

Committee on K-12

ACTION PACKET

Meeting

Tuesday, March 27, 2007

8:30 a.m. — 10:00 a.m.

212 Knott Building

**Marco Rubio
Speaker**

**Anitere Flores
Chair**

Committee Meeting Notice

HOUSE OF REPRESENTATIVES

Speaker Marco Rubio

Committee on K-12

Start Date and Time: Tuesday, March 27, 2007 08:30 am

End Date and Time: Tuesday, March 27, 2007 10:00 am

Location: 212 Knott Building

Duration: 1.50 hrs

Consideration of the following bill(s):

HB 187 School Bus Safety by Vana

HB 403 Education by Reed

HB 643 Safety at School Bus Stops by Gibson, H.

HB 1219 Public School Educator Certification by Carroll

HB 1499 Public School Utilization by Jordan

HB 1569 Education by McKeel

Workshop on the following:

HB 883 Literacy Education for Blind Persons by Baxley

Bills not heard at this meeting will be on the afternoon agenda.

NOTICE FINALIZED on 03/23/2007 16:19 by Allan.Katie

Committee Meeting Notice

HOUSE OF REPRESENTATIVES

Speaker Marco Rubio

Committee on K-12

MEETING CANCELLED

Start Date and Time: Tuesday, March 27, 2007 04:15 pm

End Date and Time: Tuesday, March 27, 2007 05:15 pm

Location: 212 Knott Building

Duration: 1.00 hrs

Consideration of the following bill(s):

HB 187 School Bus Safety by Vana

HB 403 Education by Reed

HB 643 Safety at School Bus Stops by Gibson, H.

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HB 1499 Public School Utilization by Jordan

HB 1569 Education by McKeel

Workshop on the following:

HB 883 Literacy Education for Blind Persons by Baxley

MEETING CANCELLED

If necessary.

MEETING CANCELLED on 03/27/2007 10:54

NOTICE FINALIZED on 03/23/2007 16:20 by Allan.Katie

COMMITTEE MEETING REPORT

Committee on K-12

3/27/2007 8:30:00AM

Location: 212 Knott Building

Attendance:

	<i>Present</i>	<i>Absent</i>	<i>Excused</i>
Anitere Flores (Chair)	X		
Gary Aubuchon	X		
Dorothy Bendross-Mindingall	X		
Marti Coley	X		
Will Kendrick	X		
Curtis Richardson	X		
Garrett Richter	X		
Shelley Vana	X		
Totals:	8	0	0

Committee meeting was reported out: Tuesday, March 27, 2007 11:58:38AM

COMMITTEE MEETING REPORT

Committee on K-12

3/27/2007 8:30:00AM

Location: 212 Knott Building

HB 187 : School Bus Safety

Favorable With Amendments (1)

	Yea	Nay	No Vote	Absentee Yea	Absentee Nay
Gary Aubuchon	X				
Dorothy Bendross-Mindingall	X				
Marti Coley	X				
Will Kendrick	X				
Curtis Richardson	X				
Garrett Richter	X				
Shelley Vana	X				
Anitere Flores (Chair)			X		
Total Yeas: 7		Total Nays: 0			

Committee meeting was reported out: Tuesday, March 27, 2007 11:58:38AM

COMMITTEE MEETING REPORT

Committee on K-12

3/27/2007 8:30:00AM

Location: 212 Knott Building

HB 403 : Education

Favorable With Amendments (1)

	Yea	Nay	No Vote	Absentee Yea	Absentee Nay
Gary Aubuchon	X				
Dorothy Bendross-Mindingall	X				
Marti Coley	X				
Will Kendrick	X				
Curtis Richardson	X				
Garrett Richter	X				
Shelley Vana	X				
Anitere Flores (Chair)	X				
Total Yeas: 8		Total Nays: 0			

Appearances:

Connie Milito (Lobbyist) - Proponent
Hillsborough County Public Schools
901 E. Kennedy Blvd.
Tampa Florida 33602
Phone: 813-272-4519

Committee meeting was reported out: Tuesday, March 27, 2007 11:58:38AM

COMMITTEE MEETING REPORT

Committee on K-12

3/27/2007 8:30:00AM

Location: 212 Knott Building

HB 643 : Safety at School Bus Stops

<input checked="" type="checkbox"/> Favorable With Amendments (1)					
	Yea	Nay	No Vote	Absentee Yea	Absentee Nay
Gary Aubuchon	X				
Dorothy Bendross-Mindingall	X				
Marti Coley	X				
Will Kendrick	X				
Curtis Richardson	X				
Garrett Richter	X				
Shelley Vana	X				
Anitere Flores (Chair)	X				
	Total Yeas: 8	Total Nays: 0			

Committee meeting was reported out: Tuesday, March 27, 2007 11:58:38AM

COMMITTEE MEETING REPORT

Committee on K-12

3/27/2007 8:30:00AM

Location: 212 Knott Building

HB 1219 : Public School Educator Certification

	Yea	Nay	No Vote	Absentee	
				Yea	Nay
<input checked="" type="checkbox"/> Favorable With Amendments (1)					
Gary Aubuchon	X				
Dorothy Bendross-Mindingall	X				
Marti Coley			X		
Will Kendrick	X				
Curtis Richardson	X				
Garrett Richter	X				
Shelley Vana	X				
Anitere Flores (Chair)		X			
Total Yeas: 6		Total Nays: 1			

Appearances:

Terrie Brady (Lobbyist) - Proponent
Duval Teachers United
1601 Atlantic Blvd.
Jacksonville Florida 32207
Phone: 904-396-4063

Michael Monroe (Lobbyist) - Proponent
FEA
213 S. Adams St.
Tallahassee Florida 32301
Phone: 201-2966

Anne F. Slater (State Employee) - Proponent
Reading Teachers
6012 Francine Dr.
Jacksonville Florida 32234
Phone: 904-289-8765

Connie Hrisco (State Employee) - Proponent
Reading Teachers
519 Kevin Dr.
Orange Park Florida 32073
Phone: 904-571-1996

Sharon Rodatz (State Employee) - Proponent
Reading Teachers
986 Lakeridge Drive
Orange Park Florida 32065
Phone: 904-276-1818

Committee meeting was reported out: Tuesday, March 27, 2007 11:58:38AM

COMMITTEE MEETING REPORT

Committee on K-12

3/27/2007 8:30:00AM

Location: 212 Knott Building

HB 1499 : Public School Utilization

Favorable With Amendments (1)

	Yea	Nay	No Vote	Absentee Yea	Absentee Nay
Gary Aubuchon	X				
Dorothy Bendross-Mindingall	X				
Marti Coley	X				
Will Kendrick	X				
Curtis Richardson	X				
Garrett Richter	X				
Shelley Vana	X				
Anitere Flores (Chair)			X		
Total Yeas: 7		Total Nays: 0			

Appearances:

Wayne Blanton (Lobbyist) - Proponent
Florida School Boards Association
203 S. Monroe St.
Tallahassee Florida 32301
Phone: 414-2578

Committee meeting was reported out: Tuesday, March 27, 2007 11:58:38AM

COMMITTEE MEETING REPORT

Committee on K-12

3/27/2007 8:30:00AM

Location: 212 Knott Building

HB 1569 : Education

	Yea	Nay	No Vote	Absentee	
				Yea	Nay
<input checked="" type="checkbox"/> Favorable With Amendments (1)					
Gary Aubuchon	X				
Dorothy Bendross-Mindingall	X				
Marti Coley			X		
Will Kendrick	X				
Curtis Richardson	X				
Garrett Richter	X				
Shelley Vana	X				
Anitere Flores (Chair)	X				
Total Yeas: 7		Total Nays: 0			

Appearances:

Connie Milito (Lobbyist) - Proponent
Hillsborough County Public Schools
901 E. Kennedy Blvd.
Tampa Florida 33602
Phone: 813-272-4519

Wendy M. Dodge (Lobbyist) - Proponent
Polk County Schools
PO Box 391
Bartow Florida 33831
Phone: 863-640-1547

Rene Lewis (Lobbyist) - Proponent
Florida Consortium of Public Charter Schools
1607 Village Square Blvd.
Tallahassee Florida 32309
Phone: 850-222-9595

Committee meeting was reported out: Tuesday, March 27, 2007 11:58:38AM

COMMITTEE MEETING REPORT

Committee on K-12

3/27/2007 8:30:00AM

Location: 212 Knott Building

Workshop

HB 883:

Workshopped

Committee meeting was reported out: Tuesday, March 27, 2007 11:58:38AM

COMMITTEE MEETING REPORT

Committee on K-12

3/27/2007 8:30:00AM

Location: 212 Knott Building

Summary:

Committee on K-12

Tuesday March 27, 2007 08:30 am

HB 187	Favorable With Amendments (1)	Yeas: 7	Nays: 0
HB 403	Favorable With Amendments (1)	Yeas: 8	Nays: 0
HB 643	Favorable With Amendments (1)	Yeas: 8	Nays: 0
HB 883	Workshopped		
HB 1219	Favorable With Amendments (1)	Yeas: 6	Nays: 1
HB 1499	Favorable With Amendments (1)	Yeas: 7	Nays: 0
HB 1569	Favorable With Amendments (1)	Yeas: 7	Nays: 0

Committee meeting was reported out: Tuesday, March 27, 2007 11:58:38AM

HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. (1)

Bill No. **187**

COUNCIL/COMMITTEE ACTION

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

1 Council/Committee hearing bill: K-12
2 Representative(s) Vana offered the following:

3
4
5
6
7
8

Amendment

Remove line(s) 63 - 65.

HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. 1

Bill No. 403

COUNCIL/COMMITTEE ACTION

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

1 Council/Committee hearing bill:

2 Representative Reed offered the following: K-12

3
4 **Amendment (with title amendment)**

5 Remove everything after the enacting clause and insert:

6
7 Section 1. Subsections (6) of section 1007.35, Florida
8 Statutes, is amended to read:

9
10 (6) The partnership shall:

11 (a) Provide teacher training and professional development
12 to enable teachers of AP or other advanced courses to have the
13 necessary content knowledge and instructional skills to prepare
14 students for success on AP or other advanced course examinations
15 and mastery of postsecondary course content.

16 (b) Provide to middle school teachers and administrators
17 professional development that will enable them to educate middle
18 school students at the level necessary to prepare the students
19 to enter high school ready to participate in advanced courses.

20 (c) Provide teacher training and materials that are
21 aligned with the Sunshine State Standards and are consistent

3-26-07
7:57 a.m.

HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. 1

22 with best theory and practice regarding multiple learning styles
23 and research on learning, instructional strategies,
24 instructional design, and classroom assessment. Curriculum
25 materials must be based on current, accepted, and essential
26 academic knowledge. Materials for prerequisite courses should,
27 at a minimum, address the skills assessed on the Florida
28 Comprehensive Assessment Test (FCAT).

29 (d) Provide assessment of individual strengths and
30 weaknesses as related to potential success in AP or other
31 advanced courses and readiness for college.

32 (e) Provide college entrance exam preparation through a
33 variety of means that may include, but are not limited to,
34 training teachers to provide courses at schools; training
35 community organizations to provide courses at community centers,
36 faith-based organizations, and businesses; and providing on-line
37 courses.

38 (f) Consider ways to incorporate community colleges in the
39 mission of preparing all students for postsecondary success.

40 (g) Provide a plan for communication and coordination of
41 efforts with the Florida Virtual School's provision of on-line
42 AP or other advanced courses.

43 (h) Work with school districts to identify minority and
44 underrepresented students for participation in AP or other
45 advanced courses.

46 (i) Work with school districts and provide information to
47 students and parents that explains available opportunities for
48 the student to take AP and other advanced courses and that
49 explains enrollment procedures that the student must follow to
50 enroll in such courses. Such information must also explain the
51 value of such courses as related to:

3-26-07

7:57 a.m.

HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. 1

52 1. Preparing the student for postsecondary level
53 coursework;

54 2. Enabling the student to gain access to postsecondary
55 education opportunities; and

56 3. Qualifying for scholarships and other financial aid
57 opportunities.

58 (j) Provide information to students, parents, teachers,
59 counselors, administrators, districts, community colleges, and
60 state universities regarding PSAT/NMSQT or PLAN administration,
61 including but not limited to:

62 1. Test administration dates and times;

63 2. That participation in the PSAT/NMSQT or PLAN is open to
64 all tenth grade students.

65 3. The value of such tests in providing diagnostic
66 feedback on student skills;

67 4. The value of student scores in predicting the
68 probability of success on AP or other advanced course
69 examinations.

70 (k) Cooperate with the department to provide information
71 about partnership activities, opportunities and priorities to
72 administrators, teachers, and counselors whenever possible.

