 Education Standards that prepare Florida's students to compete  
 126 globally with students around the world. The World Class  
 127 Education Standards shall, at a minimum:  
 128 1. Establish the essential content knowledge and skills, by  
 129 each in key academic subject areas and grade level, that are  
 130 necessary for student academic achievement; levels  
 131 2. Identify the general content knowledge that a student is  
 132 expected to know for reading proficiency;  
 133 3. Identify the specific content knowledge and skills that  
 134 a student is expected to know and be able to demonstrate for each  
 135 subject area listed in s. 1003.41 by grade level; and  
 136 4. Provide for the sequential development of a student's  
 137 content knowledge and skills grade by grade for each subject  
 138 area.  
 139 (b) By January 31, 2008, the State Board of Education shall  
 140 establish an expedited a schedule for to facilitate the adoption  
 141 ~~periodic review~~ of the World Class Education Standards, and for  
 142 the periodic review and revision of the standards, to ensure  
 143 superior ~~adequate~~ rigor, relevance, logical student progression,  
 144 and integration of reading, writing, and mathematics across all  
 145 subject areas. Effective January 1, 2009, the state board shall,  
 146 by January 1 of each year, submit a report to the Governor, the  
 147 President of the Senate, and the Speaker of the House of  
 148 Representatives detailing the status of the adoption,  
 149 implementation, and any subsequent revisions of the World Class  
 150 Education Standards. The report shall address the recommendations

151 of the World Class Education Standards Advisory Council.

152 (c) The State Board of Education shall include Florida  
153 educators in the development and review of the World Class  
154 Education Standards. The state board shall consider the  
155 recommendations of the World Class Education Standards Advisory  
156 Council, educators, citizens, and members of the business  
157 community; consult national or international curricular experts  
158 in each ~~review by~~ subject area; and consider standards  
159 implemented by other states or nations which are regarded as  
160 exceptionally rigorous by the curricular experts. The state board  
161 shall also ~~must~~ include the participation of curriculum leaders  
162 in other content areas, including the arts, to ensure valid  
163 content area integration and to address the instructional  
164 requirements of different learning styles.

165 (d) The process for adoption and revision of the World  
166 Class Education Standards ~~review and proposed revisions~~ must  
167 include leadership and input from the state's classroom teachers  
168 and ~~selected~~, school administrators, postsecondary institutions  
169 and ~~community colleges and universities~~, and from representatives  
170 ~~from~~ business and industry representatives ~~who are~~ identified by  
171 local education foundations.

172 (e) The Department of Education may contract for the  
173 development of the World Class Education Standards and the  
174 identification of appropriate curricula aligned to the standards.  
175 The department has flexibility to enter into multiple contracts  
176 and may expand the contracts to include training.

177 (f) The State Board of Education, before adopting or  
178 revising the World Class Education Standards for a subject area,  
179 shall submit the proposed standards for evaluation by one or more  
180 nationally respected foundations, institutes, organizations, or

181 boards with expertise in performance standards for K-12  
 182 curricula. The state board shall submit the results of the  
 183 evaluations to the Governor, the President of the Senate, and the  
 184 Speaker of the House of Representatives before adopting the  
 185 proposed standards ~~a report including proposed revisions must be~~  
 186 ~~submitted to the Governor, the President of the Senate, and the~~  
 187 ~~Speaker of the House of Representatives annually to coincide with~~  
 188 ~~the established review schedule. The review schedule and an~~  
 189 ~~annual status report must be submitted to the Governor, the~~  
 190 ~~President of the Senate, and the Speaker of the House of~~  
 191 ~~Representatives annually not later than January 1.~~

192 Section 2. Effective upon this act becoming a law, section  
 193 1003.411, Florida Statutes, is created to read:

194 1003.411 World Class Education Standards Advisory  
 195 Council.--

196 (1) (a) The World Class Education Standards Advisory Council  
 197 is created within the Department of Education. The advisory  
 198 council is composed of 12 outstanding teachers appointed as  
 199 follows: two members appointed by the Governor, two members  
 200 appointed by the President of the Senate, two members appointed  
 201 by the Speaker of the House of Representatives, and six members  
 202 appointed by the State Board of Education. Members must be highly  
 203 motivated; representative of elementary, middle, and high school  
 204 grade levels; representative of the demographic diversity of the  
 205 state; and technologically experienced. Members of the advisory  
 206 council shall be appointed by July 1, 2007.

207 (b) The advisory council, before submitting its report  
 208 under paragraph (c), shall publicly notice and conduct at least  
 209 three public hearings throughout the state.

210 (c) By November 15, 2007, the advisory council shall submit

211 a report to the Commissioner of Education and State Board of  
212 Education which includes recommendations that identify innovative  
213 and unique methods to expedite the timeline for replacing the  
214 Sunshine State Standards with the World Class Education  
215 Standards. Each recommendation must include an estimate of the  
216 expenditures required to implement the recommendation. The  
217 advisory council's recommendations shall address, at a minimum:

218 1. An efficient and effective process for adoption of  
219 instructional materials or alternative approaches to meeting the  
220 state's needs for instructional materials;

221 2. Strategies for timely and appropriate deployment of  
222 professional development;

223 3. The integration of technology in the standards,  
224 professional development, and curricular content and delivery;

225 4. Options for expediting the implementation of valid and  
226 reliable assessments; and

227 5. Options for designating curriculum leaders for the World  
228 Class Education Standards who will be available to all schools.

229  
230 The report shall also establish a plan for the advisory council's  
231 continued participation and input in the adoption,  
232 implementation, and subsequent review and revision of the World  
233 Class Education Standards, including a determination whether  
234 additional public hearings are needed and the timelines,  
235 locations, and purposes of the hearings.

236 (d) By December 31, 2007, the Commissioner of Education  
237 shall submit a report to the State Board of Education which  
238 contains the commissioner's recommendations for the adoption and  
239 implementation of the World Class Education Standards. The report  
240 must address the recommendations of the advisory council and



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241 other education stakeholder groups. By January 31, 2008, the  
242 State Board of Education shall submit a report of its  
243 recommendations for the World Class Education Standards to the  
244 Governor, the President of the Senate, the Speaker of the House  
245 of Representatives, and the chairs of the education committees of  
246 the Senate and the House of Representatives. The state board's  
247 report shall include its schedule for adoption and periodic  
248 revision of the World Class Education Standards which is  
249 established under s. 1001.03(1)(b).

250 (2) The department shall provide administrative and staff  
251 support for the advisory council. The advisory council shall meet  
252 at least quarterly and submit an annual report to the  
253 Commissioner of Education and State Board of Education by  
254 November 15 of each year which details successes, concerns, and  
255 additional strategies for implementation of the World Class  
256 Education Standards. Members of the advisory council shall serve  
257 without compensation but are entitled to per diem and  
258 reimbursement of travel expenses under s. 112.061.

259 (3) A school district employing an advisory council member  
260 shall grant the member administrative leave necessary for the  
261 member's attendance at the advisory council's meetings and public  
262 hearings. The department shall reimburse the school district,  
263 subject to legislative appropriation, for assignment of a  
264 substitute teacher for each day that the district grants the  
265 member administrative leave under this subsection.

266 (4) The advisory council is abolished November 30, 2010.

267 Section 3. Paragraph (b) of subsection (4) and paragraph  
268 (d) of subsection (5) of section 39.0016, Florida Statutes, are  
269 amended to read:

270 39.0016 Education of abused, neglected, and abandoned

271 children.--

272 (4) The department shall enter into agreements with  
273 district school boards or other local educational entities  
274 regarding education and related services for children known to  
275 the department who are of school age and children known to the  
276 department who are younger than school age but who would  
277 otherwise qualify for services from the district school board.  
278 Such agreements shall include, but are not limited to:

279 (b) A requirement that the district school board shall:

280 1. Provide the department with a general listing of the  
281 services and information available from the district school  
282 board, including, but not limited to, the World Class Education  
283 ~~current Sunshine State~~ Standards, the Surrogate Parent Training  
284 Manual, and other resources accessible through the Department of  
285 Education or local school districts to facilitate educational  
286 access for a child known to the department.

287 2. Identify all educational and other services provided by  
288 the school and school district which the school district believes  
289 are reasonably necessary to meet the educational needs of a child  
290 known to the department.

291 3. Determine whether transportation is available for a  
292 child known to the department when such transportation will avoid  
293 a change in school assignment due to a change in residential  
294 placement. Recognizing that continued enrollment in the same  
295 school throughout the time the child known to the department is  
296 in out-of-home care is preferable unless enrollment in the same  
297 school would be unsafe or otherwise impractical, the department,  
298 the district school board, and the Department of Education shall  
299 assess the availability of federal, charitable, or grant funding  
300 for such transportation.

301 4. Provide individualized student intervention or an  
 302 individual educational plan when a determination has been made  
 303 through legally appropriate criteria that intervention services  
 304 are required. The intervention or individual educational plan  
 305 must include strategies to enable the child known to the  
 306 department to maximize the attainment of educational goals.

307 (5) The department shall incorporate an education component  
 308 into all training programs of the department regarding children  
 309 known to the department. Such training shall be coordinated with  
 310 the Department of Education and the local school districts. The  
 311 department shall offer opportunities for education personnel to  
 312 participate in such training. Such coordination shall include,  
 313 but not be limited to, notice of training sessions, opportunities  
 314 to purchase training materials, proposals to avoid duplication of  
 315 services by offering joint training, and incorporation of  
 316 materials available from the Department of Education and local  
 317 school districts into the department training when appropriate.  
 318 The department training components shall include:

319 (d) Training of caseworkers regarding the services and  
 320 information available through the Department of Education and  
 321 local school districts, including, but not limited to, the World  
 322 Class Education ~~current Sunshine State~~ Standards, the Surrogate  
 323 Parent Training Manual, and other resources accessible through  
 324 the Department of Education or local school districts to  
 325 facilitate educational access for a child known to the  
 326 department.

327 Section 4. Paragraph (g) of subsection (7) of section  
 328 445.049, Florida Statutes, is amended to read:

329 445.049 Digital Divide Council.--

330 (7) PROGRAM OBJECTIVES AND GOALS.--The programs authorized

331 by this section shall have the following objectives and goals:

332 (g) Using information technology to facilitate achievement  
 333 of the World Class Education ~~Sunshine State~~ Standards by all  
 334 children enrolled in the state's K-12 school system who are  
 335 members of at-risk families.

336 Section 5. Subsection (7) of section 1000.21, Florida  
 337 Statutes, is amended to read:

338 1000.21 Systemwide definitions.--As used in the Florida K-  
 339 20 Education Code:

340 (7) "World Class Education ~~Sunshine State~~ Standards" means  
 341 the student content are standards, as described in ss. 1001.03(1)  
 342 and 1003.41, that identify what public school students are  
 343 expected to ~~should~~ know and be able to demonstrate ~~do~~. The term  
 344 includes the Sunshine State Standards for a subject area until  
 345 the standards are replaced under s. 1001.03(1) by the World Class  
 346 Education Standards for the subject area. ~~These standards~~  
 347 ~~delineate the academic achievement of students for which the~~  
 348 ~~state will hold its public schools accountable in grades K 2, 3-~~  
 349 ~~5, 6-8, and 9-12, in the subjects of language arts, mathematics,~~  
 350 ~~science, social studies, the arts, health and physical education,~~  
 351 ~~foreign languages, reading, writing, history, government,~~  
 352 ~~geography, economics, and computer literacy.~~

353 Section 6. Subsection (1) of section 1001.02, Florida  
 354 Statutes, is amended to read:

355 1001.02 General powers of State Board of Education.--

356 (1) The State Board of Education is the chief implementing  
 357 and coordinating body of public education in Florida, and it  
 358 shall focus on high-level policy decisions. The state board ~~It~~  
 359 has authority to adopt rules under ~~pursuant to~~ ss. 120.536(1) and  
 360 120.54 to implement the provisions of law conferring duties upon

361 the State Board of Education, the Commissioner of Education, and  
 362 the Department of Education ~~it for the improvement of the state~~  
 363 ~~system of K-20 public education.~~ Except as otherwise provided by  
 364 law herein, the State Board of Education ~~it~~ may, as it finds  
 365 appropriate, delegate its general powers to the Commissioner of  
 366 Education or the directors of the divisions of the department.

