

Committee on Education

HB 23 — Canned or Perishable Food Distributed Free of Charge

by Rep. Rogers and others (SB 160 by Senators Bullard and Soto)

The bill makes public schools exempt from civil and criminal liability for damages caused by food donated to local food banks and other charitable organizations. The bill adds public schools to the list of donors protected from civil and criminal liability if they donate food to charitable organizations and injury results from consumption of the food.

If approved by the Governor, these provisions take effect July 1, 2014.

Vote: Senate 36-0; House 116-0

Committee on Education

CS/HB 115 — Public Meetings/University Direct-Support Organization

by Government Operations Subcommittee and Rep. Pigman (CS/SB 318 by Governmental Oversight and Accountability Committee and Senator Stargel)

The bill exempts portions of meetings of university direct-support organizations (DSO) from public meeting laws when confidential information and documents are discussed.

Specifically, the bill exempts from public meetings requirements a portion of a meeting of a university DSO board of directors, or the board's executive committee or other committees of the board, at which research funding proposals or plans or programs for research are discussed.

The bill provides for repeal of the public meetings exemption pursuant to the Open Government Sunset Review Act on October 2, 2019, unless reviewed and saved from repeal by the Legislature. Additionally, the bill provides a statement of public necessity justifying the exemption as required by the Florida Constitution.

If approved by the Governor, these provisions take effect October 1, 2014.

Vote: Senate 36-2; House 83-33

Committee on Education

CS/CS/SB 188 — Education Data Privacy

by Judiciary Committee; Education Committee; and Senators Hukill, Negron, Bradley, Simpson, Flores, Brandes, Stargel and Montford

The bill implements changes proposed by the Florida Department of Education (DOE) in its report on *Student Data Privacy Recommendations*. Students and parents must be provided with annual notice of their educational privacy rights.

Agencies or institutions (i.e., K-12 schools and agencies that provide administrative control or services) are prohibited from collecting or retaining information regarding the political affiliation, voting history, religious affiliation, or biometric information of a student, parent, or sibling of a student. The bill creates a limited exemption to permit a school district that used a palm scanner on a certain date to continue to use the scanner for one additional school year.

The DOE must establish a process for assigning a non-social security number as a Florida student identification number. Once DOE completes the process, a school district may not use social security numbers as student identification numbers in its management information systems.

If approved by the Governor, these provisions take effect upon becoming law.

Vote: Senate 38-1; House 113-1

Committee on Education

CS/SB 236 — Renaming of Florida College System Institutions

by Education Committee and Senator Richter

The bill codifies the names of Florida SouthWestern State College and Pasco-Hernando State College.

Specifically, the bill renames:

- Edison State College as Florida SouthWestern State College and
- Pasco-Hernando Community College as Pasco-Hernando State College.

If approved by the Governor, these provisions take effect July 1, 2014.

Vote: Senate 40-0; House 113-2

Committee on Education

CS/HB 313 — Single-Gender Public School Programs

by Choice and Innovation Subcommittee; and Rep. Diaz, M. and others (CS/SB 514 by Appropriations Committee and Senator Flores)

The bill provides additional guidelines for establishing single-gender elementary, middle, or high schools by requiring district school boards establishing such schools to:

- Separate students into grade-level single-gender classes for instruction in core courses;
- Open enrollment to all students within the school district;
- Require administrators and teachers to participate in professional development that includes scheduling and instructional strategies; and
- Provide the Department of Education a comparison of the academic performance of students in gender-specific schools with that of students in other public schools in the school district.

If approved by the Governor, these provisions take effect July 1, 2014.

Vote: Senate 37-1; House 110-4

Committee on Education

CS/HB 337 — Florida Teachers Classroom Supply Assistance Program

by K-12 Subcommittee and Rep. Fresen (SB 886 by Senator Montford)

The bill revises provisions of the Florida Teachers Classroom Supply Assistance Program providing flexibility for school districts to distribute funds to classroom teachers sooner for the purchase of supplemental materials and supplies for public school students assigned to them.

The bill requires school districts, by July 1 of each year, to determine the expected number of classroom teachers who will be employed by the district or a charter school in the district on September 1. As of July 1, if a teacher is expected to be employed by a school district or a charter school in the district on September 1, the district school board and each charter school board may provide the teacher with the teacher's proportionate share of funds by August 1. If a teacher's expected employment is determined after July 1, the district school board and each charter school board must provide the teacher with the teacher's proportionate share of funds by September 30, which is the current date for distribution of funds from the Florida Teachers Classroom Supply Assistance Program.

