# Meeting Agenda

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<td>Welcome, Introductions &amp; Opening Comments-</td>
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<td>Review of Today’s Agenda-Discussion.</td>
<td>Maryellen McDonald</td>
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<td>No</td>
<td>Legislative Priorities for 2017 - Update</td>
<td>Margaret J. Hooper and Maryellen McDonald</td>
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<tr>
<td>No</td>
<td>Medicaid Block Grants and Per Capita Caps update 😊</td>
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<td>Memorial regarding educational funding 😊</td>
<td>Margaret J. Hooper</td>
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<td>Governor’s Budget Recommendations for APD 😊</td>
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<td>yes</td>
<td>Use of Animals in Proceedings Involving Minors HB 151 😊</td>
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<td>Student Discipline HB 411</td>
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<td>No</td>
<td>Developmental Disabilities Awareness Day is March 21, 2017</td>
<td>Margaret J. Hooper and Maryellen McDonald</td>
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 Indies materials attached.
GOVERNOR’S FY 2017-18 BUDGET RECOMMENDATIONS
APD ISSUES

Continue Waiver Provider Rates for USDOL
- $36.9 million Total (14.2 million General Revenue)
- Continues rates provided in 2016 GAA to enable providers to meet USDOL requirement to pay minimum wage to direct care workers

Increase Waiver Rates for Nursing Services
- $3.4 million Total (1.3 million General Revenue)
- Increase rates to the same level as Medicaid State Plan rates for nursing services

New Waiver Intensive Behavior Models
- $4.6 million ($1.8 million General Revenue)
- Implement new residential models to serve individuals with extreme behaviors in community-based settings

Staff Augmentation
- $4.7 million Total ($2.8 million General Revenue)
- Provides additional staff to ensure the health and safety of clients

Client Data Management System
- $4 million Total (approved for enhanced Medicaid matching funds)
- Continue implementation to provide centralized client records and electronic visit verification (EVV) to reduce Medicaid fraud, waste, and abuse

Employment and Internship Supports
- $3.3 million General Revenue
- Will provide supported employment and supported internship services for individuals on the waiting list who have indicated that they want to go to work

Additional Funding to Serve Remaining Individuals with Critical Needs on Waiting List
- $7.5 million Total (2.9 million General Revenue)
- Funds are provided to transition approximately 700 individuals with critical needs remaining on the waiting list to the Home and Community-Based Services.
- Amount represents half of the $15 million estimated cost because individuals do not use their entire cost plans in the first year

For more information, please contact:
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House Memorial

A memorial to the Congress of the United States, urging Congress to honor the limits of federal power as enshrined by the Constitution of the United States.

WHEREAS, the Florida Legislature recognizes that the State’s reliance on federal funds containing stipulations and restrictions limits our ability to be responsive to the needs of our citizens, and

WHEREAS, the State’s dependency on federal funds has diminished our sovereignty and skewed our budget priorities, and

WHEREAS, maintenance-of-effort requirements prevents the State from providing public education in a more efficient or cost-effective way, and

WHEREAS, the State is unable to reduce burdensome regulations because such regulations are necessary to demonstrate compliance with federal programs; and

WHEREAS, the United States Department of Education has placed conditions on the State’s Title I grant award and has threatened to place conditions on the State’s IDEA Part B grant award; and

WHEREAS, less federal control would permit the State and local school districts to find ways to operate programs in a more economically-efficient manner, and
WHEREAS, providing federal funds through block grants would provide the State with the greater flexibility to meet the needs of its citizens, and
WHEREAS, the Florida Legislature, which is directly accountable to the citizens of Florida, is the appropriate body to govern public education free from any pressure from politically unaccountable agencies in Washington, NOW,

THEREFORE,

Be It Resolved by the Legislature of the State of Florida:

(1) That the Congress of the United States is urged to end all current, and prohibit any further, interference by the United States Department of Education with respect to public school governance;

(2) That to improve the educational outcomes of children from disadvantaged families, Title I funds should be provided as a block grant so that the State of Florida can continue to develop innovative solutions responsive to the educational needs of its students;

(3) That to improve the educational outcomes of students with disabilities, IDEA Part B funds should be provided as a block grant so that the State of Florida can continue to expand educational options for students with disabilities;
(4) That this memorial serves as a notice and demand for the prohibition of federal programs that incentivize states to take certain actions in order to maintain federal funding; and

(5) That this memorial serves as notice to the Congress of the United States that it is the duty of the Florida Legislature to exercise its constitutional authority over public education.

BE IT FURTHER RESOLVED that copies of this memorial be dispatched to the President of the United States, to the President of the United States Senate, to the Speaker of the United States House of Representatives, and to each member of the Florida delegation to the United States Congress.
A bill to be entitled
An act relating to proceedings involving minors or persons with intellectual disabilities; amending s. 92.55, F.S.; providing that judges may allow the use of certain service animals, therapy animals, or facility dogs in proceedings involving abuse, abandonment, or neglect; allowing such animals to be used when taking the testimony of a person who has an intellectual disability; providing an effective date.

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

Section 1. Subsection (5) of section 92.55, Florida Statutes, is amended to read:

92.55 Judicial or other proceedings involving victim or witness under the age of 18, a person who has an intellectual disability, or a sexual offense victim or witness; special protections; use of registered service animals, or therapy animals, or facility dogs.—

(5) The court may set any other conditions it finds just and appropriate when taking the testimony of a child victim or witness or a sexual offense victim or witness, a person who has an intellectual disability, including the use of a service animal, or therapy animal, or facility dog, that has been trained and evaluated and registered according to industry standards.
national standards, in any proceeding involving a sexual offense or child abuse, abandonment, or neglect. When deciding whether to permit a child victim or witness or sexual offense victim or witness to testify with the assistance of a registered service animal, or therapy animal, or facility dog, the court shall consider the age of the child victim or witness, the age of the sexual offense victim or witness at the time the sexual offense occurred, the interests of the child victim or witness or sexual offense victim or witness, the rights of the parties to the litigation, and any other relevant factor that would facilitate the testimony by the child victim or witness or sexual offense victim or witness.

Section 2. This act shall take effect July 1, 2017.
A bill to be entitled
An act relating to student discipline; creating s. 1006.01, F.S.; providing definitions; amending s. 1006.07, F.S.; revising the duties of the district school boards relating to student discipline and school safety; requiring school districts to adopt standards for intervention, rather than a code of student conduct, which standards include specified requirements; requiring a school district to meaningfully involve the community in creating and applying certain policies; requiring a school district to fund and support the implementation of school-based restorative justice practices; requiring a school district to hire staff members to improve the school climate and safety; requiring a school district to annually survey parents, students, and teachers regarding school safety and discipline issues; amending s. 1006.12, F.S.; revising the qualifications of a school resource officer and a school safety officer; authorizing a school resource officer and a school safety officer to arrest a student only for certain violations of law; requiring a school resource officer and a school safety officer to immediately notify the principal or the principal's designee if the officer arrests a student in a school-related...
incident; prohibiting an officer from arresting or referring a student to the criminal justice system or juvenile justice system for petty acts of misconduct; providing an exception; requiring written documentation of an arrest or referral to the criminal justice system or juvenile justice system; requiring each law enforcement agency that serves a school district to enter into a cooperative agreement with the district school board, ensure the training of school resource officers and school safety officers as specified, and develop minimum qualifications for the selection of such officers; amending s. 1006.13, F.S.; requiring each district school board to adopt a policy on referrals to the criminal justice system or the juvenile justice system, rather than a policy of zero-tolerance for crime and victimization; revising and providing requirements for a policy on referrals to the criminal justice system or the juvenile justice system; providing that a school's authority and discretion to use other disciplinary consequences and interventions is not limited by specified provisions; conforming terminology; requiring each district school board, in collaboration with students, educators, parents, and stakeholders, to enter into cooperative agreements with a county sheriff's office and a local
police department for specified purposes; revising the
requirements for these agreements; requiring each
school district to annually review the cost,
effectiveness, and necessity of its school safety
programs and to submit findings to the Department of
Education; requiring a school district to arrange and
pay for transportation for a student in certain
circumstances; requiring, rather than encouraging, a
school district to use alternatives to expulsion or
referral to a law enforcement agency unless the use of
such alternatives poses a threat to school safety;
requiring each school district to submit to the
department its policies and agreements by a specified
date each year; requiring the department to develop by
a specified date a model policy for referrals to the
criminal justice system or the juvenile justice
system; requiring the Commissioner of Education to
report by a specified date each year to the Governor
and the Legislature on the implementation of policies
on referrals to law enforcement agencies; amending ss.
1002.20, 1002.23, 1002.33, 1003.02, 1003.32, 1003.53,
1003.57, 1006.09, 1006.10, 1006.147, 1006.15,
1007.271, and 1012.98, F.S.; conforming cross-
references and provisions to changes made by the act;
providing an effective date.
Be It Enacted by the Legislature of the State of Florida:

Section 1. Section 1006.01, Florida Statutes, is created to read:

1006.01 Definitions.—As used in part I of this chapter, the term:

(1) "Exclusionary consequence" means a consequence of a student's serious breach of the standards for intervention, as provided in s. 1006.07(2), which results in the student being barred from attending school.