367 Section 7. Subsection (8) of section 1001.215, Florida  
 368 Statutes, is amended to read:

369 1001.215 Just Read, Florida! Office.--There is created in  
 370 the Department of Education the Just Read, Florida! Office. The  
 371 office shall be fully accountable to the Commissioner of  
 372 Education and shall:

373 (8) Periodically review the World Class Education Sunshine  
 374 ~~State~~ Standards for reading at all grade levels.

375 Section 8. Subsection (3) of section 1001.41, Florida  
 376 Statutes, is amended to read:

377 1001.41 General powers of district school board.--The  
 378 district school board, after considering recommendations  
 379 submitted by the district school superintendent, shall exercise  
 380 the following general powers:

381 (3) Prescribe and adopt standards and policies to provide  
 382 each student the opportunity to receive a complete education  
 383 program, including language arts;; mathematics;; science;; social  
 384 studies, with an emphasis on history, government, and civics;  
 385 health;; physical education;; foreign languages;; and the arts,  
 386 as defined by the World Class Education Sunshine State Standards.  
 387 The standards and policies must emphasize integration and  
 388 reinforcement of reading, writing, and mathematics skills across  
 389 all subjects, including career awareness, career exploration, and  
 390 career and technical education.

391 Section 9. Paragraph (a) of subsection (16) of section  
 392 1001.42, Florida Statutes, is amended to read:

393 1001.42 Powers and duties of district school board.--The  
 394 district school board, acting as a board, shall exercise all  
 395 powers and perform all duties listed below:

396 (16) IMPLEMENT SCHOOL IMPROVEMENT AND  
 397 ACCOUNTABILITY.--Maintain a system of school improvement and  
 398 education accountability as provided by statute and State Board  
 399 of Education rule. This system of school improvement and  
 400 education accountability shall be consistent with, and  
 401 implemented through, the district's continuing system of planning  
 402 and budgeting required by this section and ss. 1008.385, 1010.01,  
 403 and 1011.01. This system of school improvement and education  
 404 accountability shall include, but is not limited to, the  
 405 following:

406 (a) School improvement plans.--Annually approve and require  
 407 implementation of a new, amended, or continuation school  
 408 improvement plan for each school in the district. A district  
 409 school board may establish a district school improvement plan  
 410 that includes all schools in the district operating for the  
 411 purpose of providing educational services to youth in Department  
 412 of Juvenile Justice programs. The school improvement plan shall  
 413 be designed to achieve the state education priorities pursuant to  
 414 s. 1000.03(5) and student proficiency on the World Class  
 415 Education ~~Sunshine State Standards~~ under ~~pursuant to~~ s. 1003.41.  
 416 Each plan shall address student achievement goals and strategies  
 417 based on state and school district proficiency standards. The  
 418 plan may also address issues relative to other academic-related  
 419 matters, as determined by district school board policy, and shall  
 420 include an accurate, data-based analysis of student achievement

421 and other school performance data. Beginning with plans approved  
422 for implementation in the 2007-2008 school year, each secondary  
423 school plan must include a redesign component based on the  
424 principles established in s. 1003.413. For each school in the  
425 district that earns a school grade of "C" or below, or is  
426 required to have a school improvement plan under federal law, the  
427 school improvement plan shall, at a minimum, also include:

428 1. Professional development that supports enhanced and  
429 differentiated instructional strategies to improve teaching and  
430 learning.

431 2. Continuous use of disaggregated student achievement data  
432 to determine effectiveness of instructional strategies.

433 3. Ongoing informal and formal assessments to monitor  
434 individual student progress, including progress toward mastery of  
435 the World Class Education Sunshine State Standards, and to  
436 redesign instruction if needed.

437 4. Alternative instructional delivery methods to support  
438 remediation, acceleration, and enrichment strategies.

439 Section 10. Section 1001.55, Florida Statutes, is created  
440 to read:

441 1001.55 Site-based management.--A school district receiving  
442 a designation for high performance from the State Board of  
443 Education under part VI of chapter 1003, which is based, at least  
444 in part, on school grades or district grades assigned under s.  
445 1008.34, shall submit a plan to the state board, and implement  
446 the plan, which gives the district's highest-performing  
447 principals significant decisionmaking and budgetary authority  
448 over their respective schools. The school district shall annually  
449 audit, monitor, and report to the state board on the  
450 implementation of this section at each school site. The state

451 board shall submit a statewide annual report to the Governor, the  
452 President of the Senate, and the Speaker of the House of  
453 Representatives on the implementation of this section. The state  
454 board may adopt rules under ss. 120.536(1) and 120.54 to  
455 administer this section.

456 Section 11. Paragraph (a) of subsection (6) and paragraph  
457 (a) of subsection (7) of section 1002.33, Florida Statutes, are  
458 amended to read:

459 1002.33 Charter schools.--

460 (6) APPLICATION PROCESS AND REVIEW.--Charter school  
461 applications are subject to the following requirements:

462 (a) A person or entity wishing to open a charter school  
463 shall prepare an application that:

464 1. Demonstrates how the school will use the guiding  
465 principles and meet the statutorily defined purpose of a charter  
466 school.

467 2. Provides a detailed curriculum plan that illustrates how  
468 students will be provided services to attain the World Class  
469 Education Sunshine State Standards.

470 3. Contains goals and objectives for improving student  
471 learning and measuring that improvement. These goals and  
472 objectives must indicate how much academic improvement students  
473 are expected to show each year, how success will be evaluated,  
474 and the specific results to be attained through instruction.

475 4. Describes the reading curriculum and differentiated  
476 strategies that will be used for students reading at grade level  
477 or higher and a separate curriculum and strategies for students  
478 who are reading below grade level. A sponsor shall deny a charter  
479 if the school does not propose a reading curriculum that is  
480 consistent with effective teaching strategies that are grounded



481 in scientifically based reading research.

482 5. Contains an annual financial plan for each year  
483 requested by the charter for operation of the school for up to 5  
484 years. This plan must contain anticipated fund balances based on  
485 revenue projections, a spending plan based on projected revenues  
486 and expenses, and a description of controls that will safeguard  
487 finances and projected enrollment trends.

488 (7) CHARTER.--The major issues involving the operation of a  
489 charter school shall be considered in advance and written into  
490 the charter. The charter shall be signed by the governing body of  
491 the charter school and the sponsor, following a public hearing to  
492 ensure community input.

493 (a) The charter shall address, and criteria for approval of  
494 the charter shall be based on:

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

497 2. The focus of the curriculum, the instructional methods  
498 to be used, any distinctive instructional techniques to be  
499 employed, and identification and acquisition of appropriate  
500 technologies needed to improve educational and administrative  
501 performance which include a means for promoting safe, ethical,  
502 and appropriate uses of technology which comply with legal and  
503 professional standards. The charter shall ensure that reading is  
504 a primary focus of the curriculum and that resources are provided  
505 to identify and provide specialized instruction for students who  
506 are reading below grade level. The curriculum and instructional  
507 strategies for reading must be consistent with the World Class  
508 Education Sunshine State Standards and grounded in scientifically  
509 based reading research.

510 3. The current incoming baseline standard of student

511 academic achievement, the outcomes to be achieved, and the method  
512 of measurement that will be used. The criteria listed in this  
513 subparagraph shall include a detailed description for each of the  
514 following:

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

517 b. How these baseline rates will be compared to rates of  
518 academic progress achieved by these same students while attending  
519 the charter school.

520 c. To the extent possible, how these rates of progress will  
521 be evaluated and compared with rates of progress of other closely  
522 comparable student populations.

523  
524 The district school board is required to provide academic student  
525 performance data to charter schools for each of their students  
526 coming from the district school system, as well as rates of  
527 academic progress of comparable student populations in the  
528 district school system.

529 4. The methods used to identify the educational strengths  
530 and needs of students and how well educational goals and  
531 performance standards are met by students attending the charter  
532 school. Included in the methods is a means for the charter school  
533 to ensure accountability to its constituents by analyzing student  
534 performance data and by evaluating the effectiveness and  
535 efficiency of its major educational programs. Students in charter  
536 schools shall, at a minimum, participate in the statewide  
537 assessment program created under s. 1008.22.

538 5. In secondary charter schools, a method for determining  
539 that a student has satisfied the requirements for graduation in  
540 s. 1003.43.

541           6. A method for resolving conflicts between the governing  
542 body of the charter school and the sponsor.

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

545           8. The ways by which the school will achieve a  
546 racial/ethnic balance reflective of the community it serves or  
547 within the racial/ethnic range of other public schools in the  
548 same school district.

549           9. The financial and administrative management of the  
550 school, including a reasonable demonstration of the professional  
551 experience or competence of those individuals or organizations  
552 applying to operate the charter school or those hired or retained  
553 to perform such professional services and the description of  
554 clearly delineated responsibilities and the policies and  
555 practices needed to effectively manage the charter school. A  
556 description of internal audit procedures and establishment of  
557 controls to ensure that financial resources are properly managed  
558 must be included. Both public sector and private sector  
559 professional experience shall be equally valid in such a  
560 consideration.

561           10. The asset and liability projections required in the  
562 application which are incorporated into the charter and which  
563 shall be compared with information provided in the annual report  
564 of the charter school. The charter shall ensure that, if a  
565 charter school internal audit or annual financial audit reveals a  
566 state of financial emergency as defined in s. 218.503 or deficit  
567 financial position, the auditors are required to notify the  
568 charter school governing board, the sponsor, and the Department  
569 of Education. The internal auditor shall report such findings in  
570 the form of an exit interview to the principal or the principal

571 administrator of the charter school and the chair of the  
572 governing board within 7 working days after finding the state of  
573 financial emergency or deficit position. A final report shall be  
574 provided to the entire governing board, the sponsor, and the  
575 Department of Education within 14 working days after the exit  
576 interview. When a charter school is in a state of financial  
577 emergency, the charter school shall file a detailed financial  
578 recovery plan with the sponsor. The department, with the  
579 involvement of both sponsors and charter schools, shall establish  
580 guidelines for developing such plans.

581 11. A description of procedures that identify various risks  
582 and provide for a comprehensive approach to reduce the impact of  
583 losses; plans to ensure the safety and security of students and  
584 staff; plans to identify, minimize, and protect others from  
585 violent or disruptive student behavior; and the manner in which  
586 the school will be insured, including whether or not the school  
587 will be required to have liability insurance, and, if so, the  
588 terms and conditions thereof and the amounts of coverage.

589 12. The term of the charter which shall provide for  
590 cancellation of the charter if insufficient progress has been  
591 made in attaining the student achievement objectives of the  
592 charter and if it is not likely that such objectives can be  
593 achieved before expiration of the charter. The initial term of a  
594 charter shall be for 4 or 5 years. In order to facilitate access  
595 to long-term financial resources for charter school construction,  
596 charter schools that are operated by a municipality or other  
597 public entity as provided by law are eligible for up to a 15-year  
598 charter, subject to approval by the district school board. A  
599 charter lab school is eligible for a charter for a term of up to  
600 15 years. In addition, to facilitate access to long-term

601 financial resources for charter school construction, charter  
 602 schools that are operated by a private, not-for-profit, s.  
 603 501(c)(3) status corporation are eligible for up to a 15-year  
 604 charter, subject to approval by the district school board. Such  
 605 long-term charters remain subject to annual review and may be  
 606 terminated during the term of the charter, but only according to  
 607 the provisions set forth in subsection (8).

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

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

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

615 16. A timetable for implementing the charter which  
 616 addresses the implementation of each element thereof and the date  
 617 by which the charter shall be awarded in order to meet this  
 618 timetable.

619 17. In the case of an existing public school being  
 620 converted to charter status, alternative arrangements for current  
 621 students who choose not to attend the charter school and for  
 622 current teachers who choose not to teach in the charter school  
 623 after conversion in accordance with the existing collective  
 624 bargaining agreement or district school board rule in the absence  
 625 of a collective bargaining agreement. However, alternative  
 626 arrangements shall not be required for current teachers who  
 627 choose not to teach in a charter lab school, except as authorized  
 628 by the employment policies of the state university which grants  
 629 the charter to the lab school.