If approved by the Governor, these provisions take effect July 1, 2014.

Vote: Senate 37-0; House 115-0

Committee on Education

CS/CS/HB 433 — Educator Certification

by Education Committee; K-12 Subcommittee; and Rep. Spano (CS/CS/SB 950 by Appropriations Committee; Education Committee; and Senator Stargel)

The bill revises the requirements for instructional personnel who supervise or direct educator preparation students during field experience courses or internships. The bill also revises the K-12 educator certification requirements to authorize the use of additional assessment options, align competencies across preparation program types, and provide flexibility for training and inservice requirements.

The bill authorizes the State Board of Education to adopt rules regarding additional examinations that may be used by teacher certification applicants to demonstrate mastery of general knowledge and subject area knowledge and educator preparation programs that may be used to demonstrate professional preparation and education competence.

Under the bill, applicants with teaching experience in a Florida College System institution, state university, or private college or university must meet additional requirements to demonstrate mastery of professional preparation and education competence. The applicant must have taught on a part-time or full-time basis and must achieve a passing score on the professional education competency examination required by State Board of Education rule.

The bill requires that scientifically based reading instruction must be included in a district competency-based professional development certification and educator competency program.

With respect to renewal of a professional certificate, the bill provides that an applicant may renew a subject area specialization by passing a State Board of Education approved subject area test or another standardized examination in lieu of college course credit or inservice points.

In addition, the bill requires the State Board of Education to adopt rules that would expand training for renewal of professional certificates for educators who must complete training in teaching students with disabilities.

The bill permits the assignment of newly hired instructional personnel to a school that has earned a grade of “F” in the previous year or any combination of three consecutive grades of “D” or “F” in the previous three years, if they meet specific requirements related to training, teaching experience, performance, and certification.

The bill also allows a consortium of charter schools to develop a professional development system and repeals a longitudinal study that compared the performance of Florida educators who met certification requirements through different mechanisms.

If approved by the Governor, these provisions take effect July 1, 2014.

Vote: Senate 38-0; House 72-44

This summary is provided for information only and does not represent the opinion of any Senator, Senate Officer, or Senate Office.

Committee on Education

CS/CS/CS/HB 487 — Agricultural Industry Certifications

by Appropriations Committee; Agriculture and Natural Resources Subcommittee; Higher Education and Workforce Subcommittee; and Rep. Raburn and others (CS/SB 1206 by Education Committee and Senator Montford)

The bill requires the Department of Agriculture and Consumer Services (DACS), in cooperation with the Institute of Food and Agricultural Science at the University of Florida and the College of Agriculture and Food Sciences at Florida Agriculture and Mechanical University, to annually provide to the State Board of Education (SBE) and the Department of Education (DOE) information and industry certifications for farm occupations to be considered for placement on the Industry Certification Funding List and the Postsecondary Industry Certification Funding List. The information and industry certification provided must be based on the best available data.

The bill defines industry certification as a voluntary process through which students are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills, and competencies, resulting in the award of a credential that is nationally recognized and must be:

- Within an industry that addresses a critical local or statewide economic need;
- Linked to an occupation that is included in the workforce system's targeted occupation list; or
- Linked to an occupation that is identified as emerging.

The bill requires the SBE to use the expertise of the DACS to develop and adopt rules for implementing an industry certification process, and specifies that, for farm occupations, industry certification must demonstrate student skill proficiency and be based upon the best available data to address critical local or statewide economic needs. The bill also requires the list of industry certifications approved by Workforce Florida, Inc., the DACS, and the DOE to be published and updated annually.

If approved by the Governor, these provisions take effect July 1, 2014.

Vote: Senate 38-0; House 116-0

Committee on Education

CS/SB 646 — OGSR/Postsecondary Education Records and Applicant Records

by Governmental Oversight and Accountability Committee and Senator Montford

The bill continues the current public records exemption for a student's education records and an applicant's records at a public postsecondary educational institution by removing the repeal date. The bill does not create a new exemption or substantially amend an existing exemption.

If approved by the Governor, these provisions take effect October 1, 2014.

Vote: Senate 40-0; House 114-0

Committee on Education

CS/SB 648 — OGSR/K-12 Education Records

by Governmental Oversight and Accountability Committee and Senator Montford

The bill continues the current public records exemption for education records of students in kindergarten through grade twelve held by an educational agency or institution. Section 1002.221, Florida Statutes, makes education records of students in kindergarten through grade twelve (K-12) confidential and exempt from public records disclosure requirements.