(2) "Exclusionary discipline" means a disciplinary, punitive practice that removes a student from instruction time in his or her regular classrooms and may include in-school suspension during class time, out-of-school suspension, transfer to an alternative school, or expulsion. Absences due to exclusionary discipline are considered excused absences.

(3) "Restorative circle" means a common space where at least one individual guides a discussion in which each participant has an equal opportunity to speak and in which participants take turns speaking about a topic and using a talking piece, a physical object that is used to assist communication between participants.

(4) "Restorative group conferencing" means an intervention in which a facilitator leads the individuals who were involved
in an incident, whether they were harmed or caused the harm, as well as their families or other supporters, in a face-to-face process designed to address the harm, resolve any conflict, and prevent recurrence of the harm based on the ideas of restorative justice practices and mutual accountability.

(5) "Restorative justice" means an intervening approach to justice which addresses root causes of harm that is a result of unjust behavior; emphasizes repair of the harm; and gives equal attention to accountability, growth, community safety, the harmed student's needs, and the student offender's needs.

Section 2. Section 1006.07, Florida Statutes, is amended to read:

1006.07 District school board duties relating to student discipline and school safety.—The district school board shall provide for the proper accounting for all students; for the attendance and control of students at school; for the creation of a safe and effective learning environment, regardless of the student's race, ethnicity, religion, disability, sexual orientation, or gender identity; and for the proper attention to health, safety, and other matters relating to the welfare of students, including the use of:

(1) INTERVENTIONS FOR AND DISCIPLINE CONTROL OF STUDENTS.— Each school district shall:

(a) Adopt rules for the control, discipline, in-school suspension, suspension, and expulsion of students and decide all
cases recommended for expulsion. Suspension hearings are exempt from the provisions of chapter 120. Expulsion hearings are shall be governed by ss. 120.569 and 120.57(2) and are exempt from s. 286.011. However, the student's parent must be given notice of the provisions of s. 286.011 and may elect to have the hearing held in compliance with that section. The district school board may prohibit the use of corporal punishment, if the district school board adopts or has adopted a written program of alternative control or discipline. In order to fulfill the paramount duty of this state to make adequate provisions for the education of all children residing within its borders in accordance with s. 1, Art. IX of the State Constitution, the district school board shall make every effort to reduce exclusionary discipline for minor misbehavior.

(b) Require each student at the time of initial registration for school in the school district to note previous school expulsions, arrests resulting in a charge, and juvenile justice actions the student has had, and have the authority as the district school board of a receiving school district to honor the final order of expulsion or dismissal of a student by any in-state or out-of-state public district school board or private school, or lab school, for an act that which would have been grounds for expulsion according to the receiving district school board's standards for intervention code of student conduct, in accordance with the following procedures:
1. A final order of expulsion shall be recorded in the records of the receiving school district.

2. The expelled student applying for admission to the receiving school district shall be advised of the final order of expulsion.

3. The district school superintendent of the receiving school district may recommend to the district school board that the final order of expulsion be waived and the student be admitted to the school district, or that the final order of expulsion be honored and the student not be admitted to the school district. If the student is admitted by the district school board, with or without the recommendation of the district school superintendent, the student may be placed in an appropriate educational program at the direction of the district school board.

(2) STANDARDS FOR INTERVENTION CODE OF STUDENT CONDUCT.—

Each school district shall adopt clear standards for intervention, formerly known as a code of student conduct, which create a safe, supportive, and positive school climate and address misbehavior with interventions and consequences aimed at understanding and addressing the causes of misbehavior, resolving conflicts, meeting students' needs, keeping students in school, and teaching them to respond in age-appropriate ways.

a code of student conduct for elementary schools and a code of student conduct for middle and high schools and distribute the...
appropriate code to all teachers, school personnel, students, and parents, at the beginning of every school year. The process for adopting standards for intervention must include meaningful involvement among parents, students, teachers, and the community. The standards for intervention must be organized and written in language that is understandable to students and parents and translated into all languages represented by the students and their parents; discussed at the beginning of every school year in student classes, school advisory council meetings, and parent and teacher association or organization meetings; made available at the beginning of every school year in the student handbook or similar publication distributed to all teachers, school personnel, students, and parents; and posted on the school district's website. The standards for intervention must Each code shall be organized and written in language that is understandable to students and parents and shall be discussed at the beginning of every school year in student classes, school advisory council meetings, and parent and teacher association or organization meetings. Each code shall be based on the rules governing student conduct and discipline adopted by the district school board and shall be made available in the student handbook or similar publication. Each code shall include, but need not be limited to, the following:

(a) Consistent policies and specific grounds for
disciplinary action, including in-school suspension, out-of-school suspension, expulsion, intervention, support, and any disciplinary action that may be imposed for the possession or use of alcohol on school property or while attending a school function or for the illegal use, sale, or possession of controlled substances as defined in chapter 893.

(b) Procedures to be followed for acts requiring discipline, including corporal punishment.

(c) A discipline chart or matrix indicating that a student is not subject to exclusionary discipline for unexcused tardiness, lateness, absence, or truancy; for violation of the school dress code or rules regarding school uniforms; or for behavior infractions that do not endanger the physical safety of other students or staff members, including, but not limited to, insubordination, defiance, disobedience, disrespect, or minor classroom disruptions. The discipline chart or matrix must also:

1. Provide guidance on appropriate interventions and consequences to be applied to behaviors or behavior categories as provided in subparagraph 2. The school district may define specific interventions and provide a list of interventions that must be used and documented before exclusionary discipline is considered unless a behavior poses a serious threat to school safety. The interventions may include, but need not be limited to:
   a. Having a private conversation with the student about
his or her behavior and underlying issues that may have precipitated the behavior.

b. Providing an opportunity for the student's anger, fear, or anxiety to subside.

c. Providing restorative justice practices using a schoolwide approach of informal and formal techniques to foster a sense of school community and to manage conflict by repairing harm and restoring positive relationships.

d. Providing reflective activities, such as requiring the student to write an essay about his or her behavior.

e. Participating in skill building and conflict resolution activities, such as social-emotional cognitive skill building, restorative circles, and restorative group conferencing.

f. Revoking student privileges.

g. Referring a student to a school counselor or social worker.

h. Speaking to a student's parent.

i. Referring a student to intervention outside the school setting.

j. Ordering in-school detention or in-school suspension during lunch, after school, or on the weekends.

2. Outline specific behaviors or behavior categories. Each behavior or behavior category must include clear maximum consequences to prevent inappropriate exclusionary consequences for minor misbehavior and petty acts of misconduct and set clear
requirements that must be satisfied before the school imposes exclusionary discipline. The chart or matrix must show that exclusionary discipline is a last resort to be used only in cases of serious misconduct when in-school interventions and consequences that do not lead to exclusionary consequences are insufficient. The following behaviors, which must be accompanied by appropriate intervention services, such as substance abuse counseling, anger management counseling, or restorative justice practices, may result in exclusionary discipline and in notification of a law enforcement agency if the behavior is a felony or a serious threat to school safety:

a. Illegal sale of a controlled substance, as defined in chapter 893, by a student on school property or in attendance at a school function.

b. Violation of the district school board's sexual harassment policy.

c. Possession, display, transmission, use, or sale of a firearm or weapon, as defined in s. 790.001 or 18 U.S.C. s. 921, or an object that is used as, or is intended to function as, a weapon, while on school property or in attendance at a school function.

d. Making a threat or intimidation using any pointed or sharp object or the use of any substance or object as a weapon with the threat or intent to inflict bodily harm.

e. Making a threat or a false report, as provided in ss.
790.162 and 790.163, respectively.

f. Homicide.
g. Sexual battery.
h. Armed robbery.
i. Aggravated battery.
j. Battery or aggravated battery on a teacher, other school personnel, or district school board personnel.
k. Kidnapping.
l. Arson.

(d) A glossary of clearly defined terms and behaviors.
(e) An explanation of the responsibilities, dignity, and rights of and respect for students, including, but not limited to, a student's right not to be discriminated against based on race, ethnicity, religion, disability, sexual orientation, or gender identity; a student's right to participate in student publications, school programs, and school activities; and a student's right to exercise free speech, to assemble, and to maintain privacy.

(f) An explanation of the school's dress code or rules regarding school uniforms and notice that students have the right to dress in accordance with their stated gender within the constraints of the school's dress code.

(g) Notice that violation of transportation policies of a district school board by a student, including disruptive behavior on a school bus or at a school bus stop, is grounds for
disciplinary action by the school.

(h) Notice that a student who is determined to have brought a firearm or weapon, as defined in s. 790.001 or 18 U.S.C. s. 921, to school, to a school function, or onto school-sponsored transportation, or to have possessed a firearm or weapon at school, will be expelled from the student's regular school for at least 1 full year and referred to the criminal justice system or juvenile justice system. A district school superintendent may consider the requirement of 1-year expulsion on a case-by-case basis and may request the district school board to modify the requirement by assigning the student to a disciplinary program or second chance school if:

1. The request for modification is in writing; and
2. The modification is determined to be in the best interest of the student and the school district.