630 Section 12. Paragraph (b) of subsection (2) of section

631 1002.415, Florida Statutes, is amended to read:

632 1002.415 K-8 Virtual School Program.--Subject to annual  
 633 legislative appropriation, a kindergarten through grade 8 virtual  
 634 school program is established within the Department of Education  
 635 for the purpose of making academic instruction available to full-  
 636 time students in kindergarten through grade 8 using on-line and  
 637 distance learning technology. The department shall use an  
 638 application process to select schools to deliver program  
 639 instruction.

640 (2) APPLICATION.--

641 (b) In addition to a completed application form, each  
 642 applicant must provide the department with:

643 1. A detailed plan describing how the school curriculum and  
 644 course content will conform to the World Class Education Sunshine  
 645 State Standards; and

646 2. An annual financial plan for each year of operation of  
 647 the school for a minimum of 3 years. The plan must contain  
 648 anticipated fund balances based on revenue projections, a  
 649 spending plan based on projected revenues and expenses, and a  
 650 description of controls that will safeguard finances and  
 651 projected enrollment trends.

652 Section 13. Section 1003.41, Florida Statutes, is amended  
 653 to read:

654 1003.41 World Class Education Sunshine State  
 655 Standards--Public K-12 educational instruction in Florida is  
 656 based on the "World Class Education Sunshine State Standards."  
 657 The ~~These~~ standards are ~~have been~~ adopted by the State Board of  
 658 Education and delineate the academic achievement of students, for  
 659 which the state holds ~~will hold~~ schools accountable, in each K-12  
 660 grade level ~~grades K-2, 3-5, 6-8, and 9-12~~ in, at a minimum, the

661 subject areas ~~subjects~~ of language arts;; mathematics;; science;;  
 662 social studies, with an emphasis on history, government, and  
 663 civics; the arts;; health and physical education;; and foreign  
 664 languages. The World Class Education Standards must be content  
 665 oriented and knowledge based and must ~~They~~ include standards for  
 666 problem-solving and higher-order skills and standards for ~~in~~  
 667 reading, writing, history, government, geography, economics, and  
 668 computer literacy.

669 Section 14. Subsection (7) of section 1003.428, Florida  
 670 Statutes, is amended to read:

671 1003.428 General requirements for high school graduation;  
 672 revised.--

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

676 (b) The standard diploma awarded to a student, and the  
 677 student's high school academic transcript, shall include a  
 678 notation of distinguished honors if the student earns a score  
 679 demonstrating superior academic achievement, as determined by the  
 680 Commissioner of Education, on the grade 10 Florida Comprehensive  
 681 Assessment Test. By the beginning of the 2008-2009 school year,  
 682 the commissioner shall widely publicize and disseminate  
 683 information about the distinguished-honors notation, including  
 684 notice to district superintendents, school principals, teachers,  
 685 guidance counselors, parents, and students of the scores required  
 686 to earn distinguished honors. The commissioner shall also publish  
 687 the information on the department's Internet website.

688 (c) ~~(b)~~ A student who completes the minimum number of  
 689 credits and other requirements prescribed by subsections (1),  
 690 (2), and (3), but who is unable to meet the standards of

691 paragraph (4)(b), paragraph (4)(c), or paragraph (4)(d), shall be  
 692 awarded a certificate of completion in a form prescribed by the  
 693 State Board of Education. However, any student who is otherwise  
 694 entitled to a certificate of completion may elect to remain in  
 695 the secondary school either as a full-time student or a part-time  
 696 student for up to 1 additional year and receive special  
 697 instruction designed to remedy his or her identified  
 698 deficiencies.

699 Section 15. Section 1003.451, Florida Statutes, is created  
 700 to read:

701 1003.451 World-language curricula.--

702 (1) It is the intent of the Legislature that the state  
 703 shall move toward the goal of establishing world-language  
 704 curricula that begins in elementary school and continues through  
 705 the middle and high school grades.

706 (2) The State Board of Education shall:

707 (a) Encourage school districts to expand foreign-language  
 708 course offerings to include world languages commonly spoken in  
 709 nations actively engaged in international commerce in order to  
 710 prepare Florida's students to compete in a global economy;

711 (b) Establish content standards for world languages as part  
 712 of the World Class Education Standards for foreign languages;

713 (c) Encourage school districts to offer world-language  
 714 instruction to students in elementary school; and

715 (d) Provide flexibility in foreign-language teacher  
 716 certification so that Florida schools may benefit from  
 717 instructional opportunities of available Floridians who are  
 718 fluent in native languages from around the world.

719 (3) By December 1, 2007, each district school board and  
 720 each school in the K-8 Virtual School Program shall develop and



721 submit to the Commissioner of Education a plan for articulated  
722 world-language curricula for elementary school students  
723 performing at or above grade level beginning by grade 4. The plan  
724 may include the use of video conferencing, technology devices  
725 with digital content, or online technology.

726 (4) Notwithstanding chapter 1006, instructional materials  
727 used to implement elementary school world-language curricula may  
728 include technology devices with digital content and online  
729 content. The Commissioner of Education shall prescribe uniform  
730 standards for technologies that facilitate the sharing of content  
731 among school districts. District school boards may use up to 10  
732 percent of instructional materials funds available for the  
733 purchase of materials not on the state-adopted list for purposes  
734 of this subsection.

735 Section 16. Section 1003.59, Florida Statutes, is created  
736 to read:

737 1003.59 Accelerated learning opportunities for academically  
738 talented students.--

739 (1) By June 30, 2008, the State Board of Education shall  
740 adopt a model policy for the accelerated learning of academically  
741 talented students in grades K-12, regardless of whether the  
742 students are classified as gifted. The model policy shall  
743 address, but not be limited to, whole grade acceleration,  
744 continuous progress exceeding chronological-age peers, subject-  
745 matter acceleration, virtual-education acceleration, and early  
746 postsecondary enrollment. The model policy shall include a plan  
747 for:

748 (a) Providing teachers and guidance counselors with  
749 professional training that addresses effective implementation of  
750 the policy, strategies for identifying gifted and academically

751 talented students in the elementary grades, and methods for  
752 placing the students in accelerated programming that allows them  
753 to work at suitably challenging academic levels; and

754 (b) Assisting school district interactions with students  
755 and parents to help guide them in making the most appropriate  
756 choice for each student.

757 (2) Each district school board shall implement an  
758 academically talented student acceleration policy beginning with  
759 the 2008-2009 school year. The policy shall either be the model  
760 policy adopted by the State Board of Education or a substantially  
761 similar policy adopted by the school board. The school board  
762 shall widely publicize and disseminate the policy so that  
763 teachers, students, and parents are aware of the opportunities.  
764 The school board shall also publish the policy on the school  
765 district's Internet website.

766 Section 17. Paragraph (b) of subsection (2), paragraph (b)  
767 of subsection (3), paragraph (e) of subsection (5), and paragraph  
768 (c) of subsection (6) of section 1004.04, Florida Statutes, are  
769 amended to read:

770 1004.04 Public accountability and state approval for  
771 teacher preparation programs.--

772 (2) UNIFORM CORE CURRICULA.--

773 (b) The rules to establish uniform core curricula for each  
774 state-approved teacher preparation program must include, but are  
775 not limited to, a State Board of Education identified foundation  
776 in scientifically researched, knowledge-based reading literacy  
777 and computational skills acquisition; classroom management;  
778 school safety; professional ethics; educational law; human  
779 development and learning; and understanding of the World Class  
780 Education ~~Sunshine State~~ Standards content measured by state

781 achievement tests, reading and interpretation of data, and use of  
 782 data to improve student achievement.

783 (3) DEVELOPMENT OF TEACHER PREPARATION PROGRAMS.--A system  
 784 developed by the Department of Education in collaboration with  
 785 postsecondary educational institutions shall assist departments  
 786 and colleges of education in the restructuring of their programs  
 787 in accordance with this section to meet the need for producing  
 788 quality teachers now and in the future.

789 (b) Departments and colleges of education shall emphasize  
 790 the state system of school improvement and education  
 791 accountability concepts and standards, including the World Class  
 792 Education ~~Sunshine State~~ Standards.

793 (5) CONTINUED PROGRAM APPROVAL.--Notwithstanding subsection  
 794 (4), failure by a public or nonpublic teacher preparation program  
 795 to meet the criteria for continued program approval shall result  
 796 in loss of program approval. The Department of Education, in  
 797 collaboration with the departments and colleges of education,  
 798 shall develop procedures for continued program approval that  
 799 document the continuous improvement of program processes and  
 800 graduates' performance.

801 (e) Continued approval of teacher preparation programs is  
 802 contingent upon compliance with the student admission  
 803 requirements of subsection (4) and upon the receipt of at least a  
 804 satisfactory rating from public schools and private schools that  
 805 employ graduates of the program. Each teacher preparation program  
 806 shall guarantee the high quality of its graduates during the  
 807 first 2 years immediately following graduation from the program  
 808 or following initial certification, whichever occurs first. Any  
 809 educator in a Florida school who fails to demonstrate the  
 810 essential skills specified in subparagraphs 1.-5. shall be

811 provided additional training by the teacher preparation program  
812 at no expense to the educator or the employer. Such training must  
813 consist of an individualized plan agreed upon by the school  
814 district and the postsecondary educational institution that  
815 includes specific learning outcomes. The postsecondary  
816 educational institution assumes no responsibility for the  
817 educator's employment contract with the employer. Employer  
818 satisfaction shall be determined by an annually administered  
819 survey instrument approved by the Department of Education that,  
820 at a minimum, must include employer satisfaction of the  
821 graduates' ability to do the following:

822 1. Write and speak in a logical and understandable style  
823 with appropriate grammar.

824 2. Recognize signs of students' difficulty with the reading  
825 and computational process and apply appropriate measures to  
826 improve students' reading and computational performance.

827 3. Use and integrate appropriate technology in teaching and  
828 learning processes.

829 4. Demonstrate knowledge and understanding of the World  
830 Class Education Sunshine State Standards.

831 5. Maintain an orderly and disciplined classroom conducive  
832 to student learning.

833 (6) PRESERVICE FIELD EXPERIENCE.--All postsecondary  
834 instructors, school district personnel and instructional  
835 personnel, and school sites preparing instructional personnel  
836 through preservice field experience courses and internships shall  
837 meet special requirements. District school boards are authorized  
838 to pay student teachers during their internships.

839 (c) Preservice field experience programs must provide  
840 specific guidance and demonstration of effective classroom

841 management strategies, strategies for incorporating technology  
842 into classroom instruction, strategies for incorporating  
843 scientifically researched, knowledge-based reading literacy and  
844 computational skills acquisition into classroom instruction, and  
845 ways to link instructional plans to the World Class Education  
846 ~~Sunshine State~~ Standards, as appropriate. The length of  
847 structured field experiences may be extended to ensure that  
848 candidates achieve the competencies needed to meet certification  
849 requirements.

850 Section 18. Subsection (3) of section 1007.271, Florida  
851 Statutes, is amended to read:

852 1007.271 Dual enrollment programs.--

853 (3) (a) The Department of Education shall adopt guidelines  
854 designed to achieve comparability across school districts of both  
855 student qualifications and teacher qualifications for dual  
856 enrollment courses.

857 (b) Student qualifications must demonstrate readiness for  
858 college-level coursework if the student is to be enrolled in  
859 college courses. Student qualifications must demonstrate  
860 readiness for career-level coursework if the student is to be  
861 enrolled in career courses. In addition to the common placement  
862 examination, student qualifications for enrollment in college  
863 credit dual enrollment courses must include a 3.0 unweighted  
864 grade point average, and student qualifications for enrollment in  
865 career certificate dual enrollment courses must include a 2.0  
866 unweighted grade point average.

867 (c) Exceptions to the required grade point averages may be  
868 granted if the educational entities agree and the terms of the  
869 agreement are contained within the dual enrollment  
870 interinstitutional articulation agreement.

