

# **Committee on K-12**

## **ACTION PACKET REVISED**

**Meeting  
Tuesday, March 6, 2007  
3:00 — 6:00 p.m.  
212 Knott Building**



# The Florida House of Representatives

## Schools & Learning Council

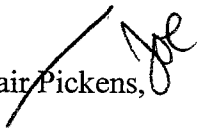
### Committee on K-12

Marco Rubio  
Speaker

Anitere Flores  
Chair

March 7, 2007

Honorable Joe Pickens  
Chair, Schools & Learning Council  
214 Capitol  
Tallahassee, Florida 32399-1300

Dear Chair ~~Pickens,~~ 

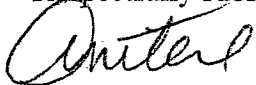
The House Committee on K-12 met on Tuesday, March 6, 2007, and, among other things, voted on implementing concepts with regard to Ideas 5, 6, 9, 19 and 22, of the "100 Ideas."

Transmitted herewith are the implementing concepts recommended by the committee. Please note that any changes made at the meeting by the members to the implementing concepts, which had been previously published with the notice, are identified in the traditional manner: strike-over for deleted language and underscore for new language.

We look forward to assisting you, as you deem appropriate, in drafting and/or workshopping any proposed council bill that results from these recommended concepts.

If you have any questions please do not hesitate to contact me.

Respectfully submitted,



Anitere Flores, Chair  
House Committee on K-12

CC: Vice Chair Traviesa, Members of the Committee on K-12, Lynn Cobb, Marleen Ahearn

**Idea No. 5: Make Florida's Voluntary Pre-kindergarten Program a global model for school readiness.**

***A. Develop a data system for the program that is comparable to the current data system for our K-12 education system and stimulate careful research on the best ways to measure the program's educational impact.***

1. Require the Agency for Workforce Innovation to replace its legacy Enhanced Field System (EFS) with a new data system for early learning programs which has strong interconnectivity with the child care provider and personnel databases maintained by the Department of Children and Family Services and the student databases maintained by the Department of Education.
2. Specify that the new early learning data system must include a longitudinal tracking system that charts the progress of students participating in early learning programs through the third grade (comparable design to the Florida Education and Training Placement Information Program or "FETPIP").
3. Require the new data system to include the results of developmental screenings and child assessments administered to a student while participating in early learning programs and establish a process for the transfer of the assessment data to the student's kindergarten teacher to help guide classroom instruction based on the student's individual needs.
4. Establish a system for measuring the educational impact and overall quality of early learning programs offered by child care providers, tracking this information through the new data system, and making the information available for parents.

***B. Reevaluate the governance structure to ensure efficiency and accountability.***

5. Create a Chancellor of Early Learning within the Executive Office of the Governor, who would be appointed by and serve at the pleasure of the Governor, subject to confirmation by the Senate. The Chancellor of Early Learning would coordinate the state's child care and early learning programs administered by the Department of Children and Family Services, Department of Education, and Agency for Workforce Innovation. (The Chancellor of Early Learning will address the coordination of program monitoring efforts.)
6. Require the Agency for Workforce Innovation to coordinate the early learning coalitions in aligning their business processes to provide greater efficiency in supporting the coalitions through the new early learning data system.

7. Establish procedures to ensure that early learning coalitions do not expend federal grant funds reserved for school readiness programs to implement the voluntary prekindergarten program.
8. Reevaluate the methodology for funding nondirect services for the voluntary prekindergarten program, including eligibility determinations, onsite monitoring of programs, and parent outreach and support.

**C. *Remove any participation obstacles for those students in most need of these services***

9. Prohibit a private provider from limiting its enrollment for the part-day voluntary prekindergarten program to students whose parents pay for full-day services.
10. Reevaluate the processes used by the early learning coalitions to register students for the voluntary prekindergarten program to increase convenience for parents and increase efficiency, while minimizing the potential for fraud. (Consider options that allow parents to register their children, or at least receive information about how to register, for other state programs, such as Florida KidCare.)
11. Review transportation barriers in sparsely populated rural areas and heavily impoverished urban areas.
12. Require the Agency for Workforce Innovation and the early learning coalitions to target advertising and other parent outreach efforts for the voluntary prekindergarten program to communities who predominately speak a language other than English.
13. Consider the need for dual-language instruction in areas with migrant high populations of migrant or other non-English-speaking families who predominately speak English as a second language (i.e., ESOL).
14. Streamline the administrative procedures of the voluntary prekindergarten to minimize the burden on providers, including:
  - Require consistent background-screening requirements for the voluntary prekindergarten program and child care licensing standards;  
and
  - Reduce the paperwork required of providers to report child attendance.