73 ~~(h) Provide a plan of communication which includes, but~~
74 ~~need not be limited to, disseminating to parents materials that~~
75 ~~emphasize the importance of AP or other advanced courses to a~~
76 ~~student's ability to gain access to and to succeed in~~
77 ~~postsecondary education and materials that emphasize the~~
78 ~~importance of the PSAT/NMSQT or PLAN, which provide diagnostic~~
79 ~~feedback on skills and relate student scores to the probability~~
80 ~~of success on AP or other advanced course examinations, and also~~
81 ~~the dissemination of such information to students, teachers,~~

3-26-07

7:57 a.m.

HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. 1

82 ~~counselors, administrators, districts, community colleges, and~~
83 ~~state universities. The department shall assist the partnership~~
84 ~~in communicating opportunities and priorities to administrators,~~
85 ~~teachers, and counselors whenever possible.~~

86 (7) By May 31 of each year, the Department of Education
87 shall approve a plan of delivery of services for the subsequent
88 academic year.

89 (8)(a) By September 30 of each year, the partnership shall
90 submit to the department a report that contains an evaluation of
91 the effectiveness of the delivered services and activities.
92 Activities and services must be evaluated on their effectiveness
93 at raising student achievement and increasing the number of AP
94 or other advanced course examinations in low-performing middle
95 and high schools. Other indicators that must be addressed in the
96 evaluation report include the number of middle and high school
97 teachers trained; the effectiveness of the training; measures of
98 postsecondary readiness of the students affected by the program;
99 levels of participation in 10th grade PSAT/NMSQT or PLAN
100 testing; and measures of student, parent, and teacher awareness
101 of and satisfaction with the services of the partnership.

102 (b) The department shall contribute to the evaluation
103 process by providing access, consistent with s. 119.071(5)(a),
104 to student and teacher information necessary to match against
105 databases containing teacher professional development data and
106 databases containing assessment data for the PSAT/NMSQT, SAT,
107 AP, and other appropriate measures. The department shall also
108 provide student-level data on student progress from middle
109 school through high school and into college and the workforce,
110 if available, in order to support longitudinal studies. The
111 partnership shall analyze and report student performance data in

3-26-07

7:57 a.m.

HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. 1

112 a manner that protects the rights of students and parents as
113 required in 20 U.S.C. s. 1232g and s. 1002.22.

114 (9) (a) Funding for the partnership shall be contingent
115 upon annual funding in the General Appropriations Act.

116 (b) The participating partner, if one is chosen, is
117 required to match at least one-third of the allocation provided
118 to the partnership in the General Appropriations Act in
119 materials and services to the program.

120 (10) The State Board of Education may adopt rules to
121 administer this section.

122 (11) Nothing in this section shall prohibit any
123 organization from partnering with the state to improve the
124 college readiness of students.

125
126 ===== T I T L E A M E N D M E N T =====

127 Remove the entire title and insert:
128 An act relating to the Florida Partnership for Minority and
129 Underrepresented Student Achievement; amending s. 1007.35, F.S.;
130 specifying that the partnership must cooperate with school
131 districts to identify minority and underrepresented students for
132 participation in AP courses; specifying that the partnership
133 must cooperate with school districts to provide information to
134 parents regarding AP and other advanced courses; specifying that
135 the partnership must provide information Preliminary
136 SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), or
137 Preliminary ACT (PLAN) administration; providing an effective
138 date.

3-26-07
7:57 a.m.

HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. (1)

Bill No. 643

COUNCIL/COMMITTEE ACTION

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

1 Council/Committee hearing bill: K-12
 2 Representative H. Gibson offered the following:

Amendment (with title amendment)

Remove everything after the enacting clause and insert:

6 Section 1. Each school district shall have a plan to
7 improve safety at school bus stops in the district.

8 Section 2. This act shall take effect July 1, 2007.

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

11 Remove the entire title and insert:

12 An act relating to safety at school bus stops; requiring each
13 school district to have a plan to improve safety at school bus
14 stops; providing an effective date.

3-22-07
4:52 pm

HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. 1

Bill No. **HB 1219**

COUNCIL/COMMITTEE ACTION

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

1 Council/Committee hearing bill: K-12

2 Representative Carroll offered the following:

3
4 **Amendment (with title amendment)**

5 Remove lines 12-29 and insert:

6 1012.587 Educator certification in English for speakers of
7 other languages.--

8 (1) The Department of Education or a school district may
9 not require an educator with certification or endorsement in
10 reading or intensive reading to earn more than 60 inservice
11 hours for endorsement in English for speakers of other languages
12 after credit is applied for duplicative competencies from
13 certification or endorsement in reading or intensive reading.

14 (2) The Department of Education or a school district, when
15 requiring an educator to obtain certification or endorsement in
16 English for speakers of other languages upon assignment of a
17 limited English proficient student to the educator, may not
18 require the educator to begin meeting the certification or
19 endorsement requirements less than 45 school days or one grading
20 period after the student's assignment, whichever is less.

21
3-23-07
3:38 pm

HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. 1

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

23 Remove lines 3-5 and insert:
24 creating s. 1012.587, F.S.; prohibiting certain
25 requirements for certification or endorsement in English
26 for speakers of other languages; providing an

3-23-07
3:38 pm

HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. (1)

Bill No. 1499

COUNCIL/COMMITTEE ACTION

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

Council/Committee hearing bill: K-12

Representative(s) Jordan offered the following:

Amendment (with title amendment)

Remove everything after the enacting clause and insert:

Section 1. Subsection (8) is added to section 1013.64, Florida Statutes, to read:

1013.64 Funds for comprehensive educational plant needs; construction cost maximums for school district capital projects.--Allocations from the Public Education Capital Outlay and Debt Service Trust Fund to the various boards for capital outlay projects shall be determined as follows:

(8) (a) Beginning with the 2007-2008 fiscal year, there is established the Increased Utilization Program which shall be funded as a part of the Public Education Capital Outlay and Debt Service Trust Fund in an amount each year not to exceed 15 percent of the total funds appropriated under paragraph (3) (a). These funds shall be allocated by the commissioner to any school district according to the following formula: Any eligible school that increases its FTE facility capacity by at least 20 percent as a result of using an alternative, nontraditional calendar

3-23-07
3:14 pm

HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. (1)

22 shall receive up to a maximum of \$250 per each FTE generated
23 within the school.

24 (b) To be eligible, a district school board must submit a
25 resolution to the commissioner by August 1 of each fiscal year,
26 beginning August 1, 2007, of its intent to participate in the
27 Increased Utilization Program, listing each of the schools
28 eligible during the prior fiscal year. The information listed
29 for each school must include the maximum FTE capacity for the
30 year as contained in the Florida Inventory of School Houses in
31 the Office of Educational Facilities and the increase
32 attributable to the alternative, nontraditional calendar. To be
33 eligible, each individual school's FTE must exceed the maximum
34 facility capacity during the year by at least 20 percent.

35 (c) Each school district qualifying for funding under this
36 subsection may be paid up to \$250 per each FTE generated per
37 eligible school for a maximum of 5 years if funds are available.
38 If funds are insufficient during any fiscal year, the
39 commissioner shall determine the pro rata amount.

40 (d) Funds received by a school district through the
41 Increased Utilization Program shall be exempt from repayment of
42 any project outstanding pursuant to subsection (2).

43 (e) All funds accruing to a school district under this
44 subsection shall be allocated to the schools generating the
45 increased capacity and shall be expended on needed projects as
46 recommended in a survey under the rules of the state board.

47 (f) Overcrowding of a school or double session does not
48 apply. In addition, students may not be assigned to
49 instructional spaces contrary to the State Requirements for
50 Educational Facilities.

3-23-07
3:14 pm

HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. (1)

51 Section 2. Paragraph (j) of subsection (3) of section
52 1003.03, Florida Statutes, is amended to read:

53 1003.03 Maximum class size.--

54 (3) IMPLEMENTATION OPTIONS.--District school boards must
55 consider, but are not limited to, implementing the following
56 items in order to meet the constitutional class size maximums
57 described in subsection (1) and the two-student-per-year
58 reduction required in subsection (2):

59 (j) Use alternative, ~~year-round schools and other~~
60 nontraditional calendars that do not adversely impact annual
61 assessment of student achievement.

62 Section 3. This act shall take effect July 1, 2007.

63

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

65 Remove the entire title and insert:

66 An act relating to public school utilization; amending s.
67 1013.64, F.S.; establishing the Increased Utilization
68 Program as a part of the Public Education Capital Outlay
69 and Debt Service Trust Fund; providing a formula for
70 allocation of funds to a school district that increases
71 its FTE facility capacity; providing eligibility
72 requirements and restrictions; amending s. 1003.03, F.S.;
73 authorizing use of alternative, nontraditional school
74 calendars for purposes of meeting constitutional class
75 size maximums; providing an effective date.

76

3-23-07
3:14 pm

HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. (1)

Bill No. 1569

COUNCIL/COMMITTEE ACTION

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

1 Council/Committee hearing bill: Committee on K-12
 2 Representative(s) McKeel offered the following:

Amendment (with title amendment)

5 Remove everything after the enacting clause and insert:

6 Section 1. Paragraphs (a) and (b) of subsection (13) of
 7 section 121.091, Florida Statutes, are amended to read:

8 121.091 Benefits payable under the system.--Benefits may
 9 not be paid under this section unless the member has terminated
 10 employment as provided in s. 121.021(39)(a) or begun
 11 participation in the Deferred Retirement Option Program as
 12 provided in subsection (13), and a proper application has been
 13 filed in the manner prescribed by the department. The department
 14 may cancel an application for retirement benefits when the
 15 member or beneficiary fails to timely provide the information
 16 and documents required by this chapter and the department's
 17 rules. The department shall adopt rules establishing procedures
 18 for application for retirement benefits and for the cancellation
 19 of such application when the required information or documents
 20 are not received.

3-26-07
4:45 p.m.

HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. (1)

21 (13) DEFERRED RETIREMENT OPTION PROGRAM.--In general, and
22 subject to the provisions of this section, the Deferred
23 Retirement Option Program, hereinafter referred to as the DROP,
24 is a program under which an eligible member of the Florida
25 Retirement System may elect to participate, deferring receipt of
26 retirement benefits while continuing employment with his or her
27 Florida Retirement System employer. The deferred monthly
28 benefits shall accrue in the System Trust Fund on behalf of the
29 participant, plus interest compounded monthly, for the specified
30 period of the DROP participation, as provided in paragraph (c).
31 Upon termination of employment, the participant shall receive
32 the total DROP benefits and begin to receive the previously
33 determined normal retirement benefits. Participation in the DROP
34 does not guarantee employment for the specified period of DROP.
35 Participation in the DROP by an eligible member beyond the
36 initial 60-month period as authorized in this subsection shall
37 be on an annual contractual basis for all participants.

38 (a) Eligibility of member to participate in the DROP.--All
39 active Florida Retirement System members in a regularly
40 established position, and all active members of either the
41 Teachers' Retirement System established in chapter 238 or the
42 State and County Officers' and Employees' Retirement System
43 established in chapter 122 which systems are consolidated within
44 the Florida Retirement System under s. 121.011, are eligible to
45 elect participation in the DROP provided that:

46 1. The member is not a renewed member of the Florida
47 Retirement System under s. 121.122, or a member of the State
48 Community College System Optional Retirement Program under s.
49 121.051, the Senior Management Service Optional Annuity Program

3-26-07
4:45 p.m.

HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. (1)

50 under s. 121.055, or the optional retirement program for the
51 State University System under s. 121.35.

52 2. Except as provided in subparagraph 6., election to
53 participate is made within 12 months immediately following the
54 date on which the member first reaches normal retirement date,
55 or, for a member who reaches normal retirement date based on
56 service before he or she reaches age 62, or age 55 for Special
57 Risk Class members, election to participate may be deferred to
58 the 12 months immediately following the date the member attains
59 57, or age 52 for Special Risk Class members. For a member who
60 first reached normal retirement date or the deferred eligibility
61 date described above prior to the effective date of this
62 section, election to participate shall be made within 12 months
63 after the effective date of this section. A member who fails to
64 make an election within such 12-month limitation period shall
65 forfeit all rights to participate in the DROP. The member shall
66 advise his or her employer and the division in writing of the
67 date on which the DROP shall begin. Such beginning date may be
68 subsequent to the 12-month election period, but must be within
69 the 60-month or, with respect to members who are instructional
70 personnel employed by the Florida School for the Deaf and the
71 Blind and who have received authorization by the Board of
72 Trustees of the Florida School for the Deaf and the Blind to
73 participate in the DROP beyond 60 months, who are charter school
74 instructional personnel with students who are funded through the
75 Florida Education Finance Program and who have received
76 authorization from the governing board of the charter school to
77 participate in DROP beyond 60 months, or who are instructional
78 personnel as defined in s. 1012.01(2)(a)-(d) in grades K-12 or
79 prekindergarten classroom teachers with students who are funded

3-26-07
4:45 p.m.

HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. (1)

80 through the Florida Education Finance Program and who have
81 received authorization by the district school superintendent to
82 participate in the DROP beyond 60 months, the 96-month
83 limitation period as provided in subparagraph (b)1. When
84 establishing eligibility of the member to participate in the
85 DROP for the 60-month or, with respect to members who are
86 instructional personnel employed by the Florida School for the
87 Deaf and the Blind and who have received authorization by the
88 Board of Trustees of the Florida School for the Deaf and the
89 Blind to participate in the DROP beyond 60 months, who are
90 charter school instructional personnel with students who are
91 funded through the Florida Education Finance Program and who
92 have received authorization from the governing board of the
93 charter school to participate in DROP beyond 60 months, or who
94 are instructional personnel as defined in s. 1012.01(2)(a)-(d)
95 in grades K-12 or prekindergarten classroom teachers with
96 students who are funded through the Florida Education Finance
97 Program and who have received authorization by the district
98 school superintendent to participate in the DROP beyond 60
99 months, the 96-month maximum participation period, the member
100 may elect to include or exclude any optional service credit
101 purchased by the member from the total service used to establish
102 the normal retirement date. A member with dual normal retirement
103 dates shall be eligible to elect to participate in DROP within
104 12 months after attaining normal retirement date in either
105 class.

106 3. The employer of a member electing to participate in the
107 DROP, or employers if dually employed, shall acknowledge in
108 writing to the division the date the member's participation in

3-26-07
4:45 p.m.

HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. (1)

109 the DROP begins and the date the member's employment and DROP
110 participation will terminate.

111 4. Simultaneous employment of a participant by additional
112 Florida Retirement System employers subsequent to the
113 commencement of participation in the DROP shall be permissible
114 provided such employers acknowledge in writing a DROP
115 termination date no later than the participant's existing
116 termination date or the 60-month limitation period as provided
117 in subparagraph (b)1.

118 5. A DROP participant may change employers while
119 participating in the DROP, subject to the following:

120 a. A change of employment must take place without a break
121 in service so that the member receives salary for each month of
122 continuous DROP participation. If a member receives no salary
123 during a month, DROP participation shall cease unless the
124 employer verifies a continuation of the employment relationship
125 for such participant pursuant to s. 121.021(39)(b).

126 b. Such participant and new employer shall notify the
127 division on forms required by the division as to the identity of
128 the new employer.

129 c. The new employer shall acknowledge, in writing, the
130 participant's DROP termination date, which may be extended but
131 not beyond the original 60-month or, with respect to members who
132 are instructional personnel employed by the Florida School for
133 the Deaf and the Blind and who have received authorization by
134 the Board of Trustees of the Florida School for the Deaf and the
135 Blind to participate in the DROP beyond 60 months, who are
136 charter school instructional personnel with students who are
137 funded through the Florida Education Finance Program and who
138 have received authorization from the governing board of the

3-26-07

4:45 p.m.

HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. (1)

139 charter school to participate in DROP beyond 60 months, or who
140 are instructional personnel as defined in s. 1012.01(2)(a)-(d)
141 in grades K-12 or prekindergarten classroom teachers with
142 students who are funded through the Florida Education Finance
143 Program and who have received authorization by the district
144 school superintendent to participate in the DROP beyond 60
145 months, the 96-month period provided in subparagraph (b)1.,
146 shall acknowledge liability for any additional retirement
147 contributions and interest required if the participant fails to
148 timely terminate employment, and shall be subject to the
149 adjustment required in sub-subparagraph (c)5.d.

150 6. Effective July 1, 2001, for instructional personnel as
151 defined in s. 1012.01(2), election to participate in the DROP
152 shall be made at any time following the date on which the member
153 first reaches normal retirement date. The member shall advise
154 his or her employer and the division in writing of the date on
155 which the Deferred Retirement Option Program shall begin. When
156 establishing eligibility of the member to participate in the
157 DROP for the 60-month or, with respect to members who are
158 instructional personnel employed by the Florida School for the
159 Deaf and the Blind and who have received authorization by the
160 Board of Trustees of the Florida School for the Deaf and the
161 Blind to participate in the DROP beyond 60 months, who are
162 charter school instructional personnel with students who are
163 funded through the Florida Education Finance Program and who
164 have received authorization from the governing board of the
165 charter school to participate in DROP beyond 60 months, or who
166 are instructional personnel as defined in s. 1012.01(2)(a)-(d)
167 in grades K-12 or prekindergarten classroom teachers with
168 students who are funded through the Florida Education Finance

3-26-07

4:45 p.m.

HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. (1)

169 Program and who have received authorization by the district
170 school superintendent to participate in the DROP beyond 60
171 months, the 96-month maximum participation period, as provided
172 in subparagraph (b)1., the member may elect to include or
173 exclude any optional service credit purchased by the member from
174 the total service used to establish the normal retirement date.
175 A member with dual normal retirement dates shall be eligible to
176 elect to participate in either class.

177 (b) Participation in the DROP.--

178 1. An eligible member may elect to participate in the DROP
179 for a period not to exceed a maximum of 60 calendar months or,
180 with respect to members who are instructional personnel employed
181 by the Florida School for the Deaf and the Blind and who have
182 received authorization by the Board of Trustees of the Florida
183 School for the Deaf and the Blind to participate in the DROP
184 beyond 60 months, who are charter school instructional personnel
185 with students who are funded through the Florida Education
186 Finance Program and who have received authorization from the
187 governing board of the charter school to participate in DROP
188 beyond 60 months, or who are instructional personnel as defined
189 in s. 1012.01(2)(a)-(d) in grades K-12 or prekindergarten
190 classroom teachers with students who are funded through the
191 Florida Education Finance Program and who have received
192 authorization by the district school superintendent to
193 participate in the DROP beyond 60 calendar months, 96 calendar
194 months immediately following the date on which the member first
195 reaches his or her normal retirement date or the date to which
196 he or she is eligible to defer his or her election to
197 participate as provided in subparagraph (a)2. However, a member
198 who has reached normal retirement date prior to the effective

3-26-07
4:45 p.m.

HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. (1)

199 date of the DROP shall be eligible to participate in the DROP
200 for a period of time not to exceed 60 calendar months or, with
201 respect to members who are instructional personnel employed by
202 the Florida School for the Deaf and the Blind and who have
203 received authorization by the Board of Trustees of the Florida
204 School for the Deaf and the Blind to participate in the DROP
205 beyond 60 months, who are charter school instructional personnel
206 with students who are funded through the Florida Education
207 Finance Program and who have received authorization from the
208 governing board of the charter school to participate in DROP
209 beyond 60 months, or who are instructional personnel as defined
210 in s. 1012.01(2)(a)-(d) in grades K-12 or prekindergarten
211 classroom teachers with students who are funded through the
212 Florida Education Finance Program and who have received
213 authorization by the district school superintendent to
214 participate in the DROP beyond 60 calendar months, 96 calendar
215 months immediately following the effective date of the DROP,
216 except a member of the Special Risk Class who has reached normal
217 retirement date prior to the effective date of the DROP and
218 whose total accrued value exceeds 75 percent of average final
219 compensation as of his or her effective date of retirement shall
220 be eligible to participate in the DROP for no more than 36
221 calendar months immediately following the effective date of the
222 DROP.

- 223 2. Upon deciding to participate in the DROP, the member
224 shall submit, on forms required by the division:
- 225 a. A written election to participate in the DROP;
 - 226 b. Selection of the DROP participation and termination
227 dates, which satisfy the limitations stated in paragraph (a) and
228 subparagraph 1. Such termination date shall be in a binding

3-26-07
4:45 p.m.

HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. (1)

229 letter of resignation with the employer, establishing a deferred
230 termination date. The member may change the termination date
231 within the limitations of subparagraph 1., but only with the
232 written approval of his or her employer;

233 c. A properly completed DROP application for service
234 retirement as provided in this section; and

235 d. Any other information required by the division.

236 3. The DROP participant shall be a retiree under the
237 Florida Retirement System for all purposes, except for paragraph
238 (5)(f) and subsection (9) and ss. 112.3173, 112.363, 121.053,
239 and 121.122. However, participation in the DROP does not alter
240 the participant's employment status and such employee shall not
241 be deemed retired from employment until his or her deferred
242 resignation is effective and termination occurs as provided in
243 s. 121.021(39).

244 4. Elected officers shall be eligible to participate in
245 the DROP subject to the following:

246 a. An elected officer who reaches normal retirement date
247 during a term of office may defer the election to participate in
248 the DROP until the next succeeding term in that office. Such
249 elected officer who exercises this option may participate in the
250 DROP for up to 60 calendar months or a period of no longer than
251 such succeeding term of office, whichever is less.

252 b. An elected or a nonelected participant may run for a
253 term of office while participating in DROP and, if elected,
254 extend the DROP termination date accordingly, except, however,
255 if such additional term of office exceeds the 60-month
256 limitation established in subparagraph 1., and the officer does
257 not resign from office within such 60-month limitation, the

3-26-07

4:45 p.m.

HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. (1)

258 retirement and the participant's DROP shall be null and void as
259 provided in sub-subparagraph (c)5.d.

260 c. An elected officer who is dually employed and elects to
261 participate in DROP shall be required to satisfy the definition
262 of termination within the 60-month or, with respect to members
263 who are instructional personnel employed by the Florida School
264 for the Deaf and the Blind and who have received authorization
265 by the Board of Trustees of the Florida School for the Deaf and
266 the Blind to participate in the DROP beyond 60 months, who are
267 charter school instructional personnel with students who are
268 funded through the Florida Education Finance Program and who
269 have received authorization from the governing board of the
270 charter school to participate in DROP beyond 60 months, or who
271 are instructional personnel as defined in s. 1012.01(2)(a)-(d)
272 in grades K-12 or prekindergarten classroom teachers with
273 students who are funded through the Florida Education Finance
274 Program and who have received authorization by the district
275 school superintendent to participate in the DROP beyond 60
276 months, the 96-month limitation period as provided in
277 subparagraph 1. for the nonelected position and may continue
278 employment as an elected officer as provided in s. 121.053. The
279 elected officer will be enrolled as a renewed member in the
280 Elected Officers' Class or the Regular Class, as provided in ss.
281 121.053 and 121.122, on the first day of the month after
282 termination of employment in the nonelected position and
283 termination of DROP. Distribution of the DROP benefits shall be
284 made as provided in paragraph (c).

285 Section 2. Paragraph (b) of subsection (5), paragraphs
286 (b), (c), (e), and (f) of subsection (6), paragraph (b) of
287 subsection (7), paragraph (k) of subsection (9), and paragraph

3-26-07
4:45 p.m.

HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. (1)

288 (d) of subsection (18) of section 1002.33, Florida Statutes, are
289 amended to read:

290 1002.33 Charter schools.--

291 (5) SPONSOR; DUTIES.--

292 (b) Sponsor duties.--

293 1.a. The sponsor shall monitor and review the charter
294 school in its progress toward the goals established in the
295 charter.

296 b. The sponsor shall monitor the revenues and expenditures
297 of the charter school.

298 c. The sponsor may approve a charter for a charter school
299 before the applicant has secured space, equipment, or personnel,
300 if the applicant indicates approval is necessary for it to raise
301 working funds.

302 d. The sponsor's policies shall not apply to a charter
303 school unless mutually agreed to by both the sponsor and the
304 charter school.

305 e. The sponsor shall ensure that the charter is innovative
306 and consistent with the state education goals established by s.
307 1000.03(5).

308 f. The sponsor shall ensure that the charter school
309 participates in the state's education accountability system. If
310 a charter school falls short of performance measures included in
311 the approved charter, the sponsor shall report such shortcomings
312 to the Department of Education.

313 g. The sponsor shall not be liable for civil damages under
314 state law for personal injury, property damage, or death
315 resulting from an act or omission of an officer, employee,
316 agent, or governing body of the charter school.

3-26-07
4:45 p.m.

HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. (1)

317 h. The sponsor shall not be liable for civil damages under
318 state law for any employment actions taken by an officer,
319 employee, agent, or governing body of the charter school.

320 i. The sponsor's duties to monitor the charter school
321 shall not constitute the basis for a private cause of action.

322 j. The sponsor shall not impose additional reporting
323 requirements on a charter school without providing reasonable
324 and specific justification in writing to the charter school.

325 k. The sponsor shall provide a copy of all internal audit
326 findings and reports to the charter school in a fair and timely
327 manner. The charter school shall be given 14 days to respond in
328 writing to the sponsor before any action is taken by the
329 sponsor.

330 2. Immunity for the sponsor of a charter school under
331 subparagraph 1. applies only with respect to acts or omissions
332 not under the sponsor's direct authority as described in this
333 section.

334 3. Nothing contained in this paragraph shall be considered
335 a waiver of sovereign immunity by a district school board.

336 4. A community college may work with the school district
337 or school districts in its designated service area to develop
338 charter schools that offer secondary education. These charter
339 schools must include an option for students to receive an
340 associate degree upon high school graduation. District school
341 boards shall cooperate with and assist the community college on
342 the charter application. Community college applications for
343 charter schools are not subject to the time deadlines outlined
344 in subsection (6) and may be approved by the district school
345 board at any time during the year. Community colleges shall not

3-26-07
4:45 p.m.

HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. (1)

346 report FTE for any students who receive FTE funding through the
347 Florida Education Finance Program.

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

350 (b) A sponsor ~~district school board~~ shall receive and
351 review all applications for a charter school. Beginning with the
352 2007-2008 school year, a sponsor ~~district school board~~ shall
353 receive and consider charter school applications received on or
354 before August 1 of each calendar year for charter schools to be
355 opened at the beginning of the school district's next school
356 year, or to be opened at a time agreed to by the applicant and
357 the sponsor ~~district school board~~. A sponsor ~~district school~~
358 ~~board~~ may receive applications later than this date if it
359 chooses. A sponsor may not charge an applicant for a charter any
360 fee for the processing or consideration of an application, and a
361 sponsor may not base its consideration or approval of an
362 application upon the promise of future payment of any kind.

363 1. In order to facilitate an accurate budget projection
364 process, a sponsor ~~district school board~~ shall be held harmless
365 for FTE students who are not included in the FTE projection due
366 to approval of charter school applications after the FTE
367 projection deadline. In a further effort to facilitate an
368 accurate budget projection, within 15 calendar days after
369 receipt of a charter school application, a ~~district school board~~
370 ~~or other~~ sponsor shall report to the Department of Education the
371 name of the applicant entity, the proposed charter school
372 location, and its projected FTE.

373 2. In order to ensure fiscal responsibility, an
374 application for a charter school shall include a full accounting
375 of expected assets, a projection of expected sources and amounts

3-26-07
4:45 p.m.

HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. (1)

376 of income, including income derived from projected student
377 enrollments and from community support, and an expense
378 projection that includes full accounting of the costs of
379 operation, including start-up costs.

380 3. A sponsor ~~district school board~~ shall by a majority
381 vote approve or deny an application no later than 60 calendar
382 days after the application is received, unless the sponsor
383 ~~district school board~~ and the applicant mutually agree in
384 writing to temporarily postpone the vote to a specific date, at
385 which time the sponsor ~~district school board~~ shall by a majority
386 vote approve or deny the application. If the sponsor ~~district~~
387 ~~school board~~ fails to act on the application, an applicant may
388 appeal to the State Board of Education as provided in paragraph
389 (c). If an application is denied, the sponsor ~~district school~~
390 ~~board~~ shall, within 10 calendar days, articulate in writing the
391 specific reasons for its denial of the charter application and
392 shall provide the letter of denial and supporting documentation
393 to the applicant and to the Department of Education supporting
394 those reasons.

395 4. For budget projection purposes, the ~~district school~~
396 ~~board or other~~ sponsor shall report to the Department of
397 Education the approval or denial of a charter application within
398 10 calendar days after such approval or denial. In the event of
399 approval, the report to the Department of Education shall
400 include the final projected FTE for the approved charter school.

401 5. Upon approval of a charter application, the initial
402 startup shall commence with the beginning of the public school
403 calendar for the district in which the charter is granted unless
404 the sponsor allows a waiver of this provision for good cause.

3-26-07

4:45 p.m.

HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. (1)

405 (c) An applicant may appeal any denial of that applicant's
406 application or failure to act on an application to the State
407 Board of Education no later than 30 calendar days after receipt
408 of the sponsor's ~~district school board's~~ decision or failure to
409 act and shall notify the sponsor ~~district school board~~ of its
410 appeal. Any response of the sponsor ~~district school board~~ shall
411 be submitted to the State Board of Education within 30 calendar
412 days after notification of the appeal. Upon receipt of
413 notification from the State Board of Education that a charter
414 school applicant is filing an appeal, the Commissioner of
415 Education shall convene a meeting of the Charter School Appeal
416 Commission to study and make recommendations to the State Board
417 of Education regarding its pending decision about the appeal.
418 The commission shall forward its recommendation to the state
419 board no later than 7 calendar days prior to the date on which
420 the appeal is to be heard. The State Board of Education shall by
421 majority vote accept or reject the decision of the sponsor
422 ~~district school board~~ no later than 90 calendar days after an
423 appeal is filed in accordance with State Board of Education
424 rule. The Charter School Appeal Commission may reject an appeal
425 submission for failure to comply with procedural rules governing
426 the appeals process. The rejection shall describe the submission
427 errors. The appellant may have up to 15 calendar days from
428 notice of rejection to resubmit an appeal that meets
429 requirements of State Board of Education rule. An application
430 for appeal submitted subsequent to such rejection shall be
431 considered timely if the original appeal was filed within 30
432 calendar days after receipt of notice of the specific reasons
433 for the sponsor's ~~district school board's~~ denial of the charter
434 application. The State Board of Education shall remand the

3-26-07

4:45 p.m.

HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. (1)

435 application to the sponsor ~~district school board~~ with its
436 written decision that the sponsor ~~district school board~~ approve
437 or deny the application. The sponsor ~~district school board~~ shall
438 implement the decision of the State Board of Education. The
439 decision of the State Board of Education is not subject to the
440 provisions of the Administrative Procedure Act, chapter 120.

441 (e) The sponsor ~~district school board~~ shall act upon the
442 decision of the State Board of Education within 30 calendar days
443 after it is received. The State Board of Education's decision is
444 a final action subject to judicial review in the district court
445 of appeal.

446 (f)1. A Charter School Appeal Commission is established to
447 assist the commissioner and the State Board of Education with a
448 fair and impartial review of appeals by applicants whose charter
449 applications have been denied, whose charter contracts have not
450 been renewed, or whose charter contracts have been terminated by
451 their sponsors.

452 2. The Charter School Appeal Commission may receive copies
453 of the appeal documents forwarded to the State Board of
454 Education, review the documents, gather other applicable
455 information regarding the appeal, and make a written
456 recommendation to the commissioner. The recommendation must
457 state whether the appeal should be upheld or denied and include
458 the reasons for the recommendation being offered. The
459 commissioner shall forward the recommendation to the State Board
460 of Education no later than 7 calendar days prior to the date on
461 which the appeal is to be heard. The state board must consider
462 the commission's recommendation in making its decision, but is
463 not bound by the recommendation. The decision of the Charter

3-26-07
4:45 p.m.

HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. (1)

464 School Appeal Commission is not subject to the provisions of the
465 Administrative Procedure Act, chapter 120.

466 3. The commissioner shall appoint the members of the
467 Charter School Appeal Commission. Members shall serve without
468 compensation but may be reimbursed for travel and per diem
469 expenses in conjunction with their service. One-half of the
470 members must represent currently operating charter schools, and
471 one-half of the members must represent sponsors school
472 ~~districts~~. The commissioner or a named designee shall chair the
473 Charter School Appeal Commission.

474 4. The chair shall convene meetings of the commission and
475 shall ensure that the written recommendations are completed and
476 forwarded in a timely manner. In cases where the commission
477 cannot reach a decision, the chair shall make the written
478 recommendation with justification, noting that the decision was
479 rendered by the chair.

480 5. Commission members shall thoroughly review the
481 materials presented to them from the appellant and the sponsor.
482 The commission may request information to clarify the
483 documentation presented to it. In the course of its review, the
484 commission may facilitate the postponement of an appeal in those
485 cases where additional time and communication may negate the
486 need for a formal appeal and both parties agree, in writing, to
487 postpone the appeal to the State Board of Education. A new date
488 certain for the appeal shall then be set based upon the rules
489 and procedures of the State Board of Education. Commission
490 members shall provide a written recommendation to the state
491 board as to whether the appeal should be upheld or denied. A
492 fact-based justification for the recommendation must be
493 included. The chair must ensure that the written recommendation

3-26-07

4:45 p.m.

HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. (1)

494 is submitted to the State Board of Education members no later
495 than 7 calendar days prior to the date on which the appeal is to
496 be heard. Both parties in the case shall also be provided a copy
497 of the recommendation.

498 (7) CHARTER.--The major issues involving the operation of
499 a charter school shall be considered in advance and written into
500 the charter. The charter shall be signed by the governing body
501 of the charter school and the sponsor, following a public
502 hearing to ensure community input.

503 (b)1. A charter may be renewed provided that a program
504 review demonstrates that the criteria in paragraph (a) have been
505 successfully accomplished and that none of the grounds for
506 nonrenewal established by paragraph (8)(a) has been documented.
507 In order to facilitate long-term financing for charter school
508 construction, charter schools operating for a minimum of 2 years
509 and demonstrating exemplary academic programming and fiscal
510 management shall receive ~~are eligible for~~ a 15-year charter
511 renewal. Such long-term charter is subject to annual review and
512 may be terminated during the term of the charter.

513 2. The 15-year charter renewal ~~that may be granted~~
514 pursuant to subparagraph 1. shall be granted to a charter school
515 that has received a school grade of "A" or "B" pursuant to s.
516 1008.34 in 3 of the past 4 years and is not in a state of
517 financial emergency or deficit position as defined by this
518 section. Such long-term charter is subject to annual review and
519 may be terminated during the term of the charter pursuant to
520 subsection (8).

521 (9) CHARTER SCHOOL REQUIREMENTS.--

522 (k) The governing body of the charter school shall be
523 responsible for:

3-26-07
4:45 p.m.

HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. (1)

524 1. Ensuring that the charter school has retained the
525 services of a certified public accountant or auditor for the
526 annual financial audit, pursuant to paragraph (g), who shall
527 submit the report to the governing body.

528 2. Reviewing and approving the audit report, including
529 audit findings and recommendations for the financial recovery
530 plan.

531 3. Monitoring a financial recovery plan in order to ensure
532 compliance.

533 4. Participating in board governance training, including
534 government in the sunshine, conflicts of interest, ethics, and
535 financial responsibility.

536 (18) FACILITIES.--

537 (d) Charter school facilities are exempt from assessments
538 of fees for building permits, except as provided in s. 553.80,
539 fees for building and occupational licenses, ~~and~~ impact fees, ~~or~~
540 service availability fees, and assessments for special benefits.

541 Section 3. The Legislature finds that a proper and
542 legitimate state purpose is served when employees and retirees
543 of the state and its political subdivisions, as well as the
544 dependents, survivors, and beneficiaries of such employees and
545 retirees, are extended the basic protections afforded by
546 governmental retirement systems that provide fair and adequate
547 benefits and that are managed, administered, and funded in an
548 actuarially sound manner as required by s. 14, Art. X of the
549 State Constitution and part VII of chapter 112, Florida
550 Statutes. Therefore, the Legislature determines and declares
551 that the amendment of s. 121.091, Florida Statutes, by this act
552 fulfills an important state interest.

3-26-07
4:45 p.m.

HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. (1)

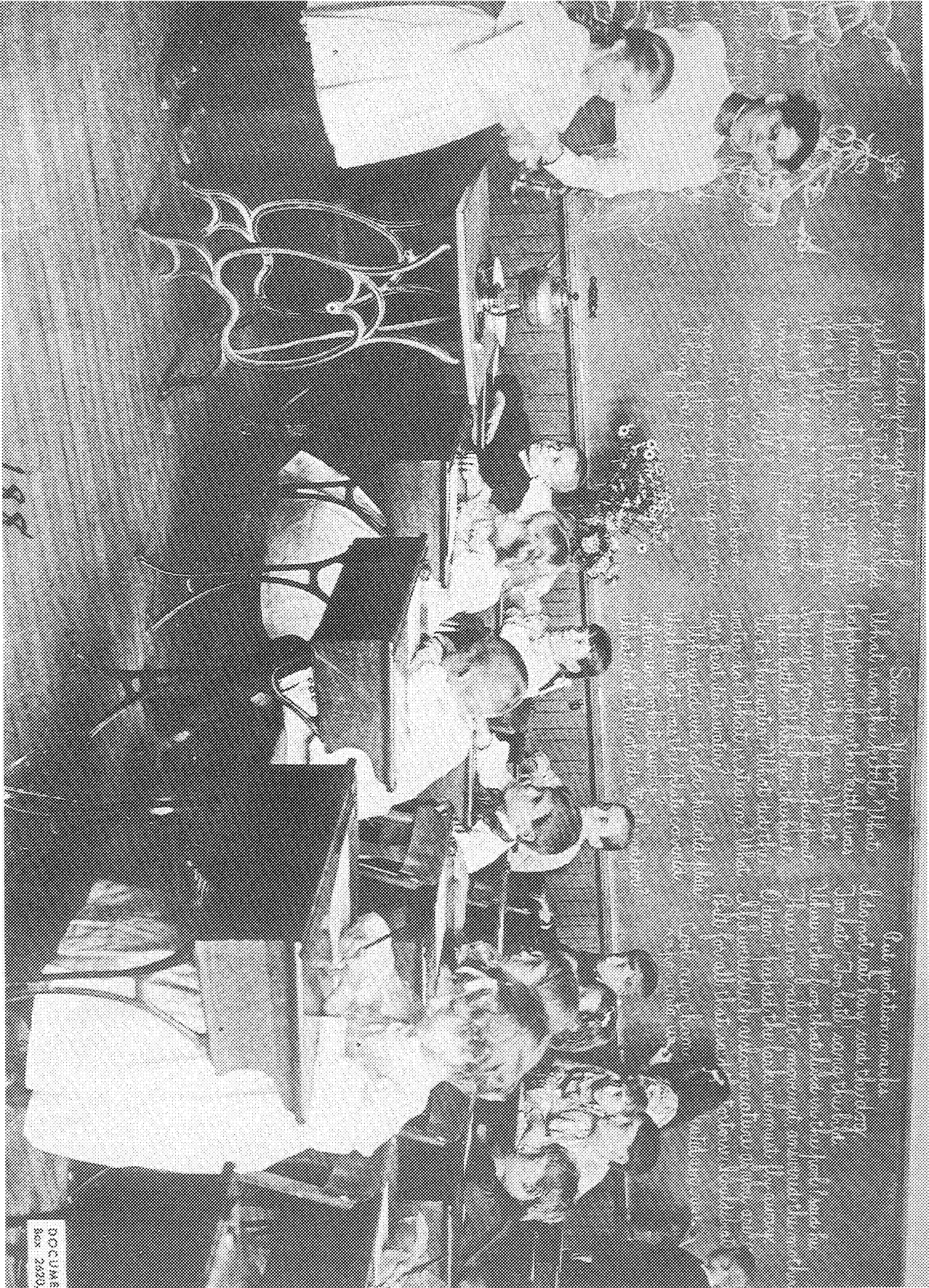
553 Section 4. This act shall take effect upon becoming a law
554 except that the amendment to s. 1002.33(18)(d), Florida
555 Statutes, by this act shall apply retroactively to January 7,
556 2003.