(i) Notice that a student who is determined to have made a threat or false report, as provided in ss. 790.162 and 790.163, respectively, involving the school's or school personnel's property, school transportation, or a school-sponsored activity may be expelled from the student's regular school for at least 1 full year, with continuing educational services, and referred to the criminal justice system or juvenile justice system. A district school superintendent may consider the requirement of a 1-year expulsion on a case-by-case basis and may request the district school board to modify the requirement by assigning the
student to a disciplinary program or second chance school if:

1. The request for modification is in writing; and

2. The modification is determined to be in the best interest of the student and the school district.

(j) A clear and complete explanation of due process rights afforded to a student, including a student with a disability, and the types of exclusionary discipline to which a student may be subjected.

(c) An explanation of the responsibilities and rights of students with regard to attendance, respect for persons and property, knowledge and observation of rules of conduct, the right to learn, free speech and student publications, assembly, privacy, and participation in school programs and activities.

(d)1. An explanation of the responsibilities of each student with regard to appropriate dress, respect for self and others, and the role that appropriate dress and respect for self and others has on an orderly learning environment. Each district school board shall adopt a dress code policy that prohibits a student, while on the grounds of a public school during the regular school day, from wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the orderly learning environment.

2. Any student who violates the dress policy described in subparagraph 1. is subject to the following disciplinary actions:
a. For a first offense, a student shall be given a verbal warning and the school principal shall call the student's parent or guardian.

b. For a second offense, the student is ineligible to participate in any extracurricular activity for a period of time not to exceed 5 days and the school principal shall meet with the student's parent or guardian.

c. For a third or subsequent offense, a student shall receive an in-school suspension pursuant to s. 1003.01(5) for a period not to exceed 3 days, the student is ineligible to participate in any extracurricular activity for a period not to exceed 30 days, and the school principal shall call the student's parent or guardian and send the parent or guardian a written letter regarding the student's in-school suspension and ineligibility to participate in extracurricular activities.

d. Notice that illegal use, possession, or sale of controlled substances, as defined in chapter 893, by any student while the student is upon school property or in attendance at a school function is grounds for disciplinary action by the school and may also result in criminal penalties being imposed.

e. Notice that use of a wireless communications device includes the possibility of the imposition of disciplinary action by the school or criminal penalties if the device is used in a criminal act. A student may possess a wireless communications device while the student is on school property or
in attendance at a school function. Each district school board shall adopt rules governing the use of a wireless communications device by a student while the student is on school property or in attendance at a school function.

(g) Notice that the possession of a firearm or weapon as defined in chapter 790 by any student while the student is on school property or in attendance at a school function is grounds for disciplinary action and may also result in criminal prosecution. Simulating a firearm or weapon while playing or wearing clothing or accessories that depict a firearm or weapon or express an opinion regarding a right guaranteed by the Second Amendment to the United States Constitution is not grounds for disciplinary action or referral to the criminal justice or juvenile justice system under this section or s. 1006.13.

Simulating a firearm or weapon while playing includes, but is not limited to:

1. Brandishing a partially consumed pastry or other food item to simulate a firearm or weapon.
2. Possessing a toy firearm or weapon that is 2 inches or less in overall length.
3. Possessing a toy firearm or weapon made of plastic snap-together building blocks.
4. Using a finger or hand to simulate a firearm or weapon.
5. Vocalizing an imaginary firearm or weapon.
6. Drawing a picture, or possessing an image, of a firearm
or weapon.

7. Using a pencil, pen, or other writing or drawing utensil to simulate a firearm or weapon.

However, a student may be subject to disciplinary action if simulating a firearm or weapon while playing substantially disrupts student learning, causes bodily harm to another person, or places another person in reasonable fear of bodily harm. The severity of consequences imposed upon a student, including referral to the criminal justice or juvenile justice system, must be proportionate to the severity of the infraction and consistent with district school board policies for similar infractions. If a student is disciplined for such conduct, the school principal or his or her designee must call the student’s parent. Disciplinary action resulting from a student’s clothing or accessories shall be determined pursuant to paragraph (d) unless the wearing of the clothing or accessory causes a substantial disruption to student learning, in which case the infraction may be addressed in a manner that is consistent with district school board policies for similar infractions. This paragraph does not prohibit a public school from adopting a school uniform policy.

(h) Notice that violence against any district school board personnel by a student is grounds for in-school suspension, out-of-school suspension, expulsion, or imposition of other
disciplinary action by the school and may also result in criminal penalties being imposed.

(i) Notice that violation of district school board transportation policies, including disruptive behavior on a school bus or at a school bus stop, by a student is grounds for suspension of the student's privilege of riding on a school bus and may be grounds for disciplinary action by the school and may also result in criminal penalties being imposed.

(j) Notice that violation of the district school board's sexual harassment policy by a student is grounds for in-school suspension, out-of-school suspension, expulsion, or imposition of other disciplinary action by the school and may also result in criminal penalties being imposed.

(k) Policies to be followed for the assignment of violent or disruptive students to an alternative educational program.

(l) Notice that any student who is determined to have brought a firearm or weapon, as defined in chapter 790, to school, to any school function, or onto any school-sponsored transportation, or to have possessed a firearm at school, will be expelled, with or without continuing educational services, from the student's regular school for a period of not less than 1 full year and referred to the criminal justice or juvenile justice system. District school boards may assign the student to a disciplinary program or second chance school for the purpose of continuing educational services during the period of
expulsion. District school superintendents may consider the 1-year expulsion requirement on a case-by-case basis and request the district school board to modify the requirement by assigning the student to a disciplinary program or second chance school if the request for modification is in writing and it is determined to be in the best interest of the student and the school system.

   (m) Notice that any student who is determined to have made a threat or false report, as defined by ss. 790.162 and 790.163, respectively, involving school or school personnel's property, school transportation, or a school-sponsored activity will be expelled, with or without continuing educational services, from the student's regular school for a period of not less than 1 full year and referred for criminal prosecution. District school boards may assign the student to a disciplinary program or second chance school for the purpose of continuing educational services during the period of expulsion. District school superintendents may consider the 1-year expulsion requirement on a case-by-case basis and request the district school board to modify the requirement by assigning the student to a disciplinary program or second chance school if it is determined to be in the best interest of the student and the school system.

(3) COMMUNITY INVOLVEMENT IN POLICY CREATION STUDENT CRIME WATCH PROGRAM.—Each school district shall ensure the meaningful involvement of parents, students, teachers, and the community in creating and applying policies regarding student discipline and
By resolution of the district school board, implement a student crime watch program to promote responsibility among students and to assist in the control of criminal behavior within the schools.

(4) EMERGENCY DRILLS AND EMERGENCY PROCEDURES.—Each school district shall:

(a) Formulate and prescribe policies and procedures for emergency drills and for actual emergencies, including, but not limited to, fires, natural disasters, and bomb threats, for all the public schools of the district which comprise grades K-12. District school board policies must include commonly used alarm system responses for specific types of emergencies and verification by each school that drills have been provided as required by law and fire protection codes. The emergency response agency that is responsible for notifying the school district for each type of emergency must be listed in the district's emergency response policy.

(b) Establish model emergency management and emergency preparedness procedures, including emergency notification procedures pursuant to paragraph (a), for the following life-threatening emergencies:

1. Weapon-use and hostage situations.
2. Hazardous materials or toxic chemical spills.
3. Weather emergencies, including hurricanes, tornadoes, and severe storms.
4. Exposure as a result of a manmade emergency.

(5) EDUCATIONAL SERVICES IN DETENTION FACILITIES.—Each school district shall offer educational services to minors who have not graduated from high school and eligible students with disabilities under the age of 22 who have not graduated with a standard diploma or its equivalent who are detained in a county or municipal detention facility as defined in s. 951.23. These educational services must be based upon the estimated length of time the student will be in the facility and the student's current level of functioning. A county sheriff or chief correctional officer, or his or her designee, shall notify the district school superintendent, superintendents or his or her designee, when their designees shall be notified by the county sheriff or chief correctional officer, or his or her designee, upon the assignment of a student under the age of 21 is assigned to the facility. A cooperative agreement with the district school board and applicable law enforcement units shall develop a cooperative agreement to address the notification requirement and the provision of educational services to such students.

(6) SAFETY AND SECURITY BEST PRACTICES.—Each school district shall use the Safety and Security Best Practices developed by the Office of Program Policy Analysis and Government Accountability to conduct a self-assessment of the school districts' current safety and security practices. Based
on these self-assessment findings, the district school superintendent shall provide recommendations to the district school board which identify strategies and activities that the district school board should implement in order to improve school safety and security. **Annually** Each district school board must **annually** receive the self-assessment results at a publicly noticed district school board meeting to provide the public an opportunity to hear the district school board members discuss and take action on the report findings. Each district school superintendent shall report the self-assessment results and school board action to the commissioner within 30 days after the district school board meeting.