Agencies and institutions that are part of Florida's education system may not release a student's education records, or personally identifiable information therein, without written consent from the student or student's parent except in accordance with federal law. Release of a student's records without consent is permitted within parties to an interagency agreement among the Department of Juvenile Justice, the school, law enforcement, and other signatory agencies to determine the appropriate programs and services for a juvenile or the juvenile's family.

If approved by the Governor, these provisions take effect October 1, 2014.

Vote: Senate 40-0; House 112-0

Committee on Education

**CS/SB 656 — OGSR/Active Investigations of Allegations of Testing
Impropriety**

by Governmental Oversight and Accountability Committee and Senator Montford

The bill continues the current public records exemption for the identity of a school or public postsecondary educational institution, personally identifiable information of personnel, and specific allegations related to alleged testing impropriety from public records requirements until the conclusion or inactivity of an investigation. The bill does not create a new exemption or substantially amend an existing exemption.

If approved by the Governor, these provisions take effect October 1, 2014.

Vote: Senate 40-0; House 99-11

Committee on Education

CS/CS/SB 850 — Education

by Appropriations Committee; Education Committee; and Senator Legg

The bill builds on the Career and Professional Education (CAPE) provisions and expands rigorous acceleration, curricular, instructional, and assessment options for public elementary, middle, and high school students. In addition, the bill:

- Requires the Florida College System (FCS) institutions to establish a collegiate high school program for students in every school district in the colleges' designated service area.
- Restructures middle grades education requirements regarding early warning indicators, anti-hazing policy, and professional development.
- Strengthens accountability, delivery, and review of Department of Juvenile Justice (DJJ) education programs.
- Expands access to the Florida Tax Credit (FTC) Scholarship Program as a choice option for students from low-income families and strengthens accountability for program administration.
- Creates the Florida Personal Learning Scholarship Accounts Program for students with disabilities.
- Provides diploma options for students with disabilities.

Career and Professional Education (CAPE)

- Provides elementary and middle school students, including students with disabilities, options to earn CAPE Digital Tool certificates and CAPE industry certifications.
- Provides high school students a variety of options to earn CAPE industry certifications which may articulate for college credit.
- Requires identification of CAPE Digital Tool certificates and CAPE industry certifications on the CAPE Industry Certification Funding List.
- Requires the Articulation Coordinating Committee to review the statewide articulation agreement proposals for industry certifications and make recommendations to the State Board of Education (SBE) for approval.
- Requires district school boards to notify the parent of a student who earns an industry certification that articulates for postsecondary credit:
 - The estimated cost savings to the parent regarding the student's attainment of the industry certification before graduation from high school compared to the cost of acquiring the industry certification after high school graduation.
 - Additional industry certifications available to the student.
- Provides bonus funding to school districts for each CAPE Digital Tool certificate and CAPE industry certification earned by elementary, middle, and high school students.
- Provides bonus funding for teachers who teach a course that leads to the attainment of a CAPE industry certification.
- Requires weighting a grade in a course that leads to an industry certification the same as a grade in an Honors course for the purposes of calculating grade point average.

- Eliminates un-implemented CAPE provisions regarding Florida Cybersecurity and Florida Digital Arts recognitions.

Collegiate High School Program

- Requires each school district and its local Florida College System (FCS) institution to execute a contract to establish one or more collegiate high school programs at a mutually agreed-upon location or locations.
- Requires that the collegiate high school program, at a minimum, include an option for public school students in grades 11 and 12 participating in the program, for at least one full school year, the opportunity to:
 - Earn CAPE industry certifications and
 - Successfully complete 30 credit hours through the dual enrollment program toward the first year of college for an associate degree or a baccalaureate degree while enrolled in the collegiate high school program.
- Authorizes a FCS institution to execute a contract with a school district outside the FCS institution's designated service area if the local FCS institution for that school district does not execute a contract with the school district, beginning with the 2015-2016 school year.
- Requires the collegiate high school program contract to be executed by January 1 of each school year for implementation of the program during the next school year.
 - Specifies information that must be included in the contract (e.g., grade levels included in the program, delineation of courses and industry certifications offered, program notification and delivery method, advising resources, and funding arrangements).
- Authorizes state universities and independent colleges and universities that are not-for-profit, located and chartered in Florida, and accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to execute contracts with school districts to establish collegiate high school programs.
- Requires students participating in the collegiate high school program to enter into a student performance contract which must be signed by each participating student, the parent, a representative of the school district, and a representative of the applicable FCS institution, state university, or independent college or university.
 - Specifies information that must be included in the student performance contract (i.e., schedule of courses and industry certifications, student attendance requirements, and course grade requirements).
- Specifies funding for the collegiate high school program in accordance with the dual enrollment program and the Florida Education Finance Program.
- Requires the SBE to enforce compliance with the collegiate high school program requirements by withholding transfer of funds for the school districts and FCS institutions.