557
558 ===== T I T L E A M E N D M E N T =====

559 Remove the entire title and insert:

560 A bill to be entitled
561 An act relating to education; amending s. 121.091, F.S.;
562 increasing the period of time during which certain charter
563 school instructional personnel may participate in the
564 Florida Retirement System Deferred Retirement Option
565 Program; extending such participation to certain school
566 district prekindergarten instructional personnel; amending
567 s. 1002.33, F.S., relating to charter schools; providing
568 duty of a sponsor with respect to audits of a charter
569 school; revising provisions relating to charter school
570 renewal terms; requiring the governing body to participate
571 in certain governance training; clarifying charter school
572 facility fee exemptions; providing a declaration of
573 important state interest; providing for retroactive
574 application; providing an effective date.

3-26-07
4:45 p.m.

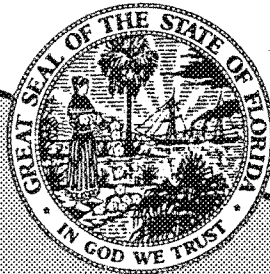


Our firstborn son
 born on the 1st day of
 August 1888
 at the residence of
 his parents
 in the city of
 New York
 and was named
 after his father
 and mother
 and the name
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The Governor's Education Task Force 1991 Report

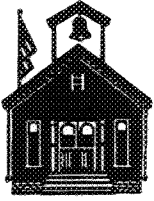


**Presented to
Governor Lawton Chiles
and
Lt. Governor Buddy MacKay
in Tallahassee, Florida**



Table of Contents

Letter from Chairman.....	1
Statewide Youth Policy.....	2-3
Accountability/Local Control.....	4-5
Pre-K Education.....	6-7
K-12 Education.....	8-9
Postsecondary Education.....	10-11
Minority Access to Postsecondary Education.....	12-13
Vocational/Technical Education.....	14-15
Technology in Education.....	16-17
Productivity in Education.....	18-19
Community Partnerships.....	20-21
Education Funding.....	22-23
State Lottery.....	22/24
Education Task Force Membership.....	25



EDUCATION TASK FORCE
"Education — A Golden Opportunity"



The Honorable Lawton Chiles
Governor of Florida
Tallahassee, Florida

Dear Governor Chiles:

The charge you issued to the Education Task Force has been both a challenge and an opportunity. Our report will reflect a most careful review spanning the educational spectrum from pre-school through the university system.

We recognize this report does not address every possible subject, concern and area of interest; however, it will provide a point of departure as you move forward to redesign and restructure. We trust you will find our recommendations futuristic, practical and tied together with common sense.

This Task Force Report completes your charge to us, and we greatly appreciate your confidence in allowing us to serve in such an important assignment. Each of us has viewed this challenge as a personal and professional honor, and you have our support for success as this state moves forward to attain the educational excellence its citizens want and deserve.

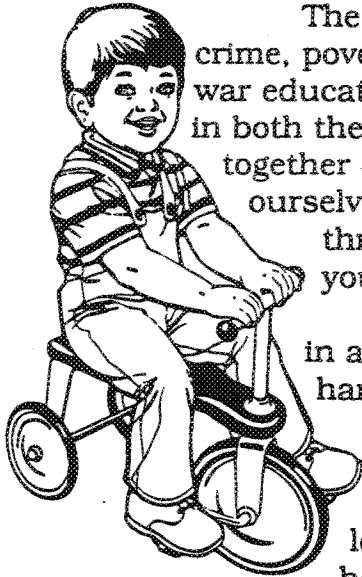
Respectfully,

Stan Jordan, Chairman
Governor's Education Task Force

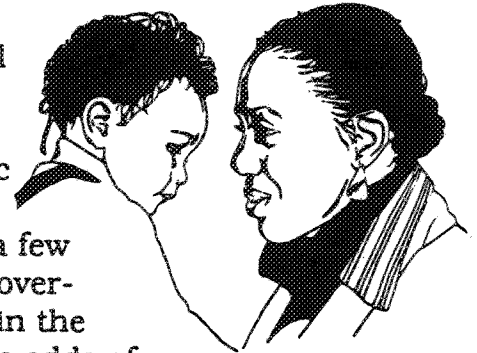


The need for a comprehensive

Statewide Youth Policy



The children of our state and our nation are under attack. The forces of crime, poverty, and drug abuse are waging a war with multiple fronts and it is a war education alone cannot win. We must join with the social service providers in both the public and private sectors to take the offensive. It is time to come together determinedly, thoughtfully and caringly to commit ourselves to the full development of our youth through the creation of state and national youth policies.



Today's youth are growing up in a society laden with social and economic hardships. Divorce, child abuse, and the lack of adequate health care are just a few of the obstacles many students must overcome before they can fully participate in the learning process. For children today, the odds of being threatened by conditions of risk are notoriously high. Many of these conditions have always existed to some degree, but not to the extent that they do now.

Recognition of this growing crisis has resulted in several efforts within the last two decades. In the seventies, major attempts were made by the educational community to compensate for the rapidly declining social condition of at-risk students throughout the state. During the first part of the eighties, fundamental reform of the state's core curriculum occurred. The past few years have seen a call for structural reform, focusing primarily on narrow goals and increased accountability. The shortcoming of this approach is that we have been treating the symptoms and ignoring the cause.

At the national level, the Children's Defense Fund reports that of today's four- and five-year-olds:

- one in four is poor
- one in three is non-white or Hispanic, of whom two in five are poor
- one in five is at risk of becoming a teen parent
- one in six has no health insurance
- one in six lives in a family where neither parent has a job
- one in two has a mother working outside the home, but only a minority receives quality child care
- one in seven is at risk of dropping out of school



The need for a comprehensive

Statewide Youth Policy

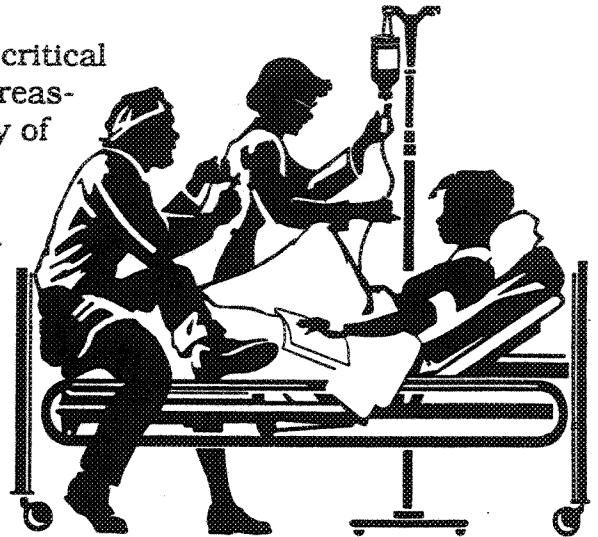
The problems of children do not stand alone and cannot be treated separately. It is dangerous to build false expectations that educational "reforms" will solve all society's problems. Children are not just learners in a school system and don't interact only with teachers and principals. For about eighteen hours a day, a child is influenced by an environment outside of the classroom and school year. An environment which is often filled with social pressures and inadequacies.

Educators are deeply concerned about these critical social ills and do what they can to counteract the increasing negative influences facing our students, but many of the problems generally assigned to the educational system the dropout rate, substance abuse, and so on are symptoms of the greater social condition. Educators must continue to do everything they can to improve the quality of education, but at the same time it is necessary to look outside the school system and examine the child's whole life situation.

The future of our state and our nation rests on the ability to address the needs of the whole child. Despite increasing rhetoric lamenting the social problems of our youth, no constructive effort has yet been made to develop a comprehensive solution to these problems. With the rapidly changing social environment, we can no longer afford a fragmented, parochial approach to serving the needs of our children.

Each human service provider views the young person at risk from a different perspective. The educator sees a student who may drop out. The health care provider sees a patient who may deliver a low birth weight baby. The social service worker sees a client who may need public assistance. The vocational rehabilitation specialist sees a trainee needing multiple services. Each service agency has its own structure, priorities, procedures for making decisions and funding exist in dozens of departments of services in some areas centered on the whole child lead to only one conclusion: that the current bureaucracy of services is not working in the best interests of our children. Children do not fit neatly into bureaucratic packages.

A comprehensive examination of all programs serving youth is needed to provide a clear focus upon unmet and underfunded needs. Such an effort will also enable us to better plan and deliver the services which are or should be available. However, we need more than just the identification or coordination of resources which have proved to be inadequate. The support system must be rethought and reworked to provide an environment in which children and their welfare become the state's top priority.





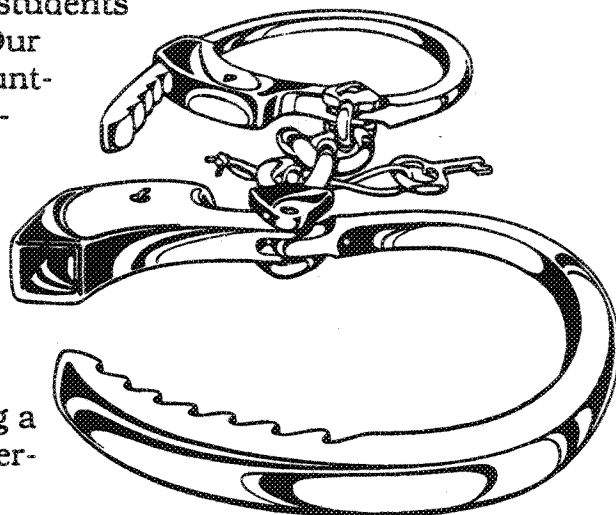
Accountability/

Local Control

Throughout the past decade, Florida has been among the nation's most active states in educational reform efforts, concentrating considerable resources upon initiatives to improve education at all levels although improvements have been made many still fall short of collective expectations. There is growing impatience with problems such as dropouts and lagging academic performance.



There is a strong demand for educators to be "un-leashed" . . . to get rid of the shackles of rules and regulations that inhibit students from achieving. Our proposal for accountability moves decision-making and responsibility to the local level.

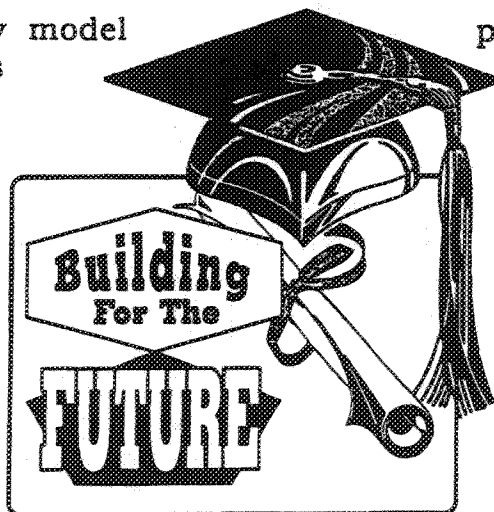


Florida's accountability system should include setting goals, measuring those goals, and disclosing to the public how well those goals have been met. It means praising schools that are doing a good job and developing strategies for increasing performance at schools that need improvement.