(7) **RESTORATIVE JUSTICE PRACTICES.**—Each school district shall provide funding for, train school staff members on, and support the implementation of school-based restorative justice practices. Schools shall use these practices to foster a sense of school community and to resolve conflict by encouraging the reporting of harm and by restoring positive relationships. There are various ways to use these practices in the schools and in the juvenile justice system where students and educators work together to set academic goals, develop core values for the classroom, and resolve conflicts. Many types of restorative justice practices, such as restorative circles, may be used to promote a positive learning environment and to confront issues as they arise. Some common restorative circles that schools use.
for discipline may include, but need not be limited to:

(a) Discipline circles that address the harm that occurred, repair the harm, and develop solutions to prevent recurrence of the harm among the parties involved.

(b) Proactive behavior management circles that use role play to develop positive behavioral models for students.

(8) SUPPORT STAFF.—Each school district shall provide funding to hire staff members to improve school climate and safety, such as social workers, counselors, and restorative justice coordinators, at the nationally recommended ratio of 250 students to 1 counselor in order to reduce dependency on school safety officers, school resource officers, and other school resources.

(9) SURVEYS.—Each school district shall annually survey parents, students, and teachers regarding school safety and disciplinary issues.

Section 3. Section 1006.12, Florida Statutes, is amended to read:

1006.12 School resource officers and school safety officers.—

(1) A district school board may establish a school resource officer program, through a cooperative agreement with a law enforcement agency or in accordance with subsection (2).

(a) Each school resource officer must officers shall be a
certified law enforcement officer officers, as defined in s. 
943.10(1), and have been who are employed for at least 2 years 
by a law enforcement agency as defined in s. 943.10(4). The 
powers and duties of a law enforcement officer shall continue 
throughout the employee's tenure as a school resource officer. 

(b) A school resource officer officers shall abide by 
district school board policies and shall consult with and 
coordinate activities through the school principal, but is shall 
be responsible to the law enforcement agency in all matters 
relating to employment, subject to agreements between the a 
district school board and the a law enforcement agency. A school 
resource officer's activities that conducted by the school 
resource officer which are part of the regular instructional 
program of the school are shall be under the direction of the 
school principal. 

(c) A school resource officer may arrest a student only 
for a violation of law which constitutes a serious threat to 
school safety and only after consultation with the school 
principal or the principal's designee, documented attempts at 
intervention or in-school consequences, and pursuant to the 
standards for intervention and the cooperative agreement as 
described in ss. 1006.07 and 1006.13, respectively. If a school 
resource officer arrests a student in a school-related incident, 
the officer shall immediately notify the principal or the 
principal's designee. A school resource officer may not arrest
or otherwise refer a student to the criminal justice system or the juvenile justice system for a petty act of misconduct unless it is determined that the failure to do so would endanger the physical safety of other students or staff at the school. Such determination must be documented in a written report to the principal or the principal's designee which includes a description of the behavior at issue and an explanation of why an arrest or referral was necessary.

(2)(a) Each school safety officer must officers shall be a law enforcement officer officers, as defined in s. 943.10(1), certified under the provisions of chapter 943 and have been employed for at least 2 years by either a law enforcement agency or by the district school board. If the officer is employed by the district school board, the district school board is the employing agency for purposes of chapter 943, and must comply with the provisions of that chapter.

(b) A district school board may commission one or more school safety officers for the protection and safety of school personnel, property, and students within the school district. The district school superintendent may recommend and the district school board may appoint one or more school safety officers.

(c) A school safety officer may has and shall exercise the power to make arrests for violations of law on district school board property and to arrest persons, whether on or off such
property, who violate any law on such property under the same conditions that deputy sheriffs are authorized to make arrests.

A school safety officer may arrest a student only for a violation of law which constitutes a serious threat to school safety and only after consultation with the school principal or the principal's designee, documented attempts at intervention or in-school consequences, and pursuant to the standards for intervention and the cooperative agreement as described in ss. 1006.07 and 1006.13, respectively. If a school safety officer arrests a student in a school-related incident, the officer shall immediately notify the principal or the principal's designee. A school safety officer may not arrest or otherwise refer a student to the criminal justice system or the juvenile justice system for a petty act of misconduct unless it is determined that the failure to do so would endanger the physical safety of other students or staff at the school. Such determination must be documented in a written report to the principal or the principal's designee which includes a description of the behavior at issue and an explanation of why an arrest or referral was necessary. A school safety officer has the authority to carry weapons when performing his or her official duties.

(d) A district school board may enter into mutual aid agreements with one or more law enforcement agencies as provided in chapter 23. A school safety officer's salary may be paid
jointly by the district school board and the law enforcement agency, as mutually agreed to.

(3) Each law enforcement agency serving a school district shall do the following:

(a) Enter into a cooperative agreement with the district school board pursuant to s. 1006.13.

(b) Ensure that each school resource officer and school safety officer is trained to use appropriate and positive interactions with students in different stages of mental, emotional, and physical development, and to implement the range of interventions and school-based consequences that should be used to avoid an arrest. Training must include, but is not limited to, the following:

1. Child and adolescent development and psychology;
2. Teaching students to respond in age-appropriate ways;
3. Cultural differences and unconscious bias;
4. Restorative justice practices;
5. Rights of students with disabilities and appropriate responses to their behaviors;
6. Practices that improve the school climate; and
7. The creation of safe environments for lesbian, gay, bisexual, and transgender students.

(c) Establish the following minimum qualifications for the selection of school resource officers and school safety officers:
1. Proficiency in verbal, written, and interpersonal skills that include public speaking;

2. Knowledge and experience in matters involving cultural diversity and sensitivity;

3. Training in best practices for working with students as specified in paragraph (b);

4. Commitment to serving as a positive role model for students;

5. Passion for and desire to interact positively with students; and

6. An employment record with no history of excessive force or racial bias.

Section 4. Section 1006.13, Florida Statutes, is amended to read:

1006.13 Policy on referrals to the criminal justice system or the juvenile justice system of zero tolerance for crime and victimization.—

(1) It is the intent of the Legislature to promote a safe and supportive learning environment in schools, to protect students and staff from conduct that poses a serious threat to school safety, and to encourage schools to use alternatives to expulsion or referral to law enforcement agencies by addressing disruptive behavior through restitution, civil citation, teen court, neighborhood restorative justice, or similar programs. The Legislature finds that referrals to the criminal justice
system or the juvenile justice system. Zero-tolerance policies are not intended to be rigorously applied to petty acts of misconduct and misdemeanors, including, but not limited to, minor fights or disturbances. The Legislature finds that zero-tolerance policies on referrals to the criminal justice system or the juvenile justice system must apply equally to all students regardless of their economic status, race, or disability.

(2) Each district school board shall adopt a policy on referrals to the criminal justice system or the juvenile justice system which of zero tolerance that:

(a) Clearly limits the role of law enforcement intervention to serious threats to school safety and delineates clear roles in which school principals or their designees, under the constraints of the standards for intervention as described in s. 1006.07 and other district policies, are the final decisionmakers on disciplinary consequences, including referrals to law enforcement agencies.

(b) Defines criteria for reporting to a law enforcement agency any act that occurs whenever or wherever students are within the jurisdiction of the district school board and that poses a serious threat to school safety. An act that does not pose a serious threat to school safety must be handled within the school's disciplinary system.

(c) (b) Defines acts that pose a serious threat to school
safety, including, but not limited to, those acts or behaviors specified in s. 1006.07(2)(c)2.

(d) (e) Defines petty acts of misconduct, including, but not limited to, behavior that could amount to the misdemeanor criminal charge of disorderly conduct, disturbing a school function, loitering, simple assault or battery, affray, theft of less than $300, trespassing, vandalism of less than $1,000, criminal mischief, and other behavior that does not pose a serious threat to school safety.

(e) Specifies that students may not be arrested or otherwise referred to the criminal justice system or the juvenile justice system for petty acts of misconduct unless it is determined that the failure to do so would endanger the physical safety of other students or staff at the school. Such determination must be documented in a written report that includes a description of the behavior at issue and an explanation of why an arrest or referral was necessary.

(f) (d) Minimizes the victimization of students, staff, or volunteers, including taking all steps necessary to protect the victim of any violent crime from any further victimization.

(g) (e) Establishes a procedure that provides each student with the opportunity for a review of the disciplinary action imposed pursuant to s. 1006.07.

(h) Establishes data-sharing protocols so that each school district receives, at least twice a year, a report on the number
of school-based arrests of students. All data must be

disaggregated by race, ethnicity, gender, school, offense, and

the name of the law enforcement officer involved, and match the

school district's records on grade, disability, and status as a

limited English proficient student.

(3) This section does not limit a school's authority and
discretion under law to use other disciplinary consequences and
interventions as appropriate to address school-based incidents.

(4) (3) The policy on referrals to the criminal justice
system or the juvenile justice system [Zero-tolerance policies]

must require a student who is [students] found to have committed

one of the following offenses to be expelled, with or without

continuing educational services, from the student's regular

school for a period of not less than 1 full year, and to be

referred to the criminal justice system or juvenile justice

system:

(a) Bringing a firearm or weapon, as defined in s. 790.001

or 18 U.S.C. s. 921 chapter 790, to school, to any school

function, or onto any school-sponsored transportation or

possessing a firearm at school.