Middle Grades Education

- Creates a new middle grades early warning system to identify students who are at-risk of not graduating from high school.

- Requires that a school's child study team or similar team convene when a student exhibits two or more early warning indicators for dropout prevention and academic intervention programs.
- Requires public schools that includes any of the middle grades to annually report information and data on the school's early warning system in the school improvement plan.
- Extends anti-hazing provisions to include grades 6 through 8 and revises the definition of "hazing".
 - Requires school districts to report incidents of hazing in grades 6 through 12 to the Florida Department of Education (DOE) and modifies existing criminal hazing provisions.
- Requires DOE to provide web-based professional development to the school districts to help teachers integrate digital instruction into classrooms including access to web-based materials on middle grades instructional techniques.
 - Requires school districts to emphasize middle grades best practices in the districts' professional development systems and describe the training middle grades teachers and administrators receive on the best practices.
- Requires the SBE to remove any middle grades course in the Course Code Directory that does not fully integrate all appropriate curricular content required by the state's academic standards.

Department of Juvenile Justice (DJJ) Education Programs

- Modifies the multiagency plan for vocational education to mean the multiagency plan for career and professional education that establishes the curriculum, goals, and outcome measures for CAPE programs in juvenile justice education programs.
 - Requires the multiagency plan to be reviewed annually and revised as needed.
- Requires the DOE, in partnership with the DJJ, district school boards, and providers to:
 - Develop and implement requirements for contracts and cooperative agreements regarding the delivery of appropriate education services to students in DJJ education programs.
 - Develop and implement procedures for transitioning students into and out of DJJ education programs.
 - Maintain standardized procedures for securing student records in addition to maintaining standardized required content of students' education records.
 - Establish the roles and responsibilities of juvenile probation officer and others involved in students' withdrawal from and assignment to juvenile justice education programs.
- Requires prevention and day treatment juvenile justice education programs to provide career readiness and exploration opportunities as well as truancy and dropout prevention intervention services.
- Requires residential juvenile justice education programs with a contracted minimum length of stay of nine months to provide CAPE courses that lead to preapprentice certifications and industry certifications.

- Authorizes programs with contracted lengths of stay of less than nine months to provide career education courses that lead to preapprentice certifications and industry certifications.
- Requires school districts and juvenile justice education providers to develop individualized transition plans for students to assist the students in successful community reintegration upon release.
- Requires the DOE, in consultation with the DJJ, district school boards, and providers, to adopt rules establishing:
 - Objective and measurable student performance measures to evaluate students' educational progress.
 - A performance rating system to evaluate the delivery of educational services associated with each of the juvenile justice programs.
 - The timeframes, procedures, and resources to improve, terminate, or reassign the juvenile justice programs.
 - A comprehensive DJJ education program accountability and improvement process.
- Requires the DOE, in collaboration with the DJJ, to collect data and report on commitment, day treatment, prevention, and detention programs.
 - Requires the report to include specified student outcomes (e.g., the number and percentage of students who receive a standard high school diploma or a high school equivalency diploma, receive industry certification, reoffend within one year after completing a day treatment or residential commitment program, and remain employed one year after completing a day treatment or residential commitment program).

Florida Tax Credit (FTC) Scholarship Program

- Expands access to the Florida Tax Credit (FTC) Scholarship Program as a choice option for students from low-income families and strengthens accountability for program administration.
- Repeals the prior public school year attendance requirement for student eligibility for participating in the FTC Scholarship Program.
- Makes out-of-home care students eligible for the FTC Scholarship Program and authorizes students to:
 - Apply at any time.
 - Remain eligible until graduating from high school or turning 21, whichever occurs first.
- Designates the Learning System Institute at Florida State University as the independent research organization responsible for annually reporting on student performance associated with the FTC Scholarship Program on a statewide and individual school basis.
 - Requires the annual report to include private schools in which at least 51 percent or more of the enrolled students participated in FTC Scholarship Program the previous school year.
 - Expands the annual report to include information on student performance which includes, but is not limited to, students' learning growth, achievement levels, and learning gains.