Florida's education accountability system has grown out of a desire to abandon out-moded structures and systems, build consensus, and devote creative energies to developing effective strategies to address the difficult issues that remain unresolved.

The accountability model establish appropriate goals

proposed for Florida ultimately will and student outcome.





Local Control

PREMISE: *Accountability in our education system should be changed from a process-oriented system to a system based upon outcome and performance. All school laws should be reviewed in order to transfer power and resources to local schools, community colleges and universities to better serve our students and teachers.*

This Task Force recommends that:

- ☞ Accountability in our education system should be changed from a process-oriented system to a system based upon outcome and performance.

- ☞ Public accountability being necessary to public trust, both responsibility and authority must be assigned to each of those responsible for specific elements of a student's education and each must be held accountable for fulfillment of that responsibility.

- ☞ The reemphasis on local authority for substantive decisions accompanied by greater local discretion in the application of education dollars requires a new accountability model—one that focuses on assessing outcomes rather than monitoring process.

- ☞ In order to achieve more effective accountability all laws relating to education must be reviewed for sunset. Florida's top/down system of regulating and controlling education does not best serve our students.



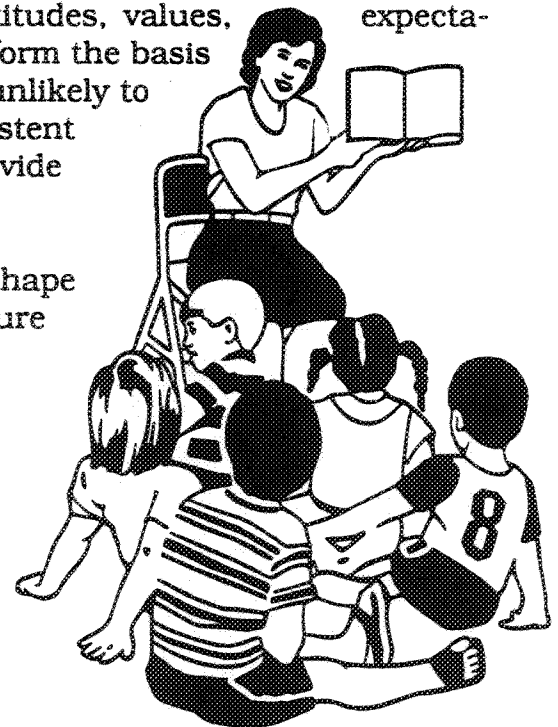
Pre-K Education

In 1940 85% of American children under six years of age were living in homes where the father was the breadwinner and the mother cared for the children. In 1990 fewer than 20% of our children were in such homes. Other factors which reflect dramatic change in the way we rear children include the increase in the number of broken homes, the geographic dispersement of extended families, the consolidation of schools into large units, and the decline of the influence of churches in our day-to-day lives. Each has contributed to a diminishing sense of community which supports the home in the rearing of children.



For many children an unintended outcome is that many of the parenting functions have been assumed by the child care industry. The work and low pay fail to attract sufficient numbers of workers who model the attitudes, values, expectations, and verbal skills we want our children to have. The average tenure of a child care worker is approximately nine months. Because the attitudes, values, expectations, and verbal skills which form the basis for productive citizenship are unlikely to develop in the absence of consistent modeling by the adults who provide their daily care, society loses.

Our challenge is to reshape our child-rearing practices to assure each child the quality and continuity of caring which builds a foundation both for productive lives, and for responsible citizenship.





Pre-K Education

PREMISE: *An increasing number of young children enter public kindergartens each year without adequate readiness to learn and are inappropriately labeled as problem learners. The unjust labeling of these children creates potential lifetime barriers to positive self-esteem, learning, willingness to accept responsibility, trust, and competence. Consequently, as these children move through our schools, they tend to fall further and further behind with diminished feelings about themselves, their capabilities and their options in life.*

This Task Force resolves that meeting the unmet developmental needs of all children is imperative in this state. More specifically, this Task Force recommends that the State of Florida must:

- ☞ Create a comprehensive long-term funding strategy for pre-kindergarten education.
- ☞ Provide all children with comprehensive early childhood education programs.
- ☞ Coordinate governmental services and address critical community needs.
- ☞ Fund a variety of pilot programs which provide a range of child care options sufficient to address the varying needs of children and families.
- ☞ Fund the development and enhancement of educational programs (postsecondary) to prepare child care professionals.
- ☞ Provide income potential appropriate to attract and retain quality child care professionals.



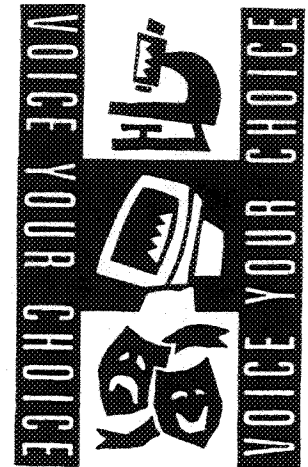
K-12 Education

The Task Force advocates quality education for all the children of the State of Florida. We recognize that all young people do not learn at the same rate and do not mature at the same level. Talent and educational needs vary. Levels of academic achievement also vary. Children with unique talents and varying abilities cannot be standardized.

A quality educational program results in capable lifelong learners, a more productive work force, better citizens and persons able to



enjoy the refining experiences of our society. The entire community benefits from quality education. Its benefits accrue to all members of a community, not just children and their parents. Improving the quality of education results in an improved quality of life for everyone.



In our technologically-oriented society the emphasis being placed on science, mathematics, computer education, and basic skills is natural and to be expected. However, quality education requires providing children a well-rounded challenging program including the arts and humanities as well as other valued experiences.

Precipitous mandates for change that are hastily conceived need to be avoided. Changes in education must be based upon careful reflection, adequate planning, and adequate resources.





K-12 Education

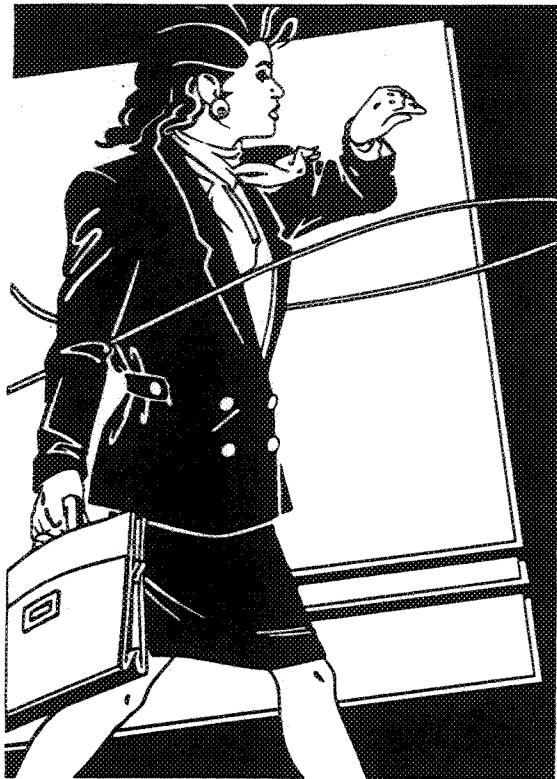
PREMISE: *Our current systems for delivery of educational services, while productive for many, are not meeting the needs of a significant number of Florida's young people, many of whom leave school before graduation. What we need now is a new compact between teachers and the other key stakeholders. We must offer teachers a professional work environment and all that goes with it. That means reasonable salaries and a real voice in decisions. It means the chance to design the standards that define professional performance and ways to assess that performance.*

The improvement of public education in Florida being essential to the economic and cultural growth of this state, the Task Force recommends that the State of Florida must:

- ☞ Be committed to the notion that all children can learn.
- ☞ Provide continuity of caring which is the foundation of healthy human personalities.
- ☞ Create a professional working context for professional teachers.
- ☞ Assure that state universities, community colleges and colleges of education continue to strengthen both academic and professional preparation of teachers.
- ☞ Provide salaries commensurate with the rigor of those academic requirements.
- ☞ Provide inservice and pre-service programs of instruction which prepare teachers to address Florida's multicultural diversity.
- ☞ Develop inservice education programs which address collaborative planning strategies.
- ☞ Implement the Department of Education Blueprint For Career Preparation which provides comprehensive career exploration and planning from elementary school through postsecondary education.



Postsecondary Education



The state's higher education system will be facing unprecedented student access demands during the years 1995-2005. Florida is also experiencing a workforce crisis as a result of rapidly changing technologies, inability to incorporate minorities and women into the professional workforce, changing demographics, and the state's rising standards for teachers. According to the Florida Department of Labor and Employment Security's employment projections for base year 1987 through year 2000, more than 440,000 new jobs (a growth rate of 46.7 percent) will be added in professional occupations. The greatest increases will be in health occupations, teaching, and computer occupations. The current shortage of health professionals, teachers, and high technology skills will not be solved in the near future without looking

for alternative methods to provide the training to address the problem.

As we enter the last decade of this century, the State of Florida must possess a postsecondary education system which will serve our needs not only for the present but for the future as well.

440,000 new jobs (a growth rate of 46.7 percent) will be added in professional occupations before the year 2000.





Postsecondary Education

PREMISE: *The challenge of the 1990's for community colleges and the state university system is to meet the needs of an increasing number of students in Florida while continuing to improve the quality advancements achieved in the 1980's. The state university system in Florida is managed under a cumbersome, centralized set of bureaucratic procedures designed for control, not productivity, in the 1950's, not for effective management of postsecondary institutions in the 1990's.*

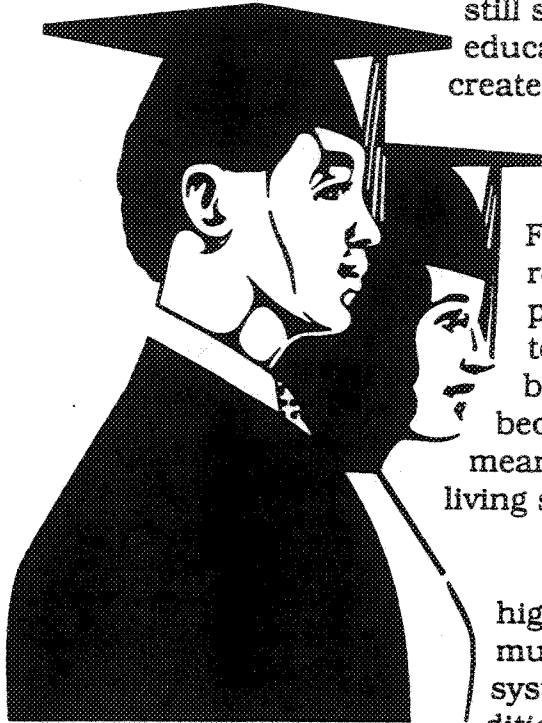
Meeting the challenge for efficiency and effectiveness for the 1990's for postsecondary education, this Task Force recommends that the State of Florida must:

- ☞ Overhaul and decentralize the management structure of the state university system to focus on efficiency and effectiveness.
- ☞ Plan to meet the demands of the future as efficiently as possible.
- ☞ Meet the student access demands of the years 1995-2005.
- ☞ Focus on outcome measures to evaluate the success or failure of programs planned to meet these demands.
- ☞ Strengthen the role of the community college in vocational/technical education as identified through the differing needs at each community college location.
- ☞ Expand the tuition voucher program for postsecondary education to meet the access needs for Florida's students.
- ☞ Support and fund financial aid programs.
- ☞ Explore all types of private and public alternatives that can be used to meet the preparation of the state workforce.
- ☞ Encourage community colleges and universities to offer cooperative programs to meet local undergraduate needs patterned, where possible, after those successful programs already in place.
- ☞ Explore the possibility of authorizing community colleges, when and where practical, to offer Bachelor degrees in areas where the state is experiencing severe workforce shortages.



Minority Access to Postsecondary Education

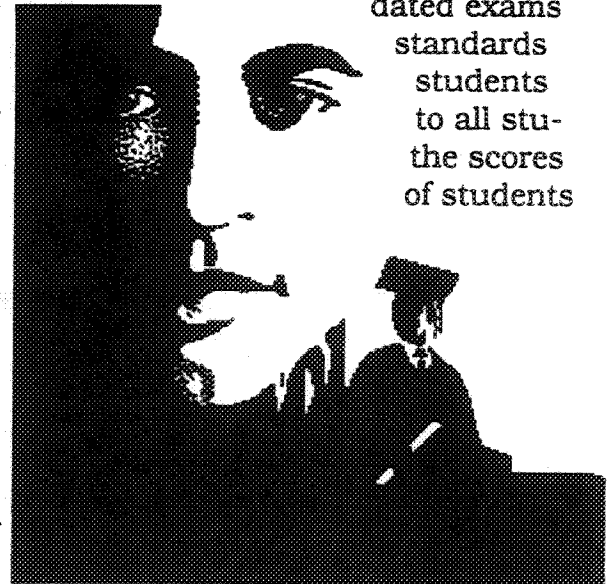
For several decades there have been sweeping social changes which have increased freedom and civil liberties for all citizens of this country. However, minorities still suffer the effects of policies which limit their access to education and employment. Eighty percent of the jobs created in the next decade will require some postsecondary education. By the year 2000, ethnic minorities, women, and immigrants will constitute eighty percent of the state's workforce. In looking ahead to Florida's future, we must make sure that the minority residents of our state can be full participants in what promises to be a good future. In order for minorities to participate fully in a successful future, they must be assured of access to higher education, which has become the single most important criterion for attaining meaningful employment and corresponding satisfactory living standards.