871        (d) Community college boards of trustees may establish  
872 additional admissions criteria, which shall be included in the  
873 district interinstitutional articulation agreement developed  
874 according to s. 1007.235, to ensure student readiness for  
875 postsecondary instruction. Additional requirements included in  
876 the agreement shall not arbitrarily prohibit students who have  
877 demonstrated the ability to master advanced courses from  
878 participating in dual enrollment courses. District school boards  
879 may not refuse to enter into an agreement with a local community  
880 college if that community college has the capacity to offer dual  
881 enrollment courses.

882        (e) Student qualifications for early admission and dual  
883 enrollment programs shall provide that, upon alignment of the  
884 Florida Comprehensive Assessment Test to the World Class  
885 Education Standards, a student is exempt from passing the common  
886 placement test, if the student:

887            1. Scores within a margin of error of a passing score on  
888 the common placement test, as determined by the Commissioner of  
889 Education; and

890            2. Scores at Level 5 in each content area tested on the  
891 grade 10 Florida Comprehensive Assessment Test.

892        Section 19. Paragraph (c) of subsection (6) of section  
893 1007.35, Florida Statutes, is amended to read:

894        1007.35 Florida Partnership for Minority and  
895 Underrepresented Student Achievement.--

896            (6) The partnership shall:

897            (c) Provide teacher training and materials that are aligned  
898 with the World Class Education ~~Sunshine~~ State Standards and are  
899 consistent with best theory and practice regarding multiple  
900 learning styles and research on learning, instructional

901 strategies, instructional design, and classroom assessment.  
 902 Curriculum materials must be based on current, accepted, and  
 903 essential academic knowledge. Materials for prerequisite courses  
 904 should, at a minimum, address the skills assessed on the Florida  
 905 Comprehensive Assessment Test (FCAT).

906 Section 20. Paragraph (a) of subsection (1) and paragraphs  
 907 (a), (c), and (g) of subsection (3) of section 1008.22, Florida  
 908 Statutes, are amended to read:

909 1008.22 Student assessment program for public schools.--

910 (1) PURPOSE.--The primary purposes of the student  
 911 assessment program are to provide information needed to improve  
 912 the public schools by enhancing the learning gains of all  
 913 students and to inform parents of the educational progress of  
 914 their public school children. The program must be designed to:

915 (a) Assess the annual learning gains of each student toward  
 916 achieving the World Class Education ~~Sunshine State~~ Standards  
 917 appropriate for the student's grade level.

918 (3) STATEWIDE ASSESSMENT PROGRAM.--The commissioner shall  
 919 design and implement a statewide program of educational  
 920 assessment that provides information for the improvement of the  
 921 operation and management of the public schools, including schools  
 922 operating for the purpose of providing educational services to  
 923 youth in Department of Juvenile Justice programs. The  
 924 commissioner may enter into contracts for the continued  
 925 administration of the assessment, testing, and evaluation  
 926 programs authorized and funded by the Legislature. Contracts may  
 927 be initiated in 1 fiscal year and continue into the next and may  
 928 be paid from the appropriations of either or both fiscal years.  
 929 The commissioner is authorized to negotiate for the sale or lease  
 930 of tests, scoring protocols, test scoring services, and related

931 materials developed pursuant to law. Pursuant to the statewide  
 932 assessment program, the commissioner shall:

933 (a) Submit to the State Board of Education for approval the  
 934 content knowledge and a list that specifies student skills  
 935 expected of a student by ~~and competencies to which the goals for~~  
 936 ~~education specified in the state plan apply, including, but not~~  
 937 ~~limited to, reading, writing, science, and mathematics. The~~  
 938 ~~skills and competencies must include problem solving and higher-~~  
 939 ~~order skills as appropriate and shall be known as the~~ World Class  
 940 Education Sunshine State Standards as defined in s. 1000.21. The  
 941 ~~commissioner shall select such skills and competencies after~~  
 942 ~~receiving recommendations from educators, citizens, and members~~  
 943 ~~of the business community. The commissioner shall submit to the~~  
 944 ~~State Board of Education revisions to the list of student skills~~  
 945 ~~and competencies in order to maintain continuous progress toward~~  
 946 ~~improvements in student proficiency.~~

947 (c) Develop and implement a student achievement testing  
 948 program known as the Florida Comprehensive Assessment Test (FCAT)  
 949 as part of the statewide assessment program to measure reading;;  
 950 writing;; science; social studies, with an emphasis on history,  
 951 government, and civics; and mathematics. Other content areas may  
 952 be included as directed by the commissioner. The assessment of  
 953 reading and mathematics shall be administered annually in grades  
 954 3 through 10. The assessment of writing, ~~and science, and social~~  
 955 studies shall be administered at least once at the elementary,  
 956 middle, and high school levels. The content knowledge and skills  
 957 assessed by the FCAT must be aligned to the content knowledge and  
 958 skills expected of a student by the World Class Education  
 959 Standards. As the Sunshine State Standards are replaced by the  
 960 World Class Education Standards under s. 1001.03(1), the



961 commissioner, to the maximum extent practicable, shall expedite  
962 revision of the FCAT for alignment to the standards. The  
963 commissioner shall report any barriers to expedited alignment,  
964 including, but not limited to, funding and staff support, to the  
965 State Board of Education, the Governor, the President of the  
966 Senate, and the Speaker of the House of Representatives. The  
967 state board shall consider the use of other validated  
968 assessments, including, but not limited to, assessments  
969 administered by other states, to expedite alignment of the FCAT  
970 to the World Class Education Standards. The commissioner must  
971 document the procedures used to ensure that the versions of the  
972 FCAT which are taken by students retaking the grade 10 FCAT are  
973 equally as challenging and difficult as the tests taken by  
974 students in grade 10 which contain performance tasks. The testing  
975 program must be designed so that:

976 1. The tests measure student content knowledge and skills  
977 ~~and competencies~~ adopted by the State Board of Education as  
978 specified in paragraph (a). The tests must measure and report  
979 student proficiency levels of all students assessed in reading;i;  
980 writing;i; mathematics;i; ~~and science;~~ and social studies, with an  
981 emphasis on history, government, and civics. The commissioner  
982 shall provide for the tests to be developed or obtained, as  
983 appropriate, through contracts and project agreements with  
984 private vendors, public vendors, public agencies, postsecondary  
985 educational institutions, or school districts. The commissioner  
986 shall obtain input for ~~with respect to~~ the design and  
987 implementation of the testing program from state educators,  
988 assistive technology experts, and the public.

989 2. The testing program will include a combination of norm-  
990 referenced and criterion-referenced tests and include, to the

991 extent determined by the commissioner, questions that require the  
992 student to produce information or perform tasks in ~~such~~ a manner  
993 in which the content knowledge and way that the skills used by  
994 the student and competencies he or she uses can be measured.

995 3. Each testing program, whether at the elementary, middle,  
996 or high school level, includes a test of writing in which  
997 students are required to produce writings that are then scored by  
998 appropriate and timely methods.

999 4. A score is designated for each subject area tested,  
1000 below which score a student's performance is deemed inadequate.  
1001 The school districts shall provide appropriate remedial  
1002 instruction to students who score below these levels.

1003 5. Except as provided in s. 1003.428(8)(b) or s.  
1004 1003.43(11)(b), students must earn a passing score on the grade  
1005 10 assessment test described in this paragraph or attain  
1006 concordant scores as described in subsection (9) in reading,  
1007 writing, and mathematics to qualify for a standard high school  
1008 diploma. The State Board of Education shall designate a passing  
1009 score for each part of the grade 10 assessment test. In  
1010 establishing passing scores, the state board shall consider any  
1011 possible negative impact of the test on minority students. The  
1012 State Board of Education shall adopt rules which specify the  
1013 passing scores for the grade 10 FCAT. Any such rules, which have  
1014 the effect of raising the required passing scores, shall only  
1015 apply to students taking the grade 10 FCAT for the first time  
1016 after such rules are adopted by the State Board of Education.

1017 6. Participation in the testing program is mandatory for  
1018 all students attending public school, including students served  
1019 in Department of Juvenile Justice programs, except as otherwise  
1020 prescribed by the commissioner. If a student does not participate

1021 in the statewide assessment, the district must notify the  
1022 student's parent and provide the parent with information  
1023 regarding the implications of such nonparticipation. A parent  
1024 must provide signed consent for a student to receive classroom  
1025 instructional accommodations that would not be available or  
1026 permitted on the statewide assessments and must acknowledge in  
1027 writing that he or she understands the implications of such  
1028 instructional accommodations. The State Board of Education shall  
1029 adopt rules, based upon recommendations of the commissioner, for  
1030 the provision of test accommodations for students in exceptional  
1031 education programs and for students who have limited English  
1032 proficiency. Accommodations that negate the validity of a  
1033 statewide assessment are not allowable in the administration of  
1034 the FCAT. However, instructional accommodations are allowable in  
1035 the classroom if included in a student's individual education  
1036 plan. Students using instructional accommodations in the  
1037 classroom that are not allowable as accommodations on the FCAT  
1038 may have the FCAT requirement waived under ~~pursuant to the~~  
1039 ~~requirements of~~ s. 1003.428(8)(b) or s. 1003.43(11)(b).

1040 7. A student seeking an adult high school diploma must meet  
1041 the same testing requirements that a regular high school student  
1042 must meet.

1043 8. District school boards must provide instruction to  
1044 prepare students to demonstrate proficiency in the content  
1045 knowledge and skills ~~and competencies~~ necessary for successful  
1046 grade-to-grade progression and high school graduation. If a  
1047 student is provided with instructional accommodations in the  
1048 classroom that are not allowable as accommodations in the  
1049 statewide assessment program, as described in the test manuals,  
1050 the district must inform the parent in writing and must provide

1051 the parent with information regarding the impact on the student's  
 1052 ability to meet expected proficiency levels in reading, writing,  
 1053 and math. The commissioner shall conduct studies as necessary to  
 1054 verify that the required content knowledge and skills and  
 1055 ~~competencies~~ are part of the district instructional programs.

1056 9. District school boards must provide opportunities for  
 1057 students to demonstrate an acceptable level of performance on an  
 1058 alternative standardized assessment approved by the State Board  
 1059 of Education following enrollment in summer academies.

1060 10. The Department of Education must develop, or select,  
 1061 and implement a common battery of assessment tools that will be  
 1062 used in all juvenile justice programs in the state. These tools  
 1063 must accurately measure the content knowledge and skills and  
 1064 ~~competencies~~ established in the World Class Education Sunshine  
 1065 State Standards.

1066 11. For students seeking a special diploma under ~~pursuant~~  
 1067 ~~to~~ s. 1003.438, the Department of Education must develop or  
 1068 select and implement an alternate assessment tool that accurately  
 1069 measures the content knowledge and skills and ~~competencies~~  
 1070 established in the World Class Education Sunshine State Standards  
 1071 for students with disabilities under s. 1003.438.

1072 12. Test scores for the FCAT shall be reported, at a  
 1073 minimum, on an achievement-level scale. The achievement-level  
 1074 scale shall establish ranges of scores by content area and grade  
 1075 level for five achievement levels, Level 1 through Level 5, in  
 1076 which Level 5 corresponds to the highest range of scores and  
 1077 Level 1 corresponds to the lowest range.

1078 13. The commissioner shall establish a testing schedule  
 1079 that provides for administration of the FCAT as close to the end  
 1080 of the school year as practicable, while ensuring that test

1081 scores are reported before the end of the school year. The  
 1082 commissioner shall consider computer-based testing, alternative  
 1083 approaches to norm-referenced testing, and other strategies for  
 1084 reducing the time for reporting test results. Beginning with the  
 1085 2009-2010 school year, the FCAT Writing assessment may not be  
 1086 administered before March 1, and the other FCAT assessments may  
 1087 not be administered before April 15.