- Modifies student eligibility for participating in the FTC Scholarship Program by increasing the student household income from 230 percent to 260 percent of the federal poverty level, beginning with the 2016-2017 school year.
 - Specifies that priority must be given to students whose household income does not exceed 185 percent of the federal poverty level.
- Increases the scholarship amount from 80 percent of the unweighted full-time equivalent (FTE) funding amount to 82 percent of the unweighted FTE funding amount, beginning with the 2016-2017 school year.
- Modifies the partial scholarship amount based on student household income levels, beginning with the 2016-2017 school year.
- Adds additional background screening requirements for owners and operators of scholarship funding organizations (SFOs).
- Prohibits SFOs from using eligible contributions and application fees for lobbying or political activities.
- Requires SFOs to refund application fees if a student does not enroll in the FTC Scholarship Program at a private school within 12 months after applying for participating in the FTC Scholarship Program.
- Requires SFOs to submit to annual operational audits by the Auditor General.
- Requires SFOs to maintain a surety bond or letter of credit.
- Authorizes state universities and independent colleges and universities that are not-for-profit, located and chartered in Florida, and accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to register with the DOE to become a SFO.
 - Exempts such colleges and universities from the bond requirements and application process required to become a SFO.

Florida Personal Learning Scholarship Accounts Program

- Creates the Florida Personal Learning Scholarship Accounts Program and assigns the administration of the program to a SFO.
- Charges the DOE with oversight of the Florida Personal Learning Scholarship Accounts Program.
- Authorizes a Florida private school student and home education program student to participate in the Florida Personal Learning Scholarship Accounts Program if he or she:
 - Is eligible to enroll in kindergarten through grade 12 in a Florida public school;
 - Has a disability; and
 - Has an individual education plan (IEP) or has received a diagnosis of a disability from a licensed physician or psychologist.
- Defines disability, for the purposes of student eligibility for the Florida Personal Learning Scholarship Accounts Program, as autism, cerebral palsy, Down syndrome, an intellectual disability, Prader-Willi syndrome, Spina bifida, Williams syndrome, and, for a student in kindergarten, being a high-risk child, which means a child from 5 years of age with a developmental delay in cognition, language, or physical development.

- Requires a parent to be responsible for signing an agreement with the SFO and annually submitting a notarized, sworn compliance statement to the SFO affirming that the student meets the regular attendance requirements and takes all appropriate assessments.
- Requires parents to use the Florida Personal Learning Scholarship Accounts Program funds only for authorized purposes.
 - Prohibits parents from transferring any college savings funds to another beneficiary and taking possession of any funding provided for personal learning scholarship accounts.
- Requires use of funds for specified purposes, such as instructional materials, curriculum, specialized services selected by the parent, enrollment in, or tuition or fees associated with enrollment in an eligible private school, an eligible postsecondary educational institution, a private tutoring program, a virtual instruction program, the Florida Virtual School, an approved online course, or contributions toward a Florida Prepaid College Program.
- Assigns students to a Level 3 services category for purposes of the scholarship amount and authorizes parents to request an IEP and a matrix of services to determine student eligibility for receiving a higher level of funding.
- Provides for funding of the Florida Personal Learning Scholarship Accounts Program in the General Appropriations Act.
 - Provides funds on a first-come, first-served basis for the 2014-2015 school year.

Diploma Options for Students with Disabilities

- Authorizes students with disabilities for whom the IEP team determines that the Florida Alternate Assessment is the most appropriate way to demonstrate skills to earn a standard high school diploma through a combination of course substitutions, industry certifications, portfolios, and other options.
- Authorizes students with disabilities for whom the IEP team determines that mastery of academic and employment competencies is the most appropriate way to demonstrate skills to earn a standard high school through documented successful employment.
- Repeals the special diploma option effective July 1, 2015.
 - Authorizes students who are currently pursuing the special diploma option to receive a special diploma if all applicable requirements are met.
- Authorizes students who are currently participating in the Road to Independence Program to continue to participate in the program.

Other Provisions

- Requires the Florida Prepaid College Board to conduct a study and report on options for the use of the Florida Prepaid Program funds for tuition and postsecondary expenses for students with disabilities.
- Prohibits school districts from imposing additional requirements beyond those specified in law and charging fees associated with private instructional personnel who are:
 - Employed by the parent or under contract to observe a student in a public school setting or provide services in an educational setting.