As we consider the imperative to provide access to higher education for Florida's minority residents, we must also consider all aspects of the higher education system. We must take into account the economic condition of many of Florida's minority groups. We must

also give great consideration to the way the man-impact minority access to higher education. Test must be stringent enough to demonstrate that possess appropriate skills and knowledge, yet fair dents. A definite correlation should exist between mandated by the state and the actual performance in the classroom. If we wish to provide equal opportunities for all groups in Florida, we should maintain and increase access that minorities have to higher education in the state.

dated exams standards students to all stu- the scores of students



By the year 2000, ethnic minorities, women, and immigrants will constitute eighty percent of the state's workforce.



Minority Access to Postsecondary Education

PREMISE: *Ethnic minorities, women, and immigrants must have increased access to higher education in Florida. Artificial barriers to higher education for minorities must be eliminated. The state of Florida must provide fair and equitable ways of incorporating minorities into higher education.*

This Task Force recommends that the State of Florida must:

- ☞ Increase scholarship opportunities for minority students.
- ☞ Consider alternatives to reduce artificial barriers to postsecondary education such as the Scholastic Aptitude Test (SAT) and College Level Academic Skills Test (CLAST), to determine admission to lower or upper divisions in Florida's colleges and universities. Such alternatives could include combining standardized tests with grade-point averages.

**"You may never know to whom you are speaking
when you speak to a child."**

William Jennings Bryan

● **Thomas Edison** (1847-1931), U.S. inventor —

Edison's teachers described him as "addled," his father thought he was a "dunce," and his headmasters warned that Edison "would never make a success of anything."

● **Sir Winston Churchill** (1874-1965), British statesman —

Churchill's father considered his son so "dull" that he doubted whether he could ever earn a living. Churchill failed the entrance exam to Sandhurst twice and was taken out of Harrow so that he could study with a "crammer" (tutor).

● **Pablo Picasso** (1881-1973), Spanish painter —

Picasso could barely read or write at age 10 and he was considered a "hopeless pupil" because he refused to learn mathematics.



Vocational/Technical Education

The Florida education system needs to provide services to a broad range of students in a multi-cultural environment. The State of Florida is in a unique position to shape the future of our changing nation by offering diverse educational programs with a renewed emphasis on the value of a combined vocational and academic curriculum.

The work ethic and the value of work need to be reemphasized in our society with every occupation being valued. The philosophy of vocational education needs to emphasize the importance of all occupations to our students, teachers, parents, and members of the community.



Florida must endeavor to improve all aspects of vocational/technical education to provide for the continuation of the vibrant economy we have enjoyed during the past generation. We must assure that all graduates in our vocational programs possess basic competencies in occupational, academic and vocational programs. Florida must provide incentives to promote an increase in business/school/vocational partnerships to stimulate a re-

newed interest in the value of vocational programs. Incentives should also be provided at both the local and state levels to encourage women, minorities, disabled and older workers to seek career paths that have traditionally been inaccessible to these groups.

The rapidly changing technologies must be incorporated in our vocational training programs. The state should provide substantial incentives to ensure the pursuit of this goal. Career changes are occurring at a rapid pace and the proper utilization of training incorporated with the current technology can provide for a better trained and more adaptable work force. Florida's renewed emphasis on vocational/technical programs will allow us to lead the nation into the next century.

PREMISE: *Our current system for delivering vocational/technical education, while productive for many, is not meeting the needs of a significant number of Florida's young people and adults.*













"Any society that looks with disdain upon plumbing because plumbing is a menial occupation; and holds in esteem philosophy because philosophy is a learned profession cannot succeed. Neither its pipes or its theories will hold water."

- John Gardner -



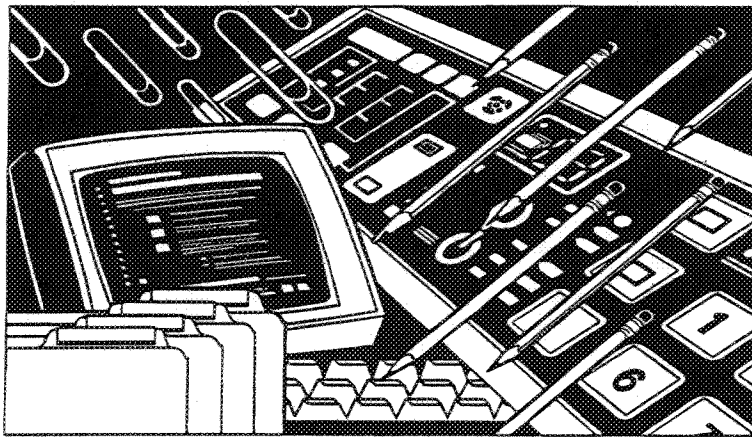
Vocational/Technical Education

Improvement of vocational/technical education is essential to the economy of the State of Florida, this Task Force recommends that the state must:

-  Educate the public on the value of vocational/technical education to our society and the opportunities that exist for employment.
-  Provide access to career and vocational/technical programs in the elementary and middle grades.
-  Assure adequate vocational/technical exposure for all students beginning at an early age.
-  Provide greater flexibility for local districts and community colleges to assure access to vocational/technical education programs.
-  Encourage business, industry and agency partnerships with vocational/technical education.
-  Assure that graduates of vocational/technical education programs have the academic background as well as specific job skills necessary to compete successfully in our changing technological society.
-  Provide laboratories for students that meet industry standards for technology and equipment (utilizing both state and industry partnerships).
-  Provide opportunities for upgrading and retraining workers for our changing technological society.
-  Assure that vocational/technical instructors possess competency in occupational, academic and effective teaching skills. Provide the necessary inservice education to keep pace with our changing technological society.
-  Continue to provide the flexibility that allows local officials to determine the governance of vocational/technical education that best meets the needs of their local constituents.
-  Provide incentives for model comprehensive business/education partnerships in vocational/technical teaching and learning.
-  Encourage the recruitment of women, minorities, disabled and older workers in non-traditional vocational/technical career training and teaching.



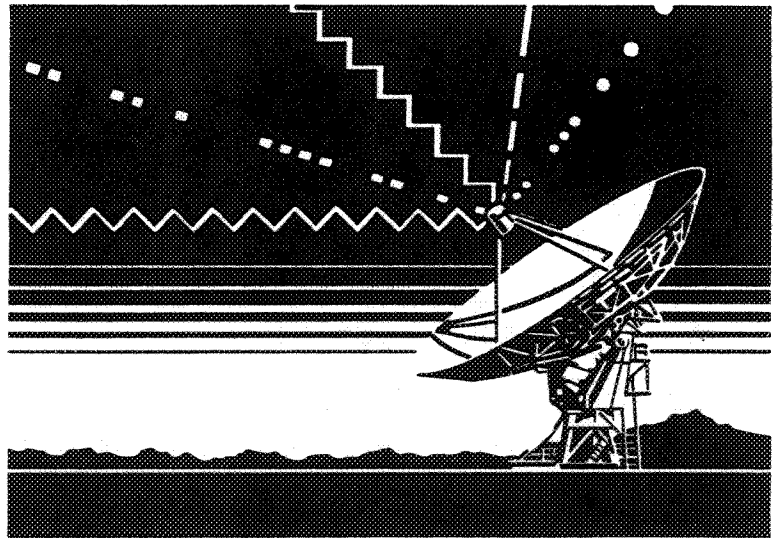
Technology in Education



Men and women are tool makers and tool users. They create and use a variety of tools to fit an awesome variety of practical and theoretical needs. Some of the tools are physical things, like saws and lipsticks; some are mental processes, like a formula for making paint or a technique for training a physician.

Tools, both physical and mental, both hardware and software, are the content of technology. For improved performance of our educational system an absolute requirement is to continue to retool the classrooms, schools and colleges with the new tools and materials that make up educational technology.

Advances in technology, like interactive computers linked to videodiscs, have significantly changed the way we can provide instruction from kindergarten through the university. It can restructure the teaching and learning process in ways that lead to better student outcomes especially in meeting the needs of diverse students for higher-level skills and abilities.













PREMISE: *For Florida to remain competitive, technology must become a major component of the educational infrastructure so that its citizens can find productive places in an increasingly technological environment. Specifically, they must understand how, when and where to use technology which permeates all information storage, retrieval, transmission and management in a manner which allows technology to extend individual thought while not intruding on the rights of others. Future planning should consider the impact of technology on the individual, on the community, and on society. The state's educational system, in close coordination with industry, is the best vehicle for realizing these objectives. Decision makers have significantly underestimated present and future resources needed to ensure a successful adaptation to this major shift in infrastructure requirements.*



Technology in Education

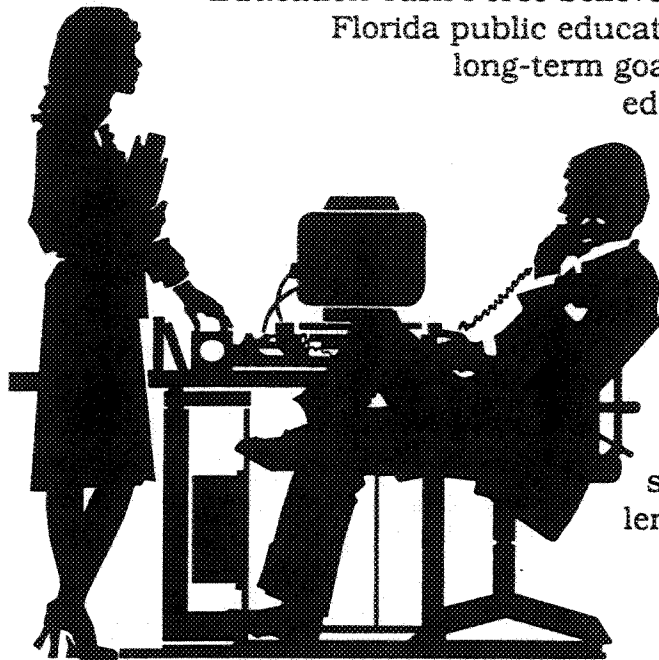
This Task Force recommends that the State of Florida must:

-  Plan for and support Florida's newest infrastructure challenge — technology.
-  Recognize the need in the support of technology for cooperation, coordination and shared resources.
-  Assure that Florida's citizens — especially its workforce — become technologically literate.
-  Provide all students with the opportunity to utilize technology to enhance the learning of basic and advanced vocational and academic skills.
-  Recognize that infrastructure technology consists of much more than equipment computer technology; for example, it includes software and logistical support.
-  Free teachers for their roles such as coach and mentor by infusing technology as a key information giver.
-  Create strong incentives for business and the citizenry to understand and collaborate in retooling through incorporating the newer technologies in the education enterprise (kindergarten-university) to enable it to become more productive and accountable for results.
-  Encourage school districts, community colleges and state universities to dedicate lottery funds, where appropriate, to retool and provide logistical support for their institutions with state of the art technologies.
-  Match private funding with public funding for educational technology.
-  Explore sources of funding for educational technology successfully used in other states for possible use in Florida.



Productivity in Education

Creating an environment in which the educational institutions of Florida can work more effectively regarding student outcomes and more efficiently as it relates to the cost of educating each student is the reasonable expectation of all Floridians. Consequently, the Education Task Force believes that improved productivity in all aspects of Florida public education is essential to the achievement of the state's long-term goals. At the same time we believe productivity in



education is far more complicated than simply paring budgets and making ends meet. While everyone tends to agree with the generally held concept that productivity relates to worker output, to date there has been little agreement as to how the concept gets applied to education. And while the education of people does not lend itself to the usual industrial definitions of productivity, the Task Force does agree that education plays a central role in preparing people for useful citizenship and a rewarding work life. The major challenges confronting Florida Education are:

- (1) To create incentives which encourage the development of teaching/learning strategies designed to overcome the growing dropout problem, and
- (2) To provide an adequate system of grants and aid to assure access to appropriate postsecondary education for all Floridians irrespective of their economic status.

Meeting those challenges will require the best efforts of all who care about the improved quality of education in Florida.



Education plays a central role in preparing people for useful citizenship and a rewarding work life.