(b) Making a threat or false report, as provided in

defined by ss. 790.162 and 790.163, respectively, involving

school or school personnel's property, school transportation, or

a school-sponsored activity.
A district school board may assign the student to a disciplinary program for the purpose of continuing educational services during the period of expulsion. A district school superintendent may consider the 1-year expulsion requirement on a case-by-case basis and request the district school board to modify the requirement by assigning the student to a disciplinary program or second chance school if the request for modification is in writing and it is determined to be in the best interest of the student and the school system. If a student committing any of the offenses in this subsection is a student who has a disability, the district school board shall comply with applicable State Board of Education rules.

(5) Each district school board, in collaboration with students, educators, parents, and stakeholders, shall enter into cooperative agreements with the county sheriff's office and local police department specifying guidelines for ensuring that acts that pose a serious threat to school safety, whether committed by a student or adult, are reported to a law enforcement agency. Such agreements must:

(a) The agreements must include the role of school safety officers and school resource officers, if applicable, in handling reported incidents that pose a serious threat to school safety and circumstances in which school officials may handle incidents without filing a report with a law enforcement agency and a procedure for ensuring that school personnel properly...
report appropriate delinquent acts and crimes.

(b) (c) Clarify that Zero-tolerance policies do not require the reporting of petty acts of misconduct and misdemeanors may not be reported to a law enforcement agency, including, but not limited to, disorderly conduct, disturbing disrupting a school function, loitering, simple assault or battery, affray, theft of less than $300, trespassing, and vandalism of less than $1,000, criminal mischief, and other misdemeanors that do not pose a serious threat to school safety.

(c) (d) Clarify the role of the school principal in ensuring shall ensure that all school personnel are properly informed of their responsibilities regarding crime reporting, that appropriate delinquent acts and crimes are properly reported, and that actions taken in cases with special circumstances are properly taken and documented.

(d) Specify training for each school resource officer and school safety officer on school grounds to foster appropriate and positive interactions with students in different stages of mental, emotional, and physical development, and to implement the range of interventions and school-based consequences that should be used to avoid an arrest. Training must include, but is not limited to, the following:

1. Child and adolescent development and psychology;
2. Teaching students to respond in age-appropriate ways;
3. Cultural differences and unconscious bias;
4. Restorative justice practices;
5. Rights of students with disabilities and appropriate responses to their behaviors;
6. Practices that improve the school climate; and
7. The creation of safe environments for lesbian, gay, bisexual, and transgender students.

(e) Include clear guidelines for selecting school resource officers and school safety officers, who must meet the following minimum qualifications:

1. Proficiency in verbal, written, and interpersonal skills that include public speaking;
2. Knowledge and experience in matters involving cultural diversity and sensitivity;
3. Training in best practices for working with students as specified in paragraph (d);
4. Commitment to serving as a positive role model for students;
5. Passion for and desire to interact positively with students; and
6. An employment record with no history of excessive force or racial bias.

(f) Require a school district to annually review the cost and effectiveness of its school safety programs, including the use of school safety officers, school resource officers, and other security measures, to report its findings to the
Department of Education by August 1 of each school year, and to use these findings to reevaluate and improve school safety programs.

(6)(5) Notwithstanding any other provision of law, each district school board shall adopt rules providing that any student found to have committed any offense in s. 784.081(1), (2), or (3) shall be expelled or placed in an alternative school setting or other program, as appropriate. Upon being charged with the offense, and pending disposition, the student shall be removed from the classroom immediately and placed in an alternative school setting pending disposition.

(7)(6)(a) Notwithstanding any provision of law prohibiting the disclosure of the identity of a minor, if a whenever any student who is attending a public school is adjudicated guilty of or delinquent for, or is found to have committed, regardless of whether adjudication is withheld, or pleads guilty or nolo contendere to, a felony violation of:

1. Chapter 782, relating to homicide;
2. Chapter 784, relating to assault, battery, and culpable negligence;
3. Chapter 787, relating to kidnapping, false imprisonment, luring or enticing a child, and custody offenses;
4. Chapter 794, relating to sexual battery;
5. Chapter 800, relating to lewdness and indecent exposure;
6. Chapter 827, relating to abuse of children;
7. Section 812.13, relating to robbery;
8. Section 812.131, relating to robbery by sudden snatching;
9. Section 812.133, relating to carjacking; or
10. Section 812.135, relating to home-invasion robbery,

and, before or at the time of such adjudication, withholding of adjudication, or plea, the student offender was attending a school attended by the victim or a sibling of the victim of the offense, the Department of Juvenile Justice shall notify the appropriate district school board of the adjudication or plea, the requirements of in this paragraph, and whether the student offender is prohibited from attending that school or riding on a school bus if whenever the victim or a sibling of the victim is attending the same school or riding on the same school bus, except as provided pursuant to a written disposition order under s. 985.455(2). Upon receipt of such notice, the district school board shall take appropriate action to effectuate the provisions in paragraph (b).

(b) Each district school board shall adopt a cooperative agreement with the Department of Juvenile Justice which establishes guidelines for ensuring that a no contact order entered by a court is reported and enforced and that all of the necessary steps are taken to protect the victim of the offense.
Any student offender described in paragraph (a) who is not exempt as provided in paragraph (a) may not attend the any school attended by the victim or a sibling of the victim of the offense or ride on a school bus on which the victim or a sibling of the victim is riding. The district school board shall allow the student offender shall be permitted by the district school board to attend another school within the district in which the student offender resides, only if the other school is not attended by the victim or sibling of the victim. Another district school board may allow the offense; or the student offender may be permitted by another district school board to attend a school in that district if the student offender is unable to attend any school in the district in which the student offender resides.

(c) If the student offender is unable to attend any other school in the district in which the student offender resides and is prohibited from attending a school in another school district, the district school board in the school district in which the student offender resides shall take every reasonable precaution to keep the student offender separated from the victim while on school grounds or on school transportation. The steps to be taken by a district school board to keep the student offender separated from the victim must include, but are not limited to, in-school suspension of the student offender and the scheduling of classes, lunch, or other school activities of the

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CODING: Words stricken are deletions; words underlined are additions.
victim and the student offender so as not to coincide.

(d) The student offender, or the parents of the student offender if the student offender is a juvenile, shall arrange and pay for transportation associated with or required by the student's offender's attending another school or that would be required as a consequence of the prohibition against riding on a school bus on which the victim or a sibling of the victim is riding. If the student is experiencing homelessness as described in s. 1003.01(12) or belongs to a family whose income does not exceed 150 percent of the federal poverty level, the school district shall arrange and pay for the transportation. However, the student offender or the parents of the student offender may not be charged for existing modes of transportation which that can be used by the student offender at no additional cost to the district school board.

(8) Any disciplinary or prosecutorial action taken against a student who violates the zero-tolerance policy on referrals to the criminal justice system or the juvenile justice system must be based on the particular circumstances of the student's misconduct.

(9) A school district shall districts are encouraged to use alternatives to expulsion or referral to a law enforcement agency agencies unless the use of such alternatives will pose a threat to school safety. By August 1 of each year, a school district shall provide to the department all policies and
agreements adopted or implemented pursuant to this section.

(10) To assist a school district in developing policies that ensure students are not arrested or otherwise referred to the criminal justice system or the juvenile justice system for petty acts of misconduct, the department shall, by March 1, 2018, in collaboration with students, educators, parents, and stakeholders, develop and provide to each school district a model policy.

(11) On or before January 1 of each year, the Commissioner of Education shall report to the Governor, the President of the Senate, and the Speaker of the House of Representatives on the implementation of this section. The report must include data regarding school-based arrests and referrals of students to law enforcement agencies.

Section 5. Subsection (5) of section 1002.20, Florida Statutes, is amended to read:

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

(5) SAFETY.—In accordance with the provisions of s. 1006.13(7) and 1006.13(6), students who have been victims of certain felony offenses by other students, as well as the
siblings of the student victims, have the right to be kept
separated from the student offender both at school and during
school transportation.

Section 6. Subsection (5) of section 1002.23, Florida
Statutes, is amended to read:

1002.23 Family and School Partnership for Student
Achievement Act.—

(5) Each school district shall develop and disseminate a
parent guide to successful student achievement, consistent with
the guidelines of the Department of Education, which addresses
what parents need to know about their child's educational
progress and how parents can help their child to succeed in
school. The guide must:

(a) Be understandable to students and parents;

(b) Be distributed to all parents, students, and school
personnel at the beginning of each school year;

(c) Be discussed at the beginning of each school year in
meetings of students, parents, and teachers;

(d) Include information concerning services,
opportunities, choices, academic standards, and student
assessment; and

(e) Provide information on the importance of student
health and available immunizations and vaccinations, including,
but not limited to:

1. A recommended immunization schedule in accordance with
United States Centers for Disease Control and Prevention recommendations.