- Requires school districts to provide to the parent of a student with a substantial reading deficiency, specific information related the criteria, policies, and evidence used to review a portfolio.
- Authorizes the parent of a child who is at risk of retention to request that the school initiate a portfolio.
- Creates a new, good cause exemption from retaining a third grade student and prohibits retaining a student more than once in the third grade.
- Permits a driver education course to satisfy the high school graduation requirement that a student must complete at least one online course.
- Requires the Commissioner of Education to prepare an annual report that includes information, based on annual reporting by schools, regarding:
 - Student access to, and participation in, fine arts courses,
 - Certification status of educators providing arts instruction, and
 - How schools are providing the fine arts core curricular content established in Florida's academic standards.
- Renames the Florida Agricultural and Mechanical University Crestview Education Center as the "Senator Durell Peaden, Jr. FAMU Educational Center."

If approved by the Governor, these provisions take effect upon becoming law unless another effective date is expressly specified for the provisions.

Vote: Senate 29-11; House 70-44

Committee on Education

CS/CS/CS/HB 851 — Postsecondary Education Tuition and Fees

by Appropriations Committee; Education Appropriations Subcommittee; Higher Education and Workforce Subcommittee; Rep. Nunez and others (CS/SB 1400 by Education Committee; and Senators Latvala, Garcia, Soto, Simmons, Richter, Ring, Margolis, Smith, Abruzzo, Braynon, Gibson, Sobel, Clemens, Diaz de la Portilla, Thompson, Flores, Sachs, Montford, Bullard, Joyner, and Grimsley)

The bill promotes postsecondary education affordability and accessibility and helps Florida's families plan for higher education. Specifically, the bill:

- Revises the Florida Prepaid Program contract conditions.
 - Specifies that for an advance payment contract purchased before July 1, 2024, the amount assessed and paid by the Florida Prepaid College Board to the state universities will follow the methodology previously utilized by the Prepaid Board for contracts purchased prior to July 1, 2009.
- Updates the tuition levels for postsecondary workforce education programs, Florida colleges, and state universities.
- Eliminates the out-of state fee for adult general education programs thereby charging residents and nonresidents the same tuition for adult general education programs.
- Eliminates the automatic annual tuition increases at state universities and Florida College System (FCS) institutions.
- Modifies the 15 percent cap on tuition differential for state universities by authorizing an increase in tuition differential for up to 6 percent only for a state university that is designated as a preeminent state research university and that meets the specified performance standard targets established annually by the Board of Governors (BOG):
 - An increase in the six-year graduation rate for full-time, first-time-in-college students, as reported annually to the Integrated Postsecondary Education Data System.
 - An increase in the total annual research expenditures.
 - An increase in the total patents awarded by the United States Patent and Trademark Office for the most recent years.
- Prohibits the establishment of and increase in tuition differential for a state university that is not designated as a preeminent state research university.
- Expands the tuition waiver benefit for recipients of a Purple Heart and other combat decorations enrolled at state universities and FCS institutions to also apply to Purple Heart and other combat decoration recipients enrolled at technical centers.
- Extends an in-state tuition benefit through an out-of-state fee waiver method to students, including, but not limited to, students who are undocumented for federal immigration purposes (undocumented students), who meet certain conditions:
 - Attendance in a secondary school in Florida for three consecutive years immediately before graduating from a high school in Florida.
 - Application for enrollment in a state university, FCS institution, or technical center within 24 months after high school graduation.
 - Submission of an official Florida high school transcript.