Productivity in Education

PREMISE: *The traditional conception of productivity is a function of the "goods producing" sector of our economy. For our purposes productivity in education means: better results (student outcomes) for the existing resources, the same results for less resources, and/or; significantly better results for significantly improved resources.*

This Task Force recommends that to promote higher productivity, the State of Florida must:

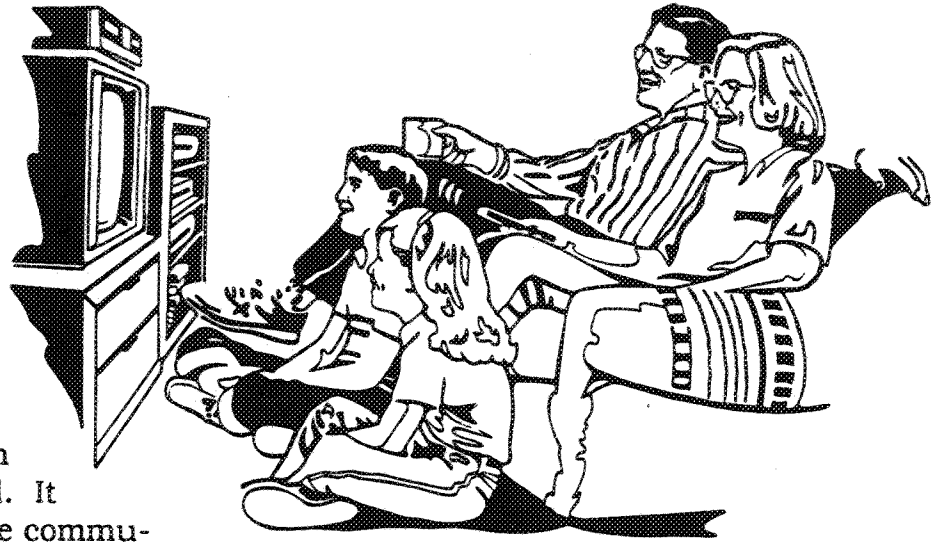
- ☞ Provide resources to assure that every child is ready to learn by assuring
 - basic health care,
 - proper nutrition, and
 - appropriate pre-school care coupled with a nurturing home life.

- ☞ Provide incentives to promote
 - greater use of technology,
 - streamline administrative structures,
 - year-round use of school facilities,
 - experimentation with choice,
 - school-based management,
 - shared decision-making,
 - experiments with new teaching/learning strategies,
 - joint planning, and
 - principles of free enterprise in the operation of schools, community colleges, and universities.



Community Partnerships

One of the things that made America great was a strong sense of community. Unfortunately, during the past years, the sense of community has been under serious attack. If we are to combat the elements that are eroding the hope, safety and stability of our people, we must provide an environment where the three basic institutions - the home, the school and the church - can work in concert. Recognizing that the environment plays a major role in the educational process, to leave this influence unaddressed would be irresponsible. The American home has become extremely fragmented and this trend must be reversed. The home is the most important partner in developing attitudes, behavior and follow-up support to the mission of the school.



The school is not an island, but part of the mainland. It must play an integral part in the community in which it lives. To be successful, there must be a feeling of belonging and ownership. The school can become the lighthouse of hope and an intersection in the community to provide stability and leadership. Making school resources available to improve the quality of life in the community in which it lives is a must.



The community partnership resource is unlimited when it reaches out to public and private agencies, community-based organizations and the business community. The synergism potential and effectiveness level of utilizing community partnerships could never be bought with tax dollars or developed through more and more governmental programs.












PREMISE: *There is often unnecessary duplication of programs. Capital and budgeting recommendations for governmental and private organizations result in overlapping services and programs. The absence of long-range interdependent planning results in unmet needs. It is essential that affected agencies, parent and community groups develop joint programs to better utilize limited funds.*

Where and when practical, joint planning by school boards, community colleges and universities, HRS, juvenile justice agencies and chambers of commerce, in regard to budget and program development, should be encouraged, and incentives be provided for communities that address this need.



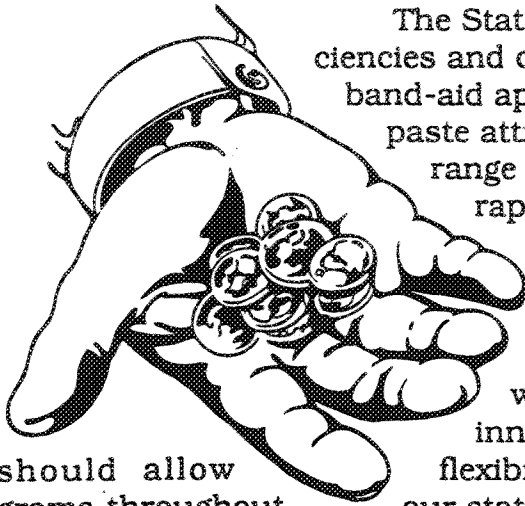
Community Partnerships

This Task Force recommends that the State of Florida must:

-  Utilize the community school concept (full-service school) by providing space and assistance to other agencies and community services.
-  Encourage joint planning which will provide the coordination of community resources.
-  Promote community service activities as a structured component of high school credit courses.
-  Encourage employers to provide release time for employees to attend activities as it relates to their children's education, also, parenting and adult literacy programs.
-  Increase business awareness about existing tax incentives and funding to provide worksite classroom spaces.
-  Encourage utilization of business and industry personnel in staff development activities.
-  Encourage business and industry personnel to spend time in classrooms assisting teachers.
-  Encourage business and industry to share their management and marketing skills.
-  Encourage the local business community to refrain from hiring school-age youngsters who are not currently involved in educational programs nor have a plan for such involvement.
-  Encourage community members to assist young people as mentors in the educational and personal growth process.
-  Religious institutions and social service agencies to assist their communities in providing educational and personal growth for families, especially in the areas of adult literacy, dropout prevention, drug abuse, gang awareness; and other community needs.



Education Funding/Lottery



The State of Florida has endeavored to correct educational deficiencies and create new programs for the last decade with a series of band-aid approaches to educational funding. The "quick fix," cut and paste attitude of educational funding must be replaced with a long-range plan to provide a stable source of revenue to meet the rapidly expanding needs of our state.

should allow programs throughout with a basic educational program, but should not be so prescriptive as to dictate exactly how the program will be delivered in every school district.

Florida must provide incentives for successful programs and cease the practice of "rewarding failure." The current school finance programs promote mediocrity with a "business as usual" attitude that is detrimental to innovative local programs. The school finance program flexibility at the local level to promote model educational programs throughout our state. State funds should be utilized to provide every student with a basic educational program, but should not be so prescriptive as to dictate exactly how the program will be delivered in every school district.

The current public fascination with the Florida lottery should be utilized to better explain the real use of these dollars in the overall process. The Florida lottery dollars can be properly utilized to enhance educational programs if community colleges, universities and public schools are given the discretion and flexibility on how to best use these dollars at the local level. The Florida lottery should not be viewed as the "ultimate tool" in funding education.



students deserve a strategic and long-range plan for financial stability that will be followed into and past the year 2000.

A broad based study on school finance should be immediately implemented that will allow education in our state to move forward and at the same time provide the sound financial foundation for our students' future. The study should utilize the growth projections, the facility needs and the current financial structure as a base and project the needs of Florida's students into the Twentieth Century. Without adequate financial planning no institution can survive. Florida's students deserve a strategic and long-range plan for financial stability that will be followed into and past the year 2000.

Florida should be known as a leader in education and not as the state that allowed "quality education" to become an oxymoron.



Education Funding

PREMISE: *If the State of Florida is to successfully cope with current and projected educational needs, this Task Force believes Florida must commit a higher percentage of its resources to public education (pre-K through university system) and allow greater flexibility in generating revenue. The Legislature should delegate greater flexibility and control of educational programs to school districts, community colleges, and the university system. Adequate planning time should be allocated to properly plan and implement new programs. This Task Force resolves that every effort will be given to school improvement through local flexibility and accountability that returns control of schools to local constituents.*

This Task Force recommends that the State of Florida must:





- ☞ Establish a stable and adequate source of revenue to finance public education.
- ☞ Review, update and implement the 1987 Florida Education Finance Program (FEFP) Study Commission Report.
- ☞ Upgrade and expand the source of revenue to finance the construction of educational facilities.
- ☞ Provide incentives for school districts, community colleges and universities to fully utilize facilities.
- ☞ Allow local school districts discretionary millage that is truly discretionary and designed to meet local program needs.
- ☞ Provide districts, community colleges and universities greater flexibility in establishing local and institutional priorities.
- ☞ Fully fund all programs mandated by the state, including facilities and equipment.
- ☞ Provide lump-sum funding for community colleges and the state university system.
- ☞ Encourage local school districts in developing education foundations to support and supplement educational enhancement.



State Lottery

PREMISE: *The Florida Lottery was passed by an overwhelming majority of Floridians in 1987 and stipulated that: "the net proceeds of lottery games pursuant to this act be used to support improvements in public education, and that such proceeds not be used as a substitute for existing resources for public education." In 1990 over \$700 million in lottery dollars were used to fund existing education programs. Since the inception of the Lottery, education's share of General Revenue dollars has declined by over 7 percent and this has resulted in a net loss of over \$1 billion of General Revenue dollars to Florida's students. This represents a breach of faith with the people of Florida and their children.*

This Task Force resolves that every effort will be made to insure that all designated lottery proceeds go to "supplement" Florida's public education system as intended by the voters of Florida. This Task Force recommends that the State of Florida must:

-  Inform the public on the true impact of the lottery on education.
-  Allow local school districts, community colleges and state universities more flexibility with lottery dollars consistent with statewide goals.
-  Restore education funding to the pre-lottery share of the General Revenue Fund.
-  Establish a stable and adequate source of revenue to enable lottery dollars to truly "supplement" and enhance public education programs.



Membership

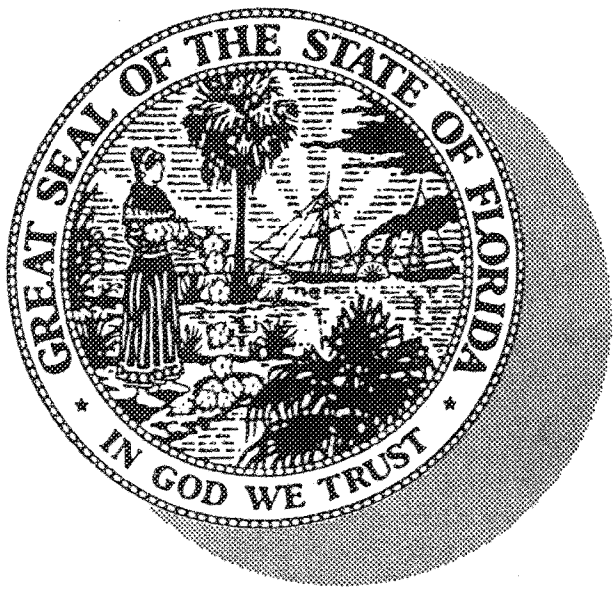
Stan Jordan, Chairman, Jacksonville

Tandy Chiles Barrett, Winter Park
Wayne Blanton, Tallahassee
Sandy Bohrer, Miami
Jack Critchfield, St. Petersburg
Sharon Crow, Daytona Beach
Guarione Diaz, Miami
Rosa Castro Feinberg, Miami
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Marshall Frinks, Tallahassee
John Gaines, Tallahassee
Bob Greenhalgh, Tampa
A.J. "Bookie" Henriquez, Key West
Bill Katzenmeyer, Tampa
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Barry Kutun, Miami
Leon Lessinger, Jacksonville
Samuel Lewis, Sarasota
Mary Lopez, Arcadia

Mitch Maidique, Miami
Marcia Mann, Tampa
Jim Martin, St. Petersburg
Clark Maxwell, Jr., Tallahassee
Janet McAlley, Miami
Eduardo Padron, Miami
Bill Proctor, Tallahassee
Charles Reed, Tallahassee
John Ryor, Tallahassee
Don Samuels, Fort Lauderdale
Fred Schultz, Jacksonville
Patsy Sissle, Tampa
Laurey Stryker, Tallahassee
Iris Tapley, Winter Park
Pat Tornillo, Miami
Steve Uhlfelder, Tallahassee
Larry Williamson, Titusville
Aaron Wallace, Panama City
Don Wedewer, Tallahassee
Transition Staff: Patricia Greene

Education Task Force Meetings

December	5, 1990	— Tampa
December	13, 1990	— Tallahassee
December	19, 1990	— Orlando
December	27, 1990	— Tampa
January	3, 1991	— Tallahassee
January	17, 1991	— Tallahassee
January	29, 1991	— Tallahassee
February	14, 1991	— Tallahassee
February	22, 1991	— Jacksonville
February	27, 1991	— Tallahassee



2006-2007 School Year / Student School Attendance

Days attended per week	number of weeks
0	3
1	0
2	1
3	1
3 1/2	6
4	5
4 1/2	11
5	15

15 = number of weeks students attend a full week (5 days)

27 = number of weeks attend less than 5 days

42 = number of weeks from first day of school to last day of school on traditional school calendar

Topic: School dress codes