1088 14. A student earns the designation of "proficient" in any  
 1089 grade or subject area if the student earns a score, as determined  
 1090 by the commissioner, on the FCAT which demonstrates proficiency  
 1091 in the grade level or subject area. The commissioner shall  
 1092 determine scores demonstrating proficiency in each grade and  
 1093 subject area of the FCAT. The commissioner shall reserve scores  
 1094 demonstrating proficiency for the highest-performing students, to  
 1095 give parents and the public a clear understanding of student  
 1096 performance, while creating high standards toward which all  
 1097 students may strive to achieve.

1098  
 1099 The commissioner may, based on collaboration and input from  
 1100 school districts, design and implement student testing programs,  
 1101 for any grade level and subject area, necessary to effectively  
 1102 monitor educational achievement in the state, including the  
 1103 measurement of educational achievement of the World Class  
 1104 Education Sunshine State Standards for students with  
 1105 disabilities. Development and refinement of assessments shall  
 1106 include universal design principles and accessibility standards  
 1107 that will prevent any unintended obstacles for students with  
 1108 disabilities while ensuring the validity and reliability of the  
 1109 test. These principles should be applicable to all technology  
 1110 platforms and assistive devices available for the assessments.

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1111 The field testing process and psychometric analyses for the  
1112 statewide assessment program must include an appropriate  
1113 percentage of students with disabilities and an evaluation or  
1114 determination of the effect of test items on such students.

1115       (g) Review the recommendations of the Office of Program  
1116 Policy Analysis and Government Accountability on high-quality  
1117 statewide study the cost and student achievement impact of  
1118 secondary end-of-course examinations and, by January 1, 2008,  
1119 submit a report to the Governor, the President of the Senate, and  
1120 the Speaker of the House of Representatives on end-of-course  
1121 examinations. The report shall contain the commissioner's  
1122 recommendations on end-of-course examinations; outline a plan for  
1123 the statewide administration of end-of-course examinations  
1124 assessments, including recommended policies, timelines, and  
1125 implementation strategies; web based and identify implementation  
1126 issues that performance formats, and report to the department and  
1127 school districts confront in administering the examinations  
1128 Legislature prior to implementation.

1129       Section 21. Subsection (1), paragraph (b) of subsection  
1130 (2), paragraphs (a) and (c) of subsection (4), paragraph (b) of  
1131 subsection (6), paragraph (b) of subsection (7), and paragraph  
1132 (a) of subsection (8) of section 1008.25, Florida Statutes, are  
1133 amended to read:

1134       1008.25 Public school student progression; remedial  
1135 instruction; reporting requirements.--

1136       (1) INTENT.--It is the intent of the Legislature that each  
1137 student's progression from one grade to another be determined, in  
1138 part, upon proficiency in reading, writing, science, social  
1139 studies, and mathematics; that district school board policies  
1140 facilitate such proficiency; and that each student and his or her

1141 parent be informed of that student's academic progress.

1142 (2) COMPREHENSIVE PROGRAM.--Each district school board  
1143 shall establish a comprehensive program for student progression  
1144 which must include:

1145 (b) Specific levels of performance in reading, writing,  
1146 science, social studies, and mathematics for each grade level,  
1147 including the levels of performance on statewide assessments as  
1148 defined by the commissioner, below which a student must receive  
1149 remediation, or be retained within an intensive program that is  
1150 different from the previous year's program and that takes into  
1151 account the student's learning style.

1152 (4) ASSESSMENT AND REMEDIATION.--

1153 (a) Each student must participate in the statewide  
1154 assessment tests required by s. 1008.22. Each student who does  
1155 not meet specific levels of performance as determined by the  
1156 district school board in reading, writing, science, social  
1157 studies, and mathematics for each grade level, or who scores  
1158 below Level 3 in reading or math, must be provided with  
1159 additional diagnostic assessments to determine the nature of the  
1160 student's difficulty, the areas of academic need, and strategies  
1161 for appropriate intervention and instruction as described in  
1162 paragraph (b).

1163 (c) Upon subsequent evaluation, if the documented  
1164 deficiency has not been remediated, the student may be retained.  
1165 Each student who does not meet the minimum performance  
1166 expectations defined by the Commissioner of Education for the  
1167 statewide assessment tests in reading, writing, science, social  
1168 studies, and mathematics must continue to be provided with  
1169 remedial or supplemental instruction until the expectations are  
1170 met or the student graduates from high school or is not subject

1171 to compulsory school attendance.

1172 (6) ELIMINATION OF SOCIAL PROMOTION.--

1173 (b) The district school board may only exempt students from  
1174 mandatory retention, as provided in paragraph (5)(b), for good  
1175 cause. Good cause exemptions shall be limited to the following:

1176 1. Limited English proficient students who have had less  
1177 than 2 years of instruction in an English for Speakers of Other  
1178 Languages program.

1179 2. Students with disabilities whose individual education  
1180 plan indicates that participation in the statewide assessment  
1181 program is not appropriate, consistent with the requirements of  
1182 State Board of Education rule.

1183 3. Students who demonstrate an acceptable level of  
1184 performance on an alternative standardized reading assessment  
1185 approved by the State Board of Education.

1186 4. Students who demonstrate, through a student portfolio,  
1187 that the student is reading on grade level as evidenced by  
1188 demonstration of mastery of the World Class Education Sunshine  
1189 ~~State~~ Standards in reading equal to at least a Level 2  
1190 performance on the FCAT.

1191 5. Students with disabilities who participate in the FCAT  
1192 and who have an individual education plan or a Section 504 plan  
1193 that reflects that the student has received intensive remediation  
1194 in reading for more than 2 years but still demonstrates a  
1195 deficiency in reading and was previously retained in  
1196 kindergarten, grade 1, grade 2, or grade 3.

1197 6. Students who have received intensive remediation in  
1198 reading for 2 or more years but still demonstrate a deficiency in  
1199 reading and who were previously retained in kindergarten, grade  
1200 1, grade 2, or grade 3 for a total of 2 years. Intensive reading



1201 instruction for students so promoted must include an altered  
 1202 instructional day that includes specialized diagnostic  
 1203 information and specific reading strategies for each student. The  
 1204 district school board shall assist schools and teachers to  
 1205 implement reading strategies that research has shown to be  
 1206 successful in improving reading among low-performing readers.

1207 (7) SUCCESSFUL PROGRESSION FOR RETAINED READERS.--

1208 (b) Beginning with the 2004-2005 school year, each school  
 1209 district shall:

1210 1. Conduct a review of student progress monitoring plans  
 1211 for all students who did not score above Level 1 on the reading  
 1212 portion of the FCAT and did not meet the criteria for one of the  
 1213 good cause exemptions in paragraph (6)(b). The review shall  
 1214 address additional supports and services, as described in this  
 1215 subsection, needed to remediate the identified areas of reading  
 1216 deficiency. The school district shall require a student portfolio  
 1217 to be completed for each such student.

1218 2. Provide students who are retained under the provisions  
 1219 of paragraph (5)(b) with intensive instructional services and  
 1220 supports to remediate the identified areas of reading deficiency,  
 1221 including a minimum of 90 minutes of daily, uninterrupted,  
 1222 scientifically research-based reading instruction and other  
 1223 strategies prescribed by the school district, which may include,  
 1224 but are not limited to:

- 1225 a. Small group instruction.
- 1226 b. Reduced teacher-student ratios.
- 1227 c. More frequent progress monitoring.
- 1228 d. Tutoring or mentoring.
- 1229 e. Transition classes containing 3rd and 4th grade  
 1230 students.

- 1231 f. Extended school day, week, or year.
- 1232 g. Summer reading camps.

1233 3. Provide written notification to the parent of any  
 1234 student who is retained under the provisions of paragraph (5)(b)  
 1235 that his or her child has not met the proficiency level required  
 1236 for promotion and the reasons the child is not eligible for a  
 1237 good cause exemption as provided in paragraph (6)(b). The  
 1238 notification must comply with the provisions of s. 1002.20(15)  
 1239 and must include a description of proposed interventions and  
 1240 supports that will be provided to the child to remediate the  
 1241 identified areas of reading deficiency.

1242 4. Implement a policy for the midyear promotion of any  
 1243 student retained under the provisions of paragraph (5)(b) who can  
 1244 demonstrate that he or she is a successful and independent  
 1245 reader, reading at or above grade level, and ready to be promoted  
 1246 to grade 4. Tools that school districts may use in reevaluating  
 1247 any student retained may include subsequent assessments,  
 1248 alternative assessments, and portfolio reviews, in accordance  
 1249 with rules of the State Board of Education. Students promoted  
 1250 during the school year after November 1 must demonstrate  
 1251 proficiency above that required to score at Level 2 on the grade  
 1252 3 FCAT, as determined by the State Board of Education. The State  
 1253 Board of Education shall adopt standards that provide a  
 1254 reasonable expectation that the student's progress is sufficient  
 1255 to master appropriate 4th grade level reading skills.

1256 5. Provide students who are retained under the provisions  
 1257 of paragraph (5)(b) with a high-performing teacher as determined  
 1258 by student performance data and above-satisfactory performance  
 1259 appraisals.

1260 6. In addition to required reading enhancement and

1261 acceleration strategies, provide parents of students to be  
 1262 retained with at least one of the following instructional  
 1263 options:

1264       a. Supplemental tutoring in scientifically research-based  
 1265 reading services in addition to the regular reading block,  
 1266 including tutoring before and/or after school.

1267       b. A "Read at Home" plan outlined in a parental contract,  
 1268 including participation in "Families Building Better Readers  
 1269 Workshops" and regular parent-guided home reading.

1270       c. A mentor or tutor with specialized reading training.

1271       7. Establish a Reading Enhancement and Acceleration  
 1272 Development (READ) Initiative. The focus of the READ Initiative  
 1273 shall be to prevent the retention of grade 3 students and to  
 1274 offer intensive accelerated reading instruction to grade 3  
 1275 students who failed to meet standards for promotion to grade 4  
 1276 and to each K-3 student who is assessed as exhibiting a reading  
 1277 deficiency. The READ Initiative shall:

1278       a. Be provided to all K-3 students at risk of retention as  
 1279 identified by the statewide assessment system used in Reading  
 1280 First schools. The assessment must measure phonemic awareness,  
 1281 phonics, fluency, vocabulary, and comprehension.

1282       b. Be provided during regular school hours in addition to  
 1283 the regular reading instruction.

1284       c. Provide a state-identified reading curriculum that has  
 1285 been reviewed by the Florida Center for Reading Research at  
 1286 Florida State University and meets, at a minimum, the following  
 1287 specifications:

1288           (I) Assists students assessed as exhibiting a reading  
 1289 deficiency in developing the ability to read at grade level.

1290           (II) Provides skill development in phonemic awareness,

1291 phonics, fluency, vocabulary, and comprehension.

1292 (III) Provides scientifically based and reliable  
1293 assessment.

1294 (IV) Provides initial and ongoing analysis of each  
1295 student's reading progress.

1296 (V) Is implemented during regular school hours.

1297 (VI) Provides a curriculum in core academic subjects to  
1298 assist the student in maintaining or meeting proficiency levels  
1299 for the appropriate grade in all academic subjects.

1300 8. Establish at each school, where applicable, an Intensive  
1301 Acceleration Class for retained grade 3 students who subsequently  
1302 score at Level 1 on the reading portion of the FCAT. The focus of  
1303 the Intensive Acceleration Class shall be to increase a child's  
1304 reading level at least two grade levels in 1 school year. The  
1305 Intensive Acceleration Class shall:

1306 a. Be provided to any student in grade 3 who scores at  
1307 Level 1 on the reading portion of the FCAT and who was retained  
1308 in grade 3 the prior year because of scoring at Level 1 on the  
1309 reading portion of the FCAT.

1310 b. Have a reduced teacher-student ratio.

1311 c. Provide uninterrupted reading instruction for the  
1312 majority of student contact time each day and incorporate  
1313 opportunities to master the World Class Education Standards for  
1314 grade 4 ~~Sunshine State Standards~~ in other core subject areas.

1315 d. Use a reading program that is scientifically research-  
1316 based and has proven results in accelerating student reading  
1317 achievement within the same school year.

1318 e. Provide intensive language and vocabulary instruction  
1319 using a scientifically research-based program, including use of a  
1320 speech-language therapist.