- Limits the applicability of the out-of-state fee waiver for students, including, but not limited to, undocumented students, to 110 percent of the required credit hours of the degree or certificate program.
- Requires state universities, FCS institutions, and technical centers to report to the BOG and the State Board of Education (SBE), as applicable, the number and value of all out-of-state fee waivers granted annually to students, including, but not limited to, undocumented students.
- Requires the BOG and the SBE to annually report, by October 1 of each year, the percentage of resident and nonresident students enrolled systemwide.
- Prohibits the reporting of state university students who are granted the out-of-state fee waiver as residents for tuition purposes.
 - Specifies that students, including, but not limited to, undocumented students, who are granted the out-of-state fee waiver are ineligible for state financial aid.
- Requires state universities, FCS institutions, and technical centers to prioritize, within the nonresident student enrollment systemwide, the enrollment of a veteran over a student who is granted the out-of-state fee waiver based on attendance in a secondary school in Florida for three consecutive years immediately before graduating from a high school in Florida and enrollment in a state university, FCS institution, or technical center within 24 months after high school graduation.
- Codifies a 2012 United States District Court for the Southern District of Florida ruling that U.S. citizens, who would otherwise meet Florida's residency requirements for tuition purposes but for their status as dependents and their parents' undocumented immigration status, may not be denied in-state tuition benefits based solely upon their parents' undocumented immigration status.
- Modifies the definition of a "parent" to include either one or both parents of a student, any guardian of a student, or any person in a parental relationship to a student.
- Revises, for a dependent child, the residency classification for tuition purposes based on the period of continuous residence of the child in this state with an adult relative (who must be a legal resident of this state).
 - Changes from five years to three years the period of continuous residence with an adult relative immediately before the child's enrollment in a state university, FCS institution, or technical center.
- Modifies the requirement regarding residency classification for tuition purposes based on marriage for an individual who physically resides in this state and marries a person who:
 - Has maintained legal residence in this state for at least 12 consecutive months immediately prior to his or her spouse's enrollment in a state university, FCS institution, or technical center and
 - Is a legal resident of this state.

If approved by the Governor, these provisions take effect July 1, 2014.

Vote: Senate 26-13; House 84-32

Committee on Education

CS/SB 864 — Instructional Materials For K-12 Public Education

by Governmental Oversight and Accountability Committee; and Senators Hays, Benacquisto, and Negron

The bill increases local control over public K-12 instructional materials by giving more transparency and accountability for stakeholders. The bill provides that a district school board has the constitutional duty to select and provide adequate instructional materials, and is responsible for the content of all instructional materials used in a classroom.

A district school board must have instructional materials policies that:

- Allow a parent to object to his or her child's instructional materials, with a description of the process to handle objections and provide for resolution;
- Allow a parent to contest the district school board's adoption of instructional materials, with requirements to notice and hold the hearing on the challenge; and
- Notify a parent of the ability to access his or her child's instructional materials online.

A district school board that implements its own instructional materials program must adopt rules that:

- Identify the review cycle by subject area;
- Select reviewers, including parents with children in public schools, and identify reviewer qualifications and responsibilities;
- Establish a process by which the district school board will hold a public meeting to receive public comment, and a public hearing to adopt instructional materials; and
- Allow student editions of recommended instructional materials to be viewed by the public online for at least 20 calendar days before the public meeting and public hearing.

For the state-level instructional materials process, the Department of Education may assess and collect fees from publishers that submit materials for approval to pay stipends to instructional materials reviewers. The fee may not exceed the actual cost of the reviewer process, or \$1,000, whichever is less.

If approved by the Governor, these provisions take effect July 1, 2014.

Vote: Senate 31-4; House 84-33

Committee on Education

CS/SR 894 — Universities and Institutions of Higher Learning

by Education Committee; and Senators Sobel, Brandes, Gaetz, Abruzzo, Altman, Bean, Benacquisto, Bradley, Braynon, Bullard, Clemens, Dean, Detert, Diaz de la Portilla, Evers, Flores, Galvano, Garcia, Gibson, Hays, Hukill, Joyner, Legg, Margolis, Montford, Negrón, Richter, Ring, Sachs, Simmons, Simpson, Smith, Soto, Stargel, Thompson, and Thrasher

The resolution encourages bipartisan support in recognition of Israel's right to academic freedom and collaboration with institutions around the world.

Vote: Senate 36-0; House 0-0

Committee on Education

CS/HB 993 — Pub. Rec./Animal Researchers at Public Research Facilities

by Higher Education and Workforce Subcommittee and Rep. Cummings (CS/SB 414 by Education Committee and Senator Dean)

The bill provides an exemption from public record requirements for personal identifying information of a person employed by, under contract with, or volunteering for a public research facility that conducts animal research or is engaged in activities related to animal research.

The bill makes such personal identifying information exempt from public record requirements when it is contained in the following records:

- Animal records, including animal care and treatment records;
- Research protocols and approvals;
- Purchasing, funding, and billing records related to animal research or activities;
- Animal care and use committee records; and
- Facility and laboratory records related to animal research or activities.

The exemption is subject to the Open Government Sunset Review Act and shall stand repealed on October 2, 2019, unless reviewed and saved from repeal by the Legislature.