**Idea No. 6: Encourage Trained and Certified Curriculum Leaders in Reading, Math, and Science, and in the New Curricular Standards in Every School.**

1. Require each public school to designate a lead teacher in the subject areas of reading, mathematics, and science. The lead teacher would attend periodic training provided by the Department of Education on the latest research, advancements in curricula, and skills necessary to prepare students to compete in the global economy. The lead teacher would be responsible for training and mentoring teachers at the school in the subject area.
2. Require each school district to appoint master trainers, who would be specialists in the subject area and in techniques for using information technology to teach the subject area. The master trainers would provide the school district's training for the lead teachers and would provide onsite training for schools needing additional assistance, with an emphasis on "D" and "F" schools.
3. Establish a three-day summer academy for district master trainers to receive professional development, by subject area, provided by the Department of Education on the latest research, advancements in curricula, and skills necessary to prepare students to compete in the global economy.

**Idea No. 9: Encourage the Establishment of Certified Ninth Grade Success Centers as 'School Within a School.'**

The concept of a Ninth Grade Success Center is to organize a school-within-a-school for ninth grade students to ease the transition from middle school to high school and reduce dropout rates caused by the difficulty of transition. A center may be organized to have small teams of interdisciplinary teachers (e.g., 4 to 5 teachers) who share the same group of students (e.g., 150 to 180 students) and a block schedule with common planning time. A center may have a separate administrative team and may even share part of a school's facility set aside for the center.

***A. Establish Ninth Grade Success Centers***

1. Revise provisions of law authorizing the establishment of a school-within-a-school to expressly authorize the creation of a Ninth Grade Success Center in a public high school.
2. Allow public high schools and school districts flexibility to organize their Ninth Grade Success Centers.
3. Require Ninth Grade Success Centers to provide students with extensive self-awareness opportunities concerning career goals and interests and detailed information on high school choices, opportunities to attend a technical college, and other college alternatives.
4. Provide students with articulated opportunities to attend a technical college through dual enrollment or after graduation.
5. Require Ninth Grade Success Centers to closely monitor student attendance and behavior and provide early intervention and support for students at risk of dropping out.
6. Direct the Department of Education to establish criteria for the establishment of Ninth Grade Success Centers.

***B. Encourage Ninth Grade Success Centers***

7. Direct the Department of Education to promote the establishment of Ninth Grade Success Centers, to design model programs and adopt minimum standards for Ninth Grade Success Centers, and to provide training and technical assistance for school districts and public high schools establishing Ninth Grade Success Centers.
8. Establish a grant program administered by the Department of Education to fund startup costs for Ninth Grade Success Centers.
9. Allow a Ninth Grade Success Center, as a school-within-a-school, to receive an award under the Florida School Recognition Program even if the school does not otherwise qualify for an award, if the student achievement scores of students in the Ninth Grade Success Center would qualify for an award if the center was a stand-alone school.

**Idea No. 19: Create Statewide Competency Tests Based on New Curricular Standards for Both New and Veteran Teachers at Each Grade Level and Subject Area.**

1. Require the Department of Education, through the school districts, to provide training on the revised standards for all teachers for the grade level and subject area taught. Training should include face-to-face and online training opportunities. Require the school districts to certify that all teachers are trained.
2. Require teacher professional development programs to align their training curriculum to the revised standards and to provide face-to-face classroom and online training opportunities for teachers. Professional development programs must be coordinated through one or more of the following organizations:
  - Florida Department of Education;
  - Regional consortium service organizations (Panhandle Area Educational Consortium, North East Florida Educational Consortium, or Heartland Educational Consortium); or
  - Schultz Center for Teaching and Leadership.
3. Require the Department of Education to timely align the Florida Teacher Certification Examinations (FTCE) to the new Sunshine State Standards, as they are revised.
4. As the Sunshine State Standards or successor standards are revised, by grade level and subject, and after the district certifies that all affected teachers have been trained within the time parameters established by the department, teachers are to be given competency tests in their subject areas.
5. The Department of Education, by rule, shall develop training certification requirements and non-redundant testing timetables and protocols that prevent a teacher from teaching in a subject area that he or she has failed the competency test, which shall include the following:
  - A teacher shall be tested in each subject area he or she teaches before his or her professional certificate is renewed, as well as prior to adding subject area coverage to a professional certificate.
  - A teacher is not required to retake a FTCE subject area examination if the teacher passed the competency examination, and the standards did not substantially change, within the previous 12 months.
  - A probationary teacher who fails to pass a subject area test may not be rehired for the next school year, and should be terminated, if a more qualified teacher is available. If, however, a probationary teacher can be moved to a subject area where he or she has passed the subject area examination, and the school determines that the probationary teacher is otherwise an asset to the school's teaching team, the probationary teacher may be reassigned.

## **Idea 22: Protect our teachers by insulating them from liability**

1. Require all school districts to publish and provide its teachers with a simple statement about the liability insurance coverage that the district provides.
  - This statement must be written in lay language, short and to the point, easily read, and provided to teachers separate from any other information they may receive from the district.
  - This statement must include a reference to and discussion of the existing law that protects teachers and principals from liability, that is section 1012.75 (1), Florida Statutes.<sup>1</sup>
  
2. Require all school districts to provide and discuss this insurance coverage statement during annual orientations provided by the school districts.