1321 f. Include weekly progress monitoring measures to ensure  
 1322 progress is being made.

1323 g. Report to the Department of Education, in the manner  
 1324 described by the department, the progress of students in the  
 1325 class at the end of the first semester.

1326 9. Report to the State Board of Education, as requested, on  
 1327 the specific intensive reading interventions and supports  
 1328 implemented at the school district level. The Commissioner of  
 1329 Education shall annually prescribe the required components of  
 1330 requested reports.

1331 10. Provide a student who has been retained in grade 3 and  
 1332 has received intensive instructional services but is still not  
 1333 ready for grade promotion, as determined by the school district,  
 1334 the option of being placed in a transitional instructional  
 1335 setting. Such setting shall specifically be designed to produce  
 1336 learning gains sufficient to meet grade 4 performance standards  
 1337 while continuing to remediate the areas of reading deficiency.

1338 (8) ANNUAL REPORT.--

1339 (a) In addition to the requirements in paragraph (5)(b),  
 1340 each district school board must annually report to the parent of  
 1341 each student the progress of the student toward achieving state  
 1342 and district expectations for proficiency in reading, writing,  
 1343 science, social studies, and mathematics. The district school  
 1344 board must report to the parent the student's results on each  
 1345 statewide assessment test. The evaluation of each student's  
 1346 progress must be based upon the student's classroom work,  
 1347 observations, tests, district and state assessments, and other  
 1348 relevant information. Progress reporting must be provided to the  
 1349 parent in writing in a format adopted by the district school  
 1350 board.

1351 Section 22. Subsection (6) is added to section 1008.30,  
 1352 Florida Statutes, to read:

1353 1008.30 Common placement testing for public postsecondary  
 1354 education.--

1355 (6) Upon alignment of the Florida Comprehensive Assessment  
 1356 Test to the World Class Education Standards, a student is exempt  
 1357 from passing the common placement test if the student:

1358 (a) Scores within a margin of error of a passing score on  
 1359 the common placement test, as determined by the Commissioner of  
 1360 Education; and

1361 (b) Scores at Level 5 in each content area tested on the  
 1362 grade 10 Florida Comprehensive Assessment Test.

1363 Section 23. Paragraph (b) of subsection (1) of section  
 1364 1008.385, Florida Statutes, is amended to read:

1365 1008.385 Educational planning and information systems.--

1366 (1) EDUCATIONAL PLANNING.--

1367 (b) Each district school board shall maintain a continuing  
 1368 system of planning and budgeting designed to aid in identifying  
 1369 and meeting the educational needs of students and the public.

1370 Provision shall be made for coordination between district school  
 1371 boards and community college boards of trustees concerning the

1372 planning for career education and adult educational programs. The  
 1373 major emphasis of the system shall be upon locally determined

1374 goals and objectives, the state plan for education, and the World  
 1375 Class Education ~~Sunshine State~~ Standards developed by the

1376 Department of Education and adopted by the State Board of  
 1377 Education. The district planning and budgeting system must

1378 include consideration of student achievement data obtained  
 1379 pursuant to ss. 1008.22 and 1008.34. The system shall be

1380 structured to meet the specific management needs of the district

1381 and to align the budget adopted by the district school board with  
 1382 the plan the board has also adopted. Each district school board  
 1383 shall utilize its system of planning and budgeting to emphasize a  
 1384 system of school-based management in which individual school  
 1385 centers become the principal planning units and to integrate  
 1386 planning and budgeting at the school level.

1387 Section 24. Subsection (1) of section 1009.534, Florida  
 1388 Statutes, is amended to read:

1389 1009.534 Florida Academic Scholars award.--

1390 (1) A student is eligible for a Florida Academic Scholars  
 1391 award if the student meets the general eligibility requirements  
 1392 for the Florida Bright Futures Scholarship Program and the  
 1393 student:

1394 (a) Has achieved a 3.5 weighted grade point average as  
 1395 calculated under ~~pursuant to~~ s. 1009.531, or its equivalent, in  
 1396 high school courses that are designated by the State Board of  
 1397 Education as college-preparatory academic courses; and has  
 1398 attained at least the score required ~~identified~~ by rules of the  
 1399 State Board of Education on the combined verbal and quantitative  
 1400 parts of the Scholastic Aptitude Test, the Scholastic Assessment  
 1401 Test, or the recentered Scholastic Assessment Test of the College  
 1402 Entrance Examination, ~~or~~ an equivalent score on the ACT  
 1403 Assessment Program, or a score within a margin of error of the  
 1404 required score on any of the tests, as determined by the  
 1405 Commissioner of Education, if, upon alignment of the Florida  
 1406 Comprehensive Assessment Test to the World Class Education  
 1407 Standards, the student scores at Level 5 in each content area  
 1408 tested on the grade 10 Florida Comprehensive Assessment Test; or

1409 (b) Has attended a home education program according to s.  
 1410 1002.41 during grades 11 and 12 or has completed the

1411 International Baccalaureate curriculum but failed to earn the  
 1412 International Baccalaureate Diploma or has completed the Advanced  
 1413 International Certificate of Education curriculum but failed to  
 1414 earn the Advanced International Certificate of Education Diploma,  
 1415 and has attained at least the score required ~~identified~~ by rules  
 1416 of the State Board of Education on the combined verbal and  
 1417 quantitative parts of the Scholastic Aptitude Test, the  
 1418 Scholastic Assessment Test, or the recentered Scholastic  
 1419 Assessment Test of the College Entrance Examination, ~~or~~ an  
 1420 equivalent score on the ACT Assessment Program, or a score within  
 1421 a margin of error of the required score on any of the tests, as  
 1422 determined by the Commissioner of Education, if, upon alignment  
 1423 of the Florida Comprehensive Assessment Test to the World Class  
 1424 Education Standards, the student scores at Level 5 in each  
 1425 content area tested on the grade 10 Florida Comprehensive  
 1426 Assessment Test; or

1427 (c) Has been awarded an International Baccalaureate Diploma  
 1428 from the International Baccalaureate Office or an Advanced  
 1429 International Certificate of Education Diploma from the  
 1430 University of Cambridge International Examinations Office; or

1431 (d) Has been recognized by the merit or achievement  
 1432 programs of the National Merit Scholarship Corporation as a  
 1433 scholar or finalist; or

1434 (e) Has been recognized by the National Hispanic  
 1435 Recognition Program as a scholar recipient.

1436  
 1437 A student must complete a program of community service work, as  
 1438 approved by the district school board or the administrators of a  
 1439 nonpublic school, which shall include a minimum of 75 hours of  
 1440 service work and require the student to identify a social problem



1441 that interests him or her, develop a plan for his or her personal  
 1442 involvement in addressing the problem, and, through papers or  
 1443 other presentations, evaluate and reflect upon his or her  
 1444 experience.

1445 Section 25. Subsection (1) of section 1009.535, Florida  
 1446 Statutes, is amended to read:

1447 1009.535 Florida Medallion Scholars award.--

1448 (1) A student is eligible for a Florida Medallion Scholars  
 1449 award if the student meets the general eligibility requirements  
 1450 for the Florida Bright Futures Scholarship Program and the  
 1451 student:

1452 (a) Has achieved a weighted grade point average of 3.0 as  
 1453 calculated under ~~pursuant to~~ s. 1009.531, or the equivalent, in  
 1454 high school courses that are designated by the State Board of  
 1455 Education as college-preparatory academic courses; and has  
 1456 attained at least the score required ~~identified~~ by rules of the  
 1457 State Board of Education on the combined verbal and quantitative  
 1458 parts of the Scholastic Aptitude Test, the Scholastic Assessment  
 1459 Test, or the recentered Scholastic Assessment Test of the College  
 1460 Entrance Examination, ~~or~~ an equivalent score on the ACT  
 1461 Assessment Program, or a score within a margin of error of the  
 1462 required score on any of the tests, as determined by the  
 1463 Commissioner of Education, if, upon alignment of the Florida  
 1464 Comprehensive Assessment Test to the World Class Education  
 1465 Standards, the student scores at Level 5 in each content area  
 1466 tested on the grade 10 Florida Comprehensive Assessment Test; or

1467 (b) Has attended a home education program according to s.  
 1468 1002.41 during grades 11 and 12 or has completed the  
 1469 International Baccalaureate curriculum but failed to earn the  
 1470 International Baccalaureate Diploma or has completed the Advanced

1471 International Certificate of Education curriculum but failed to  
 1472 earn the Advanced International Certificate of Education Diploma,  
 1473 and has attained at least the score required ~~identified~~ by rules  
 1474 of the State Board of Education on the combined verbal and  
 1475 quantitative parts of the Scholastic Aptitude Test, the  
 1476 Scholastic Assessment Test, or the recentered Scholastic  
 1477 Assessment Test of the College Entrance Examination, or an  
 1478 equivalent score on the ACT Assessment Program, or a score within  
 1479 a margin of error of the required score on any of the tests, as  
 1480 determined by the Commissioner of Education, if, upon alignment  
 1481 of the Florida Comprehensive Assessment Test to the World Class  
 1482 Education Standards, the student scores at Level 5 in each  
 1483 content area tested on the grade 10 Florida Comprehensive  
 1484 Assessment Test; or

1485 (c) Has been recognized by the merit or achievement program  
 1486 of the National Merit Scholarship Corporation as a scholar or  
 1487 finalist but has not completed a program of community service as  
 1488 provided in s. 1009.534; or

1489 (d) Has been recognized by the National Hispanic  
 1490 Recognition Program as a scholar, but has not completed a program  
 1491 of community service as provided in s. 1009.534.

1492 Section 26. Paragraph (b) of subsection (1) of section  
 1493 1009.536, Florida Statutes, is amended to read:

1494 1009.536 Florida Gold Seal Vocational Scholars award.--The  
 1495 Florida Gold Seal Vocational Scholars award is created within the  
 1496 Florida Bright Futures Scholarship Program to recognize and  
 1497 reward academic achievement and career preparation by high school  
 1498 students who wish to continue their education.

1499 (1) A student is eligible for a Florida Gold Seal  
 1500 Vocational Scholars award if the student meets the general

1501 eligibility requirements for the Florida Bright Futures  
 1502 Scholarship Program and the student:

1503 (b) Demonstrates readiness for postsecondary education by:

1504 1. Earning a passing score on the Florida College Entry  
 1505 Level Placement Test or its equivalent as identified by the  
 1506 Department of Education; or

1507 2. Earning a score on the Florida College Level Entry Test  
 1508 that is within a margin of error of a passing score, as  
 1509 determined by the Commissioner of Education, if, upon alignment  
 1510 of the Florida Comprehensive Assessment Test to the World Class  
 1511 Education Standards, the student scores at Level 5 in each  
 1512 content area tested on the grade 10 Florida Comprehensive  
 1513 Assessment Test.

1514 Section 27. Paragraph (o) of subsection (2) of section  
 1515 1012.05, Florida Statutes, is amended to read:

1516 1012.05 Teacher recruitment and retention.--

1517 (2) The Department of Education shall:

1518 (o) Develop and implement an online Teacher Toolkit that  
 1519 contains a menu of resources, based on the World Class Education  
 1520 ~~Sunshine State~~ Standards, that all teachers can use to enhance  
 1521 classroom instruction and increase teacher effectiveness, thus  
 1522 resulting in improved student achievement.

1523 Section 28. Subsection (5) of section 1012.28, Florida  
 1524 Statutes, is amended to read:

1525 1012.28 Public school personnel; duties of school  
 1526 principals.--

1527 (5) Each school principal shall perform such duties as may  
 1528 be assigned by the district school superintendent, pursuant to  
 1529 the rules of the district school board. Such rules shall include,  
 1530 but are not limited to, rules relating to administrative

1531 responsibility, instructional leadership in implementing the  
 1532 World Class Education ~~Sunshine State~~ Standards and the overall  
 1533 educational program of the school to which the school principal  
 1534 is assigned, submission of personnel recommendations to the  
 1535 district school superintendent, administrative responsibility for  
 1536 records and reports, administration of corporal punishment, and  
 1537 student suspension.