2. Detailed information regarding the causes, symptoms, and transmission of meningococcal disease and the availability, effectiveness, known contraindications, and appropriate age for the administration of any required or recommended vaccine against meningococcal disease, in accordance with the recommendations of the Advisory Committee on Immunization Practices of the United States Centers for Disease Control and Prevention.

The parent guide described in this subsection may be included as a part of the standards for intervention under s. 1006.07 code of student conduct that is required in s. 1006.07(2).

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

1002.33 Charter schools.—

(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.

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

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

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

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

b. In order to provide students with access to diverse instructional delivery models, to facilitate the integration of technology within traditional classroom instruction, and to provide students with the skills they need to compete in the 21st century economy, the Legislature encourages instructional methods for blended learning courses consisting of both traditional classroom and online instructional techniques. Charter schools may implement blended learning courses which combine traditional classroom instruction and virtual instruction. Students in a blended learning course must be full-
time students of the charter school and receive the online
instruction in a classroom setting at the charter school.
Instructional personnel certified pursuant to s. 1012.55 who
provide virtual instruction for blended learning courses may be
employees of the charter school or may be under contract to
provide instructional services to charter school students. At a
minimum, such instructional personnel must hold an active state
or school district adjunct certification under s. 1012.57 for
the subject area of the blended learning course. The funding and
performance accountability requirements for blended learning
courses are the same as those for traditional courses.

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

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

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

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

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

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

5. In secondary charter schools, a method for determining
that a student has satisfied the requirements for graduation in
s. 1002.3105(5), s. 1003.4281, or s. 1003.4282.

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

7. The admissions procedures and dismissal procedures,
including the school's standards for intervention code of
student conduct. Admission or dismissal must not be based on a
student's academic performance.

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

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

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

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

12. The term of the charter which shall provide for cancellation of the charter if insufficient progress has been made in attaining the student achievement objectives of the charter and if it is not likely that such objectives can be achieved before expiration of the charter. The initial term of a charter shall be for 4 or 5 years. In order to facilitate access to long-term financial resources for charter school construction, charter schools that are operated by a municipality or other public entity as provided by law are eligible for up to a 15-year charter, subject to approval by the district school board. A charter lab school is eligible for a charter for a term of up to 15 years. In addition, to facilitate access to long-term financial resources for charter school construction, charter schools that are operated by a private, not-for-profit, s. 501(c)(3) status corporation are eligible for up to a 15-year charter, subject to approval by the district school board. Such long-term charters remain subject to annual review and may be terminated during the term of the charter, but only according to the provisions set forth in subsection (8).

13. The facilities to be used and their location. The sponsor may not require a charter school to have a certificate of occupancy or a temporary certificate of occupancy for such a facility earlier than 15 calendar days before the first day of school.
14. The qualifications to be required of the teachers and the potential strategies used to recruit, hire, train, and retain qualified staff to achieve best value.

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

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

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

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

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

Section 8. Subsection (1) of section 1003.02, Florida Statutes, is amended to read:

1003.02 District school board operation and control of public K-12 education within the school district.—As provided in part II of chapter 1001, district school boards are constitutionally and statutorily charged with the operation and control of public K-12 education within their school district. The district school boards must establish, organize, and operate their public K-12 schools and educational programs, employees,
and facilities. Their responsibilities include staff
development, public K-12 school student education including
education for exceptional students and students in juvenile
justice programs, special programs, adult education programs,
and career education programs. Additionally, district school
boards must:

(1) Provide for the proper accounting for all students of
school age, for the attendance and discipline control of
students at school, and for proper attention to health, safety,
and other matters relating to the welfare of students in the
following areas:

(a) Admission, classification, promotion, and graduation
of students.—Adopt rules for admitting, classifying, promoting,
and graduating students to or from the various schools of the
district.

(b) Enforcement of attendance laws.—Provide for the
enforcement of all laws and rules relating to the attendance of
students at school. District school boards are authorized to
establish policies that allow accumulated unexcused tardies,
regardless of when they occur during the school day, and early
departures from school to be recorded as unexcused absences.
District school boards are also authorized to establish policies
that require referral to a school's child study team for
students who have fewer absences than the number required by s.
1003.26(1)(b).
(c) Discipline Control of students.—

1. Adopt rules for the control, attendance, discipline, in-school suspension, suspension, and expulsion of students and decide all cases recommended for expulsion.

2. Maintain standards for intervention a code of student conduct as provided in chapter 1006.

(d) Courses of study and instructional materials.—

1. Provide adequate instructional materials for all students as follows and in accordance with the requirements of chapter 1006, in the core courses of mathematics, language arts, social studies, science, reading, and literature, except for instruction for which the school advisory council approves the use of a program that does not include a textbook as a major tool of instruction.

2. Adopt courses of study for use in the schools of the district.

3. Provide for proper requisitioning, distribution, accounting, storage, care, and use of all instructional materials as may be needed, and ensure that instructional materials used in the district are consistent with the district goals and objectives and the course descriptions approved by the State Board of Education, as well as with the state and school district performance standards required by law and state board rule.

(e) Transportation.—Make provision for the transportation
of students to the public schools or school activities they are required or expected to attend, efficiently and economically, in accordance with the requirements of chapter 1006, which function may be accomplished, in whole or part, by means of an interlocal agreement under s. 163.01.

(f) Facilities and school plant.—

1. Approve and adopt a districtwide school facilities program, in accordance with the requirements of chapter 1013.

2. Approve plans for locating, planning, constructing, sanitating, insuring, maintaining, protecting, and condemning school property as prescribed in chapter 1013.

3. Approve and adopt a districtwide school building program.

4. Select and purchase school sites, playgrounds, and recreational areas located at centers at which schools are to be constructed, of adequate size to meet the needs of projected students to be accommodated.

5. Approve the proposed purchase of any site, playground, or recreational area for which school district funds are to be used.

6. Expand existing sites.

7. Rent buildings when necessary, which function may be accomplished, in whole or part, by means of an interlocal agreement under s. 163.01.

8. Enter into leases or lease-purchase arrangements, in
accordance with the requirements and conditions provided in s. 1013.15(2).

9. Provide for the proper supervision of construction.

10. Make or contract for additions, alterations, and repairs on buildings and other school properties.

11. Ensure that all plans and specifications for buildings provide adequately for the safety and well-being of students, as well as for economy of construction.

12. Provide adequately for the proper maintenance and upkeep of school plants, which function may be accomplished, in whole or part, by means of an interlocal agreement under s. 163.01.

13. Carry insurance on every school building in all school plants including contents, boilers, and machinery, except buildings of three classrooms or less which are of frame construction and located in a tenth class public protection zone as defined by the Florida Inspection and Rating Bureau, and on all school buses and other property under the control of the district school board or title to which is vested in the district school board, except as exceptions may be authorized under rules of the State Board of Education.

14. Condemn and prohibit the use for public school purposes of any building under the control of the district school board.

(g) School operation.—
1. Provide for the operation of all public schools as free schools for a term of 180 days or the equivalent on an hourly basis as specified by rules of the State Board of Education; determine district school funds necessary in addition to state funds to operate all schools for the minimum term; and arrange for the levying of district school taxes necessary to provide the amount needed from district sources.

2. Prepare, adopt, and timely submit to the Department of Education, as required by law and by rules of the State Board of Education, the annual school budget, so as to promote the improvement of the district school system.

(h) Records and reports.—

1. Keep all necessary records and make all needed and required reports, as required by law or by rules of the State Board of Education.

2. At regular intervals require reports to be made by principals or teachers in all public schools to the parents of the students enrolled and in attendance at their schools, apprising them of the academic and other progress being made by the student and giving other useful information.

(i) Parental notification of acceleration options.—At the beginning of each school year, notify parents of students in or entering high school of the opportunity and benefits of advanced placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, and Florida Virtual
School courses and options for early graduation under s. 1003.4281.

(j) Return on investment.—Notify the parent of a student who earns an industry certification that articulates for postsecondary credit of the estimated cost savings to the parent before the student's high school graduation versus the cost of acquiring such certification after high school graduation, which would include the tuition and fees associated with available postsecondary credits. Also, the student and the parent must be informed of any additional industry certifications available to the student.

Section 9. Section 1003.32, Florida Statutes, is amended to read:

1003.32 Authority of teacher; responsibility for discipline control of students; district school board and principal duties.—Subject to law and to the rules of the district school board, each teacher or other member of the staff of any school shall have such authority for the control and discipline of students as may be assigned to him or her by the principal or the principal's designated representative and shall keep good order in the classroom and in other places in which he or she is assigned to be in charge of students.