---

<sup>1</sup> "Except in the case of excessive force or cruel and unusual punishment, a teacher or other member of the instructional staff, a principal or the principal's designated representative, or a bus driver shall not be civilly or criminally liable for any action carried out in conformity with State Board of Education and district school board rules regarding the control, discipline, suspension, and expulsion of students, including but not limited to, any exercise of authority under s. 1003.32 [Authority of teacher; responsibility for control of students; district school board and principal duties] or s. 1006.09 [Duties of school principal relating to student discipline and school safety]."



**House of Representatives  
Committee Recommendations Worksheet  
Proposed Council Bills**

Committee on   K-12  

Meeting Date   March 6, 2007   Time   3:00 – 6:00 pm   Place   212 Knott  

Subject   VPK  

Motion:

to recommend a proposed council bill with respect to   Idea Number 5    
(subject)

to recommend proposed council bill \_\_\_\_\_ relating to \_\_\_\_\_  
(PCB #)

Other action: \_\_\_\_\_

Vote On Recommendations		MEMBERS	Concept 1		Concept 2		Concept 3		Concept 4	
Yea	Nay		Yeas	Nays	Yeas	Nays	Yeas	Nays	Yeas	Nays
		Flores, Chair								
		Aubuchon								
		Bendross-Mindingall								
		Coley								
		Kendrick								
		Richardson								
		Richter								
		Vana								
Yeas	Nays	Totals	Yeas	Nays	Yeas	Nays	Yeas	Nays	Yeas	Nays
			✓ w/out obj		✓ w/out obj		✓ w/out obj		✓ w/out obj	

**Appearance Record**

<u>Name</u>	<u>Representing</u>	<u>Address</u>









**House of Representatives  
Committee Recommendations Worksheet  
Proposed Council Bills**

Committee on   K-12  

Meeting Date   March 6, 2007   Time   3:00 – 6:00 pm  

Place   212 Knott  

Subject   Ninth Grade Success Centers  

Motion:

to recommend a proposed council bill with respect to   Idea Number 9    
(subject)

to recommend proposed council bill \_\_\_\_\_ relating to \_\_\_\_\_  
(PCB #)

Other action: \_\_\_\_\_

Vote On Recommendations		MEMBERS	Concept 1		Concept 2		Concept 3		Concept 4	
Yea	Nay		Yeas	Nays	Yeas	Nays	Yeas	Nays	Yeas	Nays
		Flores, Chair								
		Aubuchon								
		Bendross-Mindingall								
		Coley								
		Kendrick								
		Richardson								
		Richter								
		Vana								
Yeas	Nays	Totals	Yeas <i>✓ w/out obj.</i>	Nays	Yeas <i>✓ w/out obj.</i>	Nays	Yeas <i>✓ w/out obj.</i>	Nays	Yeas <i>✓ w/out obj.</i>	Nays

**Appearance Record**

Name	Representing	Address



**House of Representatives  
Committee Recommendations Worksheet  
Proposed Council Bills**

Committee on   K-12  

Meeting Date   March 6, 2007   Time   3:00 – 6:00 pm  

Place   212 Knott  

Subject   Ninth Grade Success Centers  

Motion:

to recommend a proposed council bill with respect to   Idea Number 9    
(subject)

to recommend proposed council bill \_\_\_\_\_ relating to \_\_\_\_\_  
(PCB #)

Other action: \_\_\_\_\_

Vote On Recommendations		MEMBERS	Concept 9							
Yea	Nay		Yeas	Nays	Yeas	Nays	Yeas	Nays	Yeas	Nays
		Flores, Chair								
		Aubuchon								
		Bendross-Mindingall								
		Coley								
		Kendrick								
		Richardson								
		Richter								
		Vana								
Yeas	Nays	Totals	Yeas	Nays	Yeas	Nays	Yeas	Nays	Yeas	Nays
			<input checked="" type="checkbox"/> w/out Obj.							

**Appearance Record**

<u>Name</u>	<u>Representing</u>	<u>Address</u>





**House of Representatives  
Committee Recommendations Worksheet  
Proposed Council Bills**

Committee on   K-12  

Meeting Date   March 6, 2007   Time   3:00 – 6:00 pm   Place   212 Knott  

Subject   Teacher Liability  

Motion:

to recommend a proposed council bill with respect to   Idea Number 22    
(subject)

to recommend proposed council bill \_\_\_\_\_ relating to \_\_\_\_\_  
(PCB #)

Other action: \_\_\_\_\_

Vote On Recommendations		MEMBERS	Concept 1		Concept 2					
Yea	Nay		Yeas	Nays	Yeas	Nays	Yeas	Nays	Yeas	Nays
		Flores, Chair								
		Aubuchon								
		Bendross-Mindingall								
		Coley								
		Kendrick								
		Richardson								
		Richter								
		Vana								
Yeas	Nays	Totals	Yeas <i>W/O obj.</i>	Nays	Yeas <i>W/O obj.</i>	Nays	Yeas	Nays	Yeas	Nays

**Appearance Record**

Name	Representing	Address