1538 Section 29. Subsection (1) of section 1012.52, Florida  
 1539 Statutes, is amended to read:

1540 1012.52 Teacher quality; legislative findings.--

1541 (1) The Legislature intends to implement a comprehensive  
 1542 approach to increase students' academic achievement and improve  
 1543 teaching quality. The Legislature recognizes that professional  
 1544 educators play an important role in shaping the future of this  
 1545 state and the nation by developing the knowledge and skills of  
 1546 our future workforce and laying the foundation for good  
 1547 citizenship and full participation in community and civic life.  
 1548 The Legislature also recognizes its role in meeting the state's  
 1549 educational priorities so as to provide opportunity for all  
 1550 students to achieve at the levels set by the World Class  
 1551 Education ~~Sunshine State~~ Standards.

1552 Section 30. Subsections (3) and (4) and paragraph (a) of  
 1553 subsection (7) of section 1012.56, Florida Statutes, are amended  
 1554 to read:

1555 1012.56 Educator certification requirements.--

1556 (3) MASTERY OF GENERAL KNOWLEDGE.--Acceptable means of  
 1557 demonstrating mastery of general knowledge are:

1558 (a) Achievement of passing scores on a basic skills  
 1559 examination required by state board rule for persons seeking  
 1560 initial certification before July 1, 2008;

1561 (b) Achievement of passing scores on an examination that  
 1562 demonstrates mastery of a college-level general education  
 1563 curriculum required by state board rule for persons seeking  
 1564 initial certification on or after July 1, 2008 ~~the College Level~~  
 1565 ~~Academic Skills Test earned prior to July 1, 2002;~~

1566 (c) A valid professional standard teaching certificate  
 1567 issued by another state;

1568 (d) A valid certificate issued by the National Board for  
 1569 Professional Teaching Standards or a national educator  
 1570 credentialing board approved by the State Board of Education; or

1571 (e) Documentation of two semesters of successful teaching  
 1572 in a community college, state university, or private college or  
 1573 university that awards an associate or higher degree and is an  
 1574 accredited institution or an institution of higher education  
 1575 identified by the Department of Education as having a quality  
 1576 program.

1577 (4) MASTERY OF SUBJECT AREA KNOWLEDGE.--Acceptable means of  
 1578 demonstrating mastery of subject area knowledge are:

1579 (a) Achievement of passing scores on subject area  
 1580 examinations required by state board rule;

1581 (b) Completion of the subject area specialization  
 1582 requirements specified in state board rule and verification of  
 1583 the attainment of the essential subject matter competencies by  
 1584 the district school superintendent of the employing school  
 1585 district or chief administrative officer of the employing state-  
 1586 supported or private school for a subject area for which a  
 1587 subject area examination has not been developed and required by  
 1588 state board rule;

1589 (c) Completion of the subject area specialization  
 1590 requirements specified in state board rule for a subject coverage

1591 requiring a master's or higher degree and achievement of a  
 1592 passing score on the subject area examination specified in state  
 1593 board rule;

1594 (d) A valid professional standard teaching certificate  
 1595 issued by another state; or

1596 (e) A valid certificate issued by the National Board for  
 1597 Professional Teaching Standards or a national educator  
 1598 credentialing board approved by the State Board of Education.

1599  
 1600 School districts are encouraged to provide mechanisms for those  
 1601 middle school teachers holding only a K-6 teaching certificate to  
 1602 obtain a subject area coverage for middle grades through  
 1603 postsecondary coursework or district add-on certification. As the  
 1604 Sunshine State Standards are replaced by the World Class  
 1605 Education Standards under s. 1001.03(1), the State Board of  
 1606 Education shall align the subject area examinations to the World  
 1607 Class Education Standards.

1608 (7) PROFESSIONAL PREPARATION ALTERNATIVE CERTIFICATION AND  
 1609 EDUCATION COMPETENCY PROGRAM.--

1610 (a) The Department of Education shall develop and each  
 1611 school district must provide a cohesive competency-based  
 1612 professional preparation alternative certification program by  
 1613 which members of a school district's instructional staff may  
 1614 satisfy the mastery of professional preparation and education  
 1615 competence requirements specified in this subsection and rules of  
 1616 the State Board of Education. Participants must hold a state-  
 1617 issued temporary certificate. A school district shall provide a  
 1618 competency-based alternative certification preparation program  
 1619 developed by the Department of Education or developed by the  
 1620 district and approved by the Department of Education. The program

- 1621 shall include the following components:
- 1622 1. A minimum period of initial preparation prior to
  - 1623 assuming duties as the teacher of record.
  - 1624 2. An option for collaboration between school districts and
  - 1625 other supporting agencies for implementation.
  - 1626 3. Experienced peer mentors.
  - 1627 4. An assessment that provides for:
    - 1628 a. An initial evaluation of each educator's competencies to
    - 1629 determine an appropriate individualized professional development
    - 1630 plan.
    - 1631 b. A postevaluation to assure successful completion of the
    - 1632 program.
    - 1633 5. Professional education preparation content knowledge
    - 1634 that includes, but is not limited to, the following:
      - 1635 a. Requirements specified in state board rule for
      - 1636 professional preparation.
      - 1637 b. The educator-accomplished practices approved by the
      - 1638 state board.
      - 1639 c. A variety of data indicators for student progress.
      - 1640 d. Methodologies, including technology-based methodologies,
      - 1641 for teaching subject content that supports the World Class
      - 1642 Education ~~Sunshine State~~ Standards for students.
      - 1643 e. Techniques for effective classroom management.
      - 1644 f. Techniques and strategies for operationalizing the role
      - 1645 of the teacher in assuring a safe learning environment for
      - 1646 students.
      - 1647 g. Methodologies for assuring the ability of all students
      - 1648 to read, write, and compute.  - 1649 6. Required achievement of passing scores on the
  - 1650 professional education competency examination required by state

1651 board rule.

1652 Section 31. Paragraph (a) of subsection (3) of section  
 1653 1012.585, Florida Statutes, is amended to read:

1654 1012.585 Process for renewal of professional  
 1655 certificates.--

1656 (3) For the renewal of a professional certificate, the  
 1657 following requirements must be met:

1658 (a) The applicant must earn a minimum of 6 college credits  
 1659 or 120 inservice points or a combination thereof. For each area  
 1660 of specialization to be retained on a certificate, the applicant  
 1661 must earn at least 3 of the required credit hours or equivalent  
 1662 inservice points in the specialization area. Education in  
 1663 "clinical educator" training under ~~pursuant to~~ s. 1004.04(6)(b)  
 1664 and credits or points that provide training in the area of  
 1665 scientifically researched, knowledge-based reading literacy and  
 1666 computational skills acquisition, exceptional student education,  
 1667 normal child development, and the disorders of development may be  
 1668 applied toward any specialization area. Credits or points that  
 1669 provide training in the areas of drug abuse, child abuse and  
 1670 neglect, strategies in teaching students having limited  
 1671 proficiency in English, or dropout prevention, or training in  
 1672 areas identified in the educational goals and performance  
 1673 standards adopted under ~~pursuant to~~ ss. 1000.03(5) and 1008.345  
 1674 may be applied toward any specialization area. Credits or points  
 1675 earned through approved summer institutes may be applied toward  
 1676 the fulfillment of these requirements. Inservice points earned  
 1677 under s. 1012.98(4)(b)5.d. for inservice activities on the  
 1678 content and instruction of the World Class Education Standards  
 1679 may be applied toward any specialization area. Inservice points  
 1680 may also be earned by participation in professional growth



1681 components approved by the State Board of Education and specified  
 1682 under ~~pursuant to~~ s. 1012.98 in the district's approved master  
 1683 plan for inservice educational training, including, but not  
 1684 limited to, serving as a trainer in an approved teacher training  
 1685 activity, serving on an instructional materials committee or a  
 1686 state board or commission that deals with educational issues, or  
 1687 serving on an advisory council created under ~~pursuant to~~ s.  
 1688 1001.452.

1689 Section 32. Subsection (1) of section 1012.72, Florida  
 1690 Statutes, is amended to read:

1691 1012.72 Dale Hickam Excellent Teaching Program.--

1692 (1) The Legislature recognizes that teachers play a  
 1693 critical role in preparing students to achieve the high levels of  
 1694 academic performance expected by the World Class Education  
 1695 ~~Sunshine State~~ Standards. The Legislature further recognizes the  
 1696 importance of identifying and rewarding teaching excellence and  
 1697 of encouraging good teachers to become excellent teachers. The  
 1698 Legislature finds that the National Board of Professional  
 1699 Teaching Standards (NBPTS) has established high and rigorous  
 1700 standards for accomplished teaching and has developed a national  
 1701 voluntary system for assessing and certifying teachers who  
 1702 demonstrate teaching excellence by meeting those standards. It is  
 1703 therefore the Legislature's intent to provide incentives for  
 1704 teachers to seek NBPTS certification and to reward teachers who  
 1705 demonstrate teaching excellence by attaining NBPTS certification  
 1706 and sharing their expertise with other teachers.

1707 Section 33. Subsection (1) and paragraph (b) of subsection  
 1708 (4) of section 1012.98, Florida Statutes, are amended, and  
 1709 subsections (12) and (13) are added to that section, to read:

1710 1012.98 School Community Professional Development Act.--

1711 (1) The Department of Education, public postsecondary  
 1712 educational institutions, public school districts, public  
 1713 schools, state education foundations, consortia, and professional  
 1714 organizations in this state shall work collaboratively to  
 1715 establish a coordinated system of professional development. The  
 1716 purpose of the professional development system is to increase  
 1717 student achievement, enhance classroom instructional strategies  
 1718 that promote rigor and relevance throughout the curriculum, and  
 1719 prepare students for continuing education and the workforce. The  
 1720 system of professional development must align to the World Class  
 1721 Education Standards ~~adopted by the state~~ and support the  
 1722 framework for standards adopted by the National Staff Development  
 1723 Council.

1724 (4) The Department of Education, school districts, schools,  
 1725 community colleges, and state universities share the  
 1726 responsibilities described in this section. These  
 1727 responsibilities include the following:

1728 (b) Each school district shall develop a professional  
 1729 development system as specified in subsection (3). The system  
 1730 shall be developed in consultation with teachers, teacher-  
 1731 educators of community colleges and state universities, business  
 1732 and community representatives, and local education foundations,  
 1733 consortia, and professional organizations. The professional  
 1734 development system must:

1735 1. Be approved by the department. All substantial revisions  
 1736 to the system must ~~shall~~ be submitted to the department for  
 1737 review for continued approval.

1738 2. Be based on analyses of student achievement data and  
 1739 instructional strategies and methods that support rigorous,  
 1740 relevant, and challenging curricula for all students. Schools and

1741 districts, in developing and refining the professional  
1742 development system, shall also review and monitor school  
1743 discipline data; school environment surveys; assessments of  
1744 parental satisfaction; performance appraisal data of teachers,  
1745 managers, and administrative personnel; and other performance  
1746 indicators to identify school and student needs that can be met  
1747 by improved professional performance.

1748 3. Provide inservice activities coupled with followup  
1749 support appropriate to accomplish state, district, ~~district level~~  
1750 and school ~~school level~~ improvement goals and standards. The  
1751 inservice activities for instructional personnel shall focus on  
1752 analysis of student achievement data, ongoing formal and informal  
1753 assessments of student achievement, identification and use of  
1754 enhanced and differentiated instructional strategies that  
1755 emphasize rigor, relevance, and reading in the content areas,  
1756 enhancement of subject content expertise, integrated use of  
1757 classroom technology that enhances teaching and learning,  
1758 classroom management, parent involvement, and school safety. As  
1759 the Sunshine State Standards are replaced by the World Class  
1760 Education Standards under s. 1001.03(1), a school district must  
1761 align its inservice activities to the World Class Education  
1762 Standards.