The public necessity statement provides that the exemption is necessary to protect researchers from physical and emotional harm from animal rights advocates who oppose the use of animals for medical research. The statement provides that certain university employees have been harassed and threatened after personal identifying information was disclosed pursuant to public records requests.

If approved by the Governor, these provisions take effect July 1, 2014.

Vote: Senate 35-0; House 115-1

Committee on Education

CS/SB 1642 — Education Accountability

by Appropriations Committee and Education Committee

School Grades

The bill makes substantial changes to Florida's public school statewide assessment and accountability system, including revisions to school grading and school improvement rating systems.

The bill re-focuses the school grading formula on student success measures of achievement, learning gains, graduation, and earning college credit or industry certifications. Specifically, the bill bases the grades on the percentage of total points earned, rather than the raw score of total points.

Provisions in the current grade calculation that may raise or lower a school's grade beyond what the percentage of points would indicate are not included in the revised grade model. There are no additional requirements, no additional weights or bonus points, and no automatic adjustments.

Transition

The bill provides for a one-year transition period to new statewide, standardized assessments. During the transition, the calculation of school grades and school improvement ratings for the 2013-2014 school year are based on the law and rules in effect on June 30, 2014. School grades are calculated based on new statewide, standardized assessments. The 2014-2015 school grades serve as a baseline for schools to work toward improved performance in future years.

The bill provides hold-harmless provisions during the transition for schools subject to a turnaround option, virtual schools or approved virtual instruction providers, and high performing charter school systems or school districts.

Exemptions

The bill provides for three exemptions from the statewide, standardized assessments for specific students with disabilities. The exemptions must be based on parental consent and appropriate medical documentation to support the individual education plan (IEP) team's determination that the child is a child with a medical complexity. A one-year exemption may be granted by the district school superintendent. The bill permits the Commissioner of Education to grant two additional types of exemptions. In granting either a one to three year exemption or a permanent exemption, the Commissioner must review the district school superintendent's recommendation for approval.

Educator Evaluations and Performance Pay

The bill allows district school boards to adopt teacher-selected or principal-selected local assessments that may be used for educator evaluations and provides bonus funding to school districts that made progress in improving educator effectiveness, including implementation of performance pay.

If approved by the Governor, these provisions take effect July 1, 2014.

Vote: Senate 40-0; House 76-42

Committee on Education

HB 7031 — Education

by K-12 Subcommittee; and Rep. Adkins and others (CS/CS/SB 1226 by Rules Committee; Education Committee; and Senator Montford)

The bill repeals terminated or unfunded programs, corrects cross references, removes obsolete effective dates, eliminates duplicate reporting requirements, repeals completed pilot programs, and updates nomenclature.

The bill clarifies the graduation requirements for certain cohorts of high school students. The bill identifies, with specificity, all course and assessment requirements for students entering grade 9 before the 2010-2011 school year, entering grade 9 in the 2010-2011 school year, entering grade 9 in the 2011-2012 school year, and entering grade 9 in the 2012-2013 school year.

The bill removes references to repealed s. 1003.428, F.S., (prior high school graduation requirements) and s. 1003.429, F.S., (prior 18-credit early graduation option) and adds references to s. 1003.4282, F.S., (current standard high school diploma requirements), s. 1003.4281, F.S., (current early high school graduation option), and s. 1002.3105(5), F.S., (current 18-credit high school graduation option).

The bill provides additional options for satisfying requirements for the Scholar designation on a standard high school diploma. A student who is enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology course and who takes the respective AP, IB, or AICE Biology assessment and earns the minimum score necessary to earn college credit meets the Scholar designation science requirement without having to take the statewide, standardized Biology I end-of-course (EOC) assessment. The bill also provides that a student enrolled in an AP, IB, or AICE course that includes U.S. History topics, who takes the respective AP, IB, or AICE assessment and earns the minimum score necessary to earn college credit meets the Scholar designation social studies requirement without having to take the statewide, standardized U.S. History EOC assessment. Additionally, the bill provides that, beginning with students entering grade 9 in the 2014-2015 school year, a student must pass the statewide, standardized Geometry EOC assessment in order to earn a Scholar designation.

For the Adults with Disabilities Workforce Education Pilot program, the bill expands the eligibility age of participants from 30 to 40 and continues the program through June 30, 2016.

The bill also provides a process for a school board, subject to approval of the electors, to modify its membership.

If approved by the Governor, these provisions take effect upon becoming law.

Vote: Senate 36-0; House 115-0