(1) In accordance with this section and within the framework of the district school board's standards for intervention code of student conduct, teachers and other
instructional personnel shall have the authority to undertake any of the following actions in managing student behavior and ensuring the safety of all students in their classes and school and their opportunity to learn in an orderly and disciplined classroom:

(a) Establish classroom rules of conduct.
(b) Establish and implement consequences, designed to change behavior, for infractions of classroom rules.
(c) Have disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive students removed from the classroom for behavior management intervention.
(d) Have violent, abusive, uncontrollable, or disruptive students directed for information or assistance from appropriate school or district school board personnel.
(e) Assist in enforcing school rules on school property, during school-sponsored transportation, and during school-sponsored activities.
(f) Request and receive information as to the disposition of any referrals to the administration for violation of classroom or school rules.
(g) Request and receive immediate assistance in classroom management if a student becomes uncontrollable or in case of emergency.
(h) Request and receive training and other assistance to improve skills in classroom management, violence prevention,
conflict resolution, and related areas.

(i) Press charges if there is a reason to believe that a crime has been committed on school property, during school-sponsored transportation, or during school-sponsored activities.

(j) Use reasonable force, according to standards adopted by the State Board of Education, to protect himself or herself or others from injury.

(k) Use corporal punishment according to school board policy and at least the following procedures, if a teacher feels that corporal punishment is necessary:

1. The use of corporal punishment shall be approved in principle by the principal before it is used, but approval is not necessary for each specific instance in which it is used. The principal shall prepare guidelines for administering such punishment which identify the types of punishable offenses, the conditions under which the punishment shall be administered, and the specific personnel on the school staff authorized to administer the punishment.

2. A teacher or principal may administer corporal punishment only in the presence of another adult who is informed beforehand, and in the student's presence, of the reason for the punishment.

3. A teacher or principal who has administered punishment shall, upon request, provide the student's parent with a written explanation of the reason for the punishment and the name of the
other adult who was present.

(2) Teachers and other instructional personnel shall:

(a) Set and enforce reasonable classroom rules that treat all students equitably.

(b) Seek professional development to improve classroom management skills when data show that they are not effective in handling minor classroom disruptions.

(c) Maintain an orderly and disciplined classroom with a positive and effective learning environment that maximizes learning and minimizes disruption.

(d) Work with parents and other school personnel to solve discipline problems in their classrooms.

(3) A teacher may send a student to the principal's office to maintain effective discipline in the classroom and may recommend an appropriate consequence consistent with the standards for intervention student code of conduct under s. 1006.07. The principal shall respond by employing the teacher's recommended consequence or a more serious disciplinary action if the student's history of disruptive behavior warrants it. If the principal determines that a lesser disciplinary action is appropriate, the principal should consult with the teacher before taking disciplinary action.

(4) A teacher may remove from class a student whose behavior the teacher determines interferes with the teacher's ability to communicate effectively with the students in the
class or with the ability of the student's classmates to learn.

Each district school board, each district school superintendent,
and each school principal shall support the authority of
teachers to remove disobedient, violent, abusive,
uncontrollable, or disruptive students from the classroom.

(5) If a teacher removes a student from class under
subsection (4), the principal may place the student in another
appropriate classroom, in in-school suspension, or in a dropout
prevention and academic intervention program as provided by s.
1003.53; or the principal may recommend the student for out-of-
school suspension or expulsion, as appropriate. The student may
be prohibited from attending or participating in school-
spooned or school-related activities. The principal may not
return the student to that teacher's class without the teacher's
consent unless the committee established under subsection (6)
determines that such placement is the best or only available
alternative. The teacher and the placement review committee must
render decisions within 5 days of the removal of the student
from the classroom.

(6)(a) Each school shall establish a placement review
committee to determine placement of a student when a teacher
withholds consent to the return of a student to the teacher's
class. A school principal must notify each teacher in that
school about the availability, the procedures, and the criteria
for the placement review committee as outlined in this section.
(b) The principal must report on a quarterly basis to the
district school superintendent and district school board each
incidence of a teacher's withholding consent for a removed
student to return to the teacher's class and the disposition of
the incident, and the superintendent must annually report these
data to the department.

(c) The Commissioner of Education shall annually review
each school district's compliance with this section, and success
in achieving orderly classrooms, and shall use all appropriate
enforcement actions up to and including the withholding of
disbursements from the Educational Enhancement Trust Fund until
full compliance is verified.

(d) Placement review committee membership must include at
least the following:

1. Two teachers, one selected by the school's faculty and
one selected by the teacher who has removed the student.

2. One member from the school's staff who is selected by
the principal.

The teacher who withheld consent to readmitting the student may
not serve on the committee. The teacher and the placement review
committee must render decisions within 5 days after the removal
of the student from the classroom. If the placement review
committee's decision is contrary to the decision of the teacher
to withhold consent to the return of the removed student to the
teacher's class, the teacher may appeal the committee's decision
to the district school superintendent.

(7) Any teacher who removes 25 percent of his or her total
class enrollment shall be required to complete professional
development to improve classroom management skills.

(8) Each teacher or other member of the staff of any
school who knows or has reason to suspect that any person has
committed, or has made a credible threat to commit, a crime of
violence on school property shall report such knowledge or
suspicion in accordance with the provisions of s. 1006.13. Each
district school superintendent and each school principal shall
fully support good faith reporting in accordance with the
provisions of this subsection and s. 1006.13. Any person who
makes a report required by this subsection in good faith shall
be immune from civil or criminal liability for making the
report.

(9) When knowledgeable of the likely risk of physical
violence in the schools, the district school board shall take
reasonable steps to ensure that teachers, other school staff,
and students are not at undue risk of violence or harm.

Section 10. Paragraphs (c) and (d) of subsection (1) of
section 1003.53, Florida Statutes, are amended to read:

1003.53 Dropout prevention and academic intervention.—

(1)  

(c) A student shall be identified as being eligible to
receive services funded through the dropout prevention and academic intervention program based upon one of the following criteria:

1. The student is academically unsuccessful as evidenced by low test scores, retention, failing grades, low grade point average, falling behind in earning credits, or not meeting the state or district proficiency levels in reading, mathematics, or writing.

2. The student has a pattern of excessive absenteeism or has been identified as a habitual truant.

3. The student has a history of disruptive behavior in school or has committed an offense that warrants out-of-school suspension or expulsion from school according to the district school board's standards for intervention code of student conduct. For the purposes of this program, "disruptive behavior" is behavior that:

   a. Interferes with the student's own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide or results in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of the classroom; or

   b. Severely threatens the general welfare of students or others with whom the student comes into contact.

4. The student is identified by a school's early warning
system pursuant to s. 1001.42(18)(b).

(d)1. "Second chance schools" means district school board programs provided through cooperative agreements between the Department of Juvenile Justice, private providers, state or local law enforcement agencies, or other state agencies for students who have been disruptive or violent or who have committed serious offenses. As partnership programs, second chance schools are eligible for waivers by the Commissioner of Education from State Board of Education rules that prevent the provision of appropriate educational services to violent, severely disruptive, or delinquent students in small nontraditional settings or in court-adjudicated settings.

2. District school boards seeking to enter into a partnership with a private entity or public entity to operate a second chance school for disruptive students may apply to the Department of Education for startup grants. These grants must be available for 1 year and must be used to offset the startup costs for implementing such programs off public school campuses. General operating funds must be generated through the appropriate programs of the Florida Education Finance Program. Grants approved under this program shall be for the full operation of the school by a private nonprofit or for-profit provider or the public entity. This program must operate under rules adopted by the State Board of Education and be implemented to the extent funded by the Legislature.
3. A student enrolled in a sixth, seventh, eighth, ninth, or tenth grade class may be assigned to a second chance school if the student meets the following criteria:
   a. The student is a habitual truant as defined in s. 1003.01.
   b. The student's excessive absences have detrimentally affected the student's academic progress and the student may have unique needs that a traditional school setting may not meet.
   c. The student's high incidences of truancy have been directly linked to a lack of motivation.
   d. The student has been identified as at risk of dropping out of school.

4. A student who is habitually truant may be assigned to a second chance school only if the case staffing committee, established pursuant to s. 984.12, determines that such placement could be beneficial to the student and the criteria included in subparagraph 3. are met.

5. A student may be assigned to a second chance school if the district school board in which the student resides has a second chance school and if the student meets one of the following criteria:
   a. The student habitually exhibits disruptive behavior in violation of the standards for intervention code of student conduct adopted by the district school board.
b. The student interferes with the student's own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide, or, while the student is under the jurisdiction of the school either in or out of the classroom, frequent conflicts of a disruptive nature occur.

c. The student has committed a serious offense which warrants suspension or expulsion from school according to the district school board's standards for intervention code of student conduct. For the purposes of this program, "serious offense" is behavior which:

   (I) Threatens the general welfare of students or others with whom the student comes into contact;

   (II) Includes violence;

   (III) Includes possession of weapons or drugs; or

   (IV) Is harassment or verbal abuse of school personnel or other students.

6. Prior to assignment of students to second chance schools, district school boards are encouraged to use alternative programs, such as in-school suspension, which provide instruction and counseling leading to improved student behavior, a reduction in the incidence of truancy, and the development of more effective interpersonal skills.

7. Students assigned to second chance schools must be evaluated by the district school board's child study team before
placement in a second chance school. The study team shall ensure
that students are not eligible for placement in a program for
emotionally disturbed children.