1763 4. Include a master plan for inservice activities, in  
1764 accordance with ~~pursuant to~~ rules of the State Board of  
1765 Education, for all district employees from all fund sources. The  
1766 master plan shall be updated annually by September 1, must be  
1767 based on input from teachers and district and school  
1768 instructional leaders, and must use the latest available student  
1769 achievement data and research to enhance rigor and relevance in  
1770 the classroom. Each district inservice plan must be aligned to

1771 and support the school-based inservice plans and school  
 1772 improvement plans under ~~pursuant to~~ s. 1001.42(16). District  
 1773 plans must be approved by the district school board annually in  
 1774 order to ensure compliance with subsection (1) and to allow for  
 1775 dissemination of research-based best practices to other  
 1776 districts. District school boards must submit verification of  
 1777 their approval to the Commissioner of Education by ~~no later than~~  
 1778 October 1 of each year, ~~annually~~.

1779 5. Require each school principal to establish and maintain  
 1780 an individual professional development plan for each  
 1781 instructional employee assigned to the school as a seamless  
 1782 component to the school improvement plans developed under  
 1783 ~~pursuant to~~ s. 1001.42(16). The individual professional  
 1784 development plan must:

1785 a. Be related to specific performance data for the students  
 1786 to whom the teacher is assigned.

1787 b. Define the inservice objectives and specific measurable  
 1788 improvements expected in student performance as a result of the  
 1789 inservice activity.

1790 c. Include an evaluation component that determines the  
 1791 effectiveness of the professional development plan.

1792 d. Require the instructional employee to earn at least 20  
 1793 inservice points for inservice activities on the content and  
 1794 instruction of the World Class Education Standards. The award of  
 1795 inservice points is conditioned upon the employee's passage of an  
 1796 inservice examination of the knowledge and skills presented  
 1797 through the inservice activities. An instructional employee is  
 1798 required to take only those parts of an inservice examination on  
 1799 subject areas for which the employee holds certification or  
 1800 endorsement. If an instructional employee passes the inservice

1801 examination after completing fewer than 20 inservice hours, the  
 1802 employee is awarded a total of 20 inservice points. The  
 1803 Department of Education shall establish minimum competencies for  
 1804 the inservice examinations. An instructional employee must earn  
 1805 the inservice points for a subject area by the end of the next  
 1806 school year after:

1807 (I) Initial adoption of the World Class Education Standards  
 1808 for the subject area; and

1809 (II) Subsequent adoption of the World Class Education  
 1810 Standards for the subject area if the Commissioner of Education  
 1811 determines that the standards for the subject area are  
 1812 substantially revised from the previously adopted standards.

1813 6. Include inservice activities for school administrative  
 1814 personnel that address updated skills necessary for instructional  
 1815 leadership and effective school management under ~~pursuant to~~ s.  
 1816 1012.986.

1817 7. Provide for systematic consultation with regional and  
 1818 state personnel designated to provide technical assistance and  
 1819 evaluation of local professional development programs.

1820 8. Provide for delivery of professional development by  
 1821 distance learning and other technology-based delivery systems to  
 1822 reach more educators at lower costs.

1823 9. Provide for the continuous evaluation of the quality and  
 1824 effectiveness of professional development programs in order to  
 1825 eliminate ineffective programs and strategies and to expand  
 1826 effective ones. Evaluations must consider the impact of such  
 1827 activities on the performance of participating educators and  
 1828 their students' achievement and behavior.

1829 (12) The State Board of Education shall require the  
 1830 statewide standardized delivery of inservice activities for

1831 Florida educators on the content and instruction of the World  
1832 Class Education Standards. The effectiveness of the inservice  
1833 activities shall be evaluated using performance outcomes of both  
1834 the educator and the educator's students. The Department of  
1835 Education shall use the inservice examinations required under  
1836 sub-subparagraph (4) (b) 5.d. as the primary outcome measure for an  
1837 educator. The department shall use annual gains in student  
1838 academic performance as the primary outcome measure for the  
1839 educator's students.

1840 (13) The Department of Education shall provide statewide  
1841 standardized professional development for educators on the  
1842 Florida Comprehensive Assessment Test, and all Florida educators  
1843 must participate in the professional development. The  
1844 professional development shall include, at a minimum, how the  
1845 Florida Comprehensive Assessment Test is developed and scored,  
1846 what information is available to parents and students about the  
1847 test, how to use the test specifications and other resources for  
1848 teaching students, the ethics of testing, and the process used in  
1849 grading schools for the state's accountability system.

1850 Section 34. Funding for professional development.--

1851 (1) By January 15, 2008, a school district shall submit to  
1852 the Department of Education, in the format prescribed by the  
1853 department, an inventory of all professional development programs  
1854 offered by the district during the 2006-2007 fiscal year. The  
1855 department shall compile a statewide inventory of the programs  
1856 using the information submitted by each district.

1857 (2) (a) The Department of Education and school districts  
1858 shall give priority in the allocation and use of professional  
1859 development funds provided for the 2008-2009 fiscal year to  
1860 professional development programs on the World Class Education

1861 Standards which have measurable outcomes, with an emphasis on  
1862 programs delivered through the use of information technology.

1863 (b) By December 31, 2009, a school district shall submit to  
1864 the Department of Education, in the format prescribed by the  
1865 department, a report detailing the district's use of professional  
1866 development funds during the 2008-2009 fiscal year. The report,  
1867 at a minimum, shall identify each program within the district  
1868 that is provided state funds, the portion of the program devoted  
1869 professional development on the World Class Education Standards,  
1870 and the measurable outcomes of the program.

1871 Section 35. Statewide end-of-course examinations.--

1872 (1) It is the intent of the Legislature that, to enhance  
1873 the goal of student mastery of the essential content knowledge  
1874 and skills expected by the World Class Education Standards, the  
1875 state shall establish high-quality statewide end-of-course  
1876 examinations.

1877 (2) The Office of Program Policy Analysis and Government  
1878 Accountability shall, by December 1, 2007, submit a report to the  
1879 Governor, the Commissioner of Education, the President of the  
1880 Senate, and the Speaker of the House of Representatives on  
1881 statewide end-of-course examinations. The report shall:

1882 (a) Review the use by other states of statewide end-of-  
1883 course examinations;

1884 (b) Identify the benefits and challenges of implementing  
1885 statewide end-of-course examinations in this state;

1886 (c) Identify school districts in this state that currently  
1887 administer end-of-course examinations and describe the districts'  
1888 implementation framework, including, but not limited to, how the  
1889 districts use the examination results; the use of technology in  
1890 administering the examinations; the districts' strategies for

1891 ensuring the rigor of the examinations, test security, and  
 1892 updating of the examinations; and the implementation issues  
 1893 confronted by the districts;

1894 (d) Estimate the costs associated with the statewide  
 1895 administration of end-of-course examinations; and

1896 (e) Identify implementation issues that Florida confronts  
 1897 in administering statewide end-of-course examinations.

1898 Section 36. After-school programs.--

1899 (1) The Office of Program Policy Analysis and Government  
 1900 Accountability, by January 1, 2008, shall submit a report to the  
 1901 Governor, the President of the Senate, and the Speaker of the  
 1902 House of Representatives on after-school programs. The report  
 1903 shall:

1904 (a) Review different types of public and private after-  
 1905 school programs available for families;

1906 (b) Identify strong accountability measures, including  
 1907 outcomes, which could be used to measure the success of after-  
 1908 school programs;

1909 (c) Review existing research that analyzes the types of  
 1910 after-school programs which provide important educational  
 1911 benefits for students and families;

1912 (d) Provide options for providing incentives to create  
 1913 public-private partnerships to expand after-school programs;

1914 (e) Review how Florida could maximize federal funding of  
 1915 after-school programs, including, but not limited to, an  
 1916 examination of current methods for obtaining funding from the  
 1917 Federal Government, including grants, and other methods to obtain  
 1918 federal funding; and

1919 (f) Options for correcting the state's deficiencies in  
 1920 obtaining federal funding for after-school programs, if the



1921 report finds any deficiencies, and the projected cost of  
 1922 implementing the options.

1923 (2) The Office of Program Policy Analysis and Government  
 1924 Accountability, in conducting research for the report, shall  
 1925 consult with the Department of Education, the Department of  
 1926 Children and Family Services, and other interested entities that  
 1927 may offer unique experiences and perspectives on after-school  
 1928 programs.

1929 Section 37. Sales tax on school facilities  
 1930 construction.--The Office of Program Policy Analysis and  
 1931 Government Accountability, by December 1, 2007, shall submit a  
 1932 report to the Governor, the President of the Senate, and the  
 1933 Speaker of the House of Representatives on facilities  
 1934 construction by school districts. The report shall:

1935 (1) Review the amount of sales tax paid by contractors when  
 1936 building public school facilities;

1937 (2) Review the estimated impact on sales taxes of  
 1938 construction costs; and

1939 (3) Identify mechanisms that the state could use to provide  
 1940 tax exemptions for contractors building public school facilities.

1941 Section 38. Public-Private Partnering Task Force.--

1942 (1) Effective upon this act becoming a law, there is  
 1943 created the Public-Private Partnering Task Force. The task force  
 1944 is composed of the following members: the Secretary of Management  
 1945 Services or the secretary's designee, who shall serve as chair;  
 1946 the chair of the State Board of Education or the chair's  
 1947 designee, who shall serve as vice chair; and five members who are  
 1948 not members of the Legislature or school district officers or  
 1949 employees and who have a broad variety of business experience in  
 1950 public-private partnering. The public-private partnering members

1951 shall be appointed as follows: one member appointed by the  
 1952 Governor, two members appointed by the President of the Senate,  
 1953 and two members appointed by Speaker of the House of  
 1954 Representatives.

1955 (2) The members of the task force shall be appointed by  
 1956 July 1, 2007, and shall convene the initial meeting of the task  
 1957 force by August 1, 2007.

1958 (3) The task force is assigned to the Department of  
 1959 Management Services for administrative purposes. Members of the  
 1960 task force are entitled to per diem and travel expenses under  
 1961 section 112.061, Florida Statutes, and are subject to the Code of  
 1962 Ethics for Public Officers and Employees under part III of  
 1963 chapter 112, Florida Statutes.

1964 (4) By February 1, 2008, the task force shall submit  
 1965 recommendations to the Governor, the President of the Senate, and  
 1966 the Speaker of the House of Representatives. The recommendations  
 1967 shall include, but are not limited to, the following:

1968 (a) Recommendations on public-private partnering for school  
 1969 construction, leasing, and maintenance that relate to:

1970 1. The feasibility and advisability of, and possible  
 1971 methodologies for, achieving greater facilities construction and  
 1972 maintenance cost efficiencies and reducing construction times  
 1973 through public-private partnering.

1974 2. Optimal design and performance standards for safe and  
 1975 functional school facilities that are space efficient and  
 1976 technologically advanced.

1977 3. Optimal construction standards that ensure appropriate  
 1978 industry standards and optimal life cycles, including, but not  
 1979 limited to, standards for optimal size of core facility space,  
 1980 design-build performance contracting, energy efficiency, and

1981 life-cycle systems costing.

1982 4. Maintenance, repair, renovation, remodeling, and site

1983 acquisition standards, guidelines, and protocols.

1984 5. Optimal use of permanent versus relocatable facilities

1985 and protocols for decisionmaking regarding both facility options.

1986 6. Protocols for regular assessments of facility capacity

1987 to ensure maximization of space utilization.

1988 7. Recommendations on energy performance contracting with

1989 guaranteed annual energy savings that relate to.

1990 (b) Recommendations on public-private partnering for school

1991 transportation services that relate to:

1992 1. Fuel and bus efficiencies.

1993 2. Route planning, times, and design efficiencies.

1994 (c) Recommendations on public-private partnering for school

1995 food services that relate to:

1996 1. Relevant federal law and implications.

1997 2. Potential liability issues.

1998 3. Quality control.

1999 (5) Upon delivery of its final report and recommendations,

2000 the task force is abolished.

2001 Section 39. The sum of \$ is provided from the

2002 General Revenue Fund to the Department of Education for the 2007-

2003 2008 fiscal year for purposes of implementing this act.

2004 Section 40. Except as otherwise expressly provided in this

2005 act, this act shall take effect July 1, 2007.