8. Students who exhibit academic and social progress and
who wish to return to a traditional school shall complete a
character development and law education program and demonstrate
preparedness to reenter the regular school setting prior to
reentering a traditional school.

Section 11. Paragraph (h) of subsection (1) of section
1003.57, Florida Statutes, is amended to read:

1003.57 Exceptional students instruction.—

(1)

(h) School personnel may consider any unique circumstances
on a case-by-case basis when determining whether a change in
placement is appropriate for a student who has a disability and
violates a district school board's standards for intervention
code of student conduct. School personnel may remove and place
such student in an interim alternative educational setting for
not more than 45 school days, without regard to whether the
behavior is determined to be a manifestation of the student's
disability, if the student:

1. Carries a weapon to or possesses a weapon at school, on
school premises, or at a school function under the jurisdiction
of the school district;

2. Knowingly possesses or uses illegal drugs, or sells or
solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the school district; or

3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the school district.

Section 12. Paragraph (c) of subsection (1) and subsection (4) of section 1006.09, Florida Statutes, are amended to read:

1006.09 Duties of school principal relating to student discipline and school safety.—

(1)  
(c) The principal or the principal's designee may recommend to the district school superintendent the expulsion of any student who has committed a serious breach of conduct, including, but not limited to, willful disobedience, open defiance of authority of a member of his or her staff, violence against persons or property, or any other act which substantially disrupts the orderly conduct of the school. A recommendation of expulsion or assignment to a second chance school may also be made for any student found to have intentionally made false accusations that jeopardize the professional reputation, employment, or professional certification of a teacher or other member of the school staff, according to the district school board's standards for intervention board code of student conduct. Any recommendation...
of expulsion must include a detailed report by the principal or the principal's designated representative on the alternative measures taken prior to the recommendation of expulsion.

(4) When a student has been the victim of a violent crime perpetrated by another student who attends the same school, the school principal shall make full and effective use of the provisions of subsection (2) and s. 1006.13(7) s. 1006.13(6). A school principal who fails to comply with this subsection shall be ineligible for any portion of the performance pay or the differentiated pay under s. 1012.22. However, if any party responsible for notification fails to properly notify the school, the school principal shall be eligible for the performance pay or differentiated pay.

Section 13. Subsection (2) of section 1006.10, Florida Statutes, is amended to read:

1006.10 Authority of school bus drivers and district school boards relating to student discipline and student safety on school buses.—

(2) The district school board shall require a system of progressive discipline of transported students for actions which are prohibited by the standards for intervention code of student conduct. Disciplinary actions, including suspension of students from riding on district school board owned or contracted school buses, shall be subject to district school board policies and
procedures and may be imposed by the principal or the
principal's designee. The principal or the principal's designee
may delegate any disciplinary authority to school bus drivers
except for suspension of students from riding the bus.

Section 14. Paragraph (n) of subsection (4) of section
1006.147, Florida Statutes, is amended to read:

1006.147 Bullying and harassment prohibited.—

(4) Each school district shall adopt and review at least
every 3 years a policy prohibiting bullying and harassment of a
student or employee of a public K-12 educational institution.

Each school district's policy shall be in substantial conformity
with the Department of Education's model policy. The school
district bullying and harassment policy shall afford all
students the same protection regardless of their status under
the law. The school district may establish separate
discrimination policies that include categories of students. The
school district shall involve students, parents, teachers,
administrators, school staff, school volunteers, community
representatives, and local law enforcement agencies in the
process of adopting and reviewing the policy. The school
district policy must be implemented by each school principal in
a manner that is ongoing throughout the school year and
integrated with the school's curriculum, bullying prevention and
intervention program, discipline policies, and other violence
prevention efforts. The school district policy must contain, at

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CODING: Words stricken are deletions; words underlined are additions.
a minimum, the following components:

   (n) A procedure for publicizing the policy, which must include its publication in the standards for intervention code of student conduct required under s. 1006.07(2) and in all employee handbooks.

   Section 15. Paragraph (a) of subsection (3) of section 1006.15, Florida Statutes, is amended to read:

   1006.15 Student standards for participation in interscholastic and intrascholastic extracurricular student activities; regulation.—

   (3)(a) As used in this section and s. 1006.20, the term "eligible to participate" includes, but is not limited to, a student participating in tryouts, off-season conditioning, summer workouts, preseason conditioning, in-season practice, or contests. The term does not mean that a student must be placed on any specific team for interscholastic or intrascholastic extracurricular activities. To be eligible to participate in interscholastic extracurricular student activities, a student must:

   1. Maintain a grade point average of 2.0 or above on a 4.0 scale, or its equivalent, in the previous semester or a cumulative grade point average of 2.0 or above on a 4.0 scale, or its equivalent, in the courses required by s. 1002.3105(5) or s. 1003.4282.

   2. Execute and fulfill the requirements of an academic
performance contract between the student, the district school
board, the appropriate governing association, and the student's
parents, if the student's cumulative grade point average falls
below 2.0, or its equivalent, on a 4.0 scale in the courses
required by s. 1002.3105(5) or s. 1003.4282. At a minimum, the
contract must require that the student attend summer school, or
its graded equivalent, between grades 9 and 10 or grades 10 and
11, as necessary.

3. Have a cumulative grade point average of 2.0 or above
on a 4.0 scale, or its equivalent, in the courses required by s.
1002.3105(5) or s. 1003.4282 during his or her junior or senior
year.

4. Maintain satisfactory conduct, including adherence to
the school's appropriate dress code and other standards for
intervention under s. 1006.07 codes of student conduct policies
described in s. 1006.07(2). If a student is convicted of, or is
found to have committed, a felony or a delinquent act that would
have been a felony if committed by an adult, regardless of
whether adjudication is withheld, the student's participation in
interscholastic extracurricular activities is contingent upon
established and published district school board policy.

Section 16. Paragraph (b) of subsection (5) of section
1007.271, Florida Statutes, is amended to read:

1007.271 Dual enrollment programs.—

(5)
(b) Each president, or designee, of a postsecondary institution offering a college credit dual enrollment course must:

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

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

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

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

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

Section 17. Paragraph (b) of subsection (4) of section 1012.98, Florida Statutes, is amended to read:

1012.98 School Community Professional Development Act.—

(4) The Department of Education, school districts, schools, Florida College System institutions, and state universities share the responsibilities described in this
section. These responsibilities include the following:

(b) Each school district shall develop a professional development system as specified in subsection (3). The system shall be developed in consultation with teachers, teacher-educators of Florida College System institutions and state universities, business and community representatives, and local education foundations, consortia, and professional organizations. The professional development system must:

1. Be approved by the department. All substantial revisions to the system shall be submitted to the department for review for continued approval.

2. Be based on analyses of student achievement data and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students. Schools and districts, in developing and refining the professional development system, shall also review and monitor school discipline data; school environment surveys; assessments of parental satisfaction; performance appraisal data of teachers, managers, and administrative personnel; and other performance indicators to identify school and student needs that can be met by improved professional performance.

3. Provide inservice activities coupled with followup support appropriate to accomplish district-level and school-level improvement goals and standards. The inservice activities for instructional personnel shall focus on analysis of student...
achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement, and school safety.

4. Include a master plan for inservice activities, pursuant to rules of the State Board of Education, for all district employees from all fund sources. The master plan shall be updated annually by September 1, must be based on input from teachers and district and school instructional leaders, and must use the latest available student achievement data and research to enhance rigor and relevance in the classroom. Each district inservice plan must be aligned to and support the school-based inservice plans and school improvement plans pursuant to s. 1001.42(18). Each district inservice plan must provide a description of the training that middle grades instructional personnel and school administrators receive on the district's standards for intervention code of student conduct adopted pursuant to s. 1006.07; integrated digital instruction and competency-based instruction and CAPE Digital Tool certificates and CAPE industry certifications; classroom management; student behavior and interaction; extended learning opportunities for students; and instructional leadership. District plans must be
approved by the district school board annually in order to ensure compliance with subsection (1) and to allow for dissemination of research-based best practices to other districts. District school boards must submit verification of their approval to the Commissioner of Education no later than October 1, annually. Each school principal may establish and maintain an individual professional development plan for each instructional employee assigned to the school as a seamless component to the school improvement plans developed pursuant to s. 1001.42(18). An individual professional development plan must be related to specific performance data for the students to whom the teacher is assigned, define the inservice objectives and specific measurable improvements expected in student performance as a result of the inservice activity, and include an evaluation component that determines the effectiveness of the professional development plan.

5. Include inservice activities for school administrative personnel that address updated skills necessary for instructional leadership and effective school management pursuant to s. 1012.986.

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

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

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

9. For middle grades, emphasize:
   a. Interdisciplinary planning, collaboration, and instruction.
   b. Alignment of curriculum and instructional materials to the state academic standards adopted pursuant to s. 1003.41.
   c. Use of small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction.

Each school that includes any of grades 6, 7, or 8 must include in its school improvement plan, required under s. 1001.42(18), a description of the specific strategies used by the school to implement each item listed in this subparagraph.

Section 18. This act shall take effect July 1, 2017.