Senator Galvano moved the following:

**Senate Amendment (with title amendment)**

Delete everything after the enacting clause and insert:

Section 1. Subsection (6) is added to section 215.61, Florida Statutes, to read:

215.61 State system of public education capital outlay bonds.—

(6) Pursuant to s. 9(a)(2), Art. XII of the State Constitution and s. 203.01(1)(c)2., all revenues collected from gross receipts taxes are deposited into the Public Education
Capital Outlay and Debt Service Trust Fund. Such revenues
deposited into the trust fund are pledged and required to first
be used for the payment of principal and interest on bonds
secured by gross receipts tax revenues as provided in s.
9(a)(2), Art. XII of the State Constitution. The State Board of
Education shall at least once per month, from gross receipts tax
revenues available in the Public Education Capital Outlay and
Debt Service Trust Fund, deposit into a separate account within
such trust fund one-sixth of the amount due on the next interest
payment date and one-twelfth of the amount due on the next
principal payment date for all outstanding bonds secured by a
pledge of gross receipts taxes. If there are insufficient funds
to make the required deposit, the State Board of Education shall
deposit an amount equal to the funds available into the separate
account and in the following month, add an amount equal to the
previous month’s shortfall to the required deposit. The State
Board of Education shall transfer funds deposited into the
separate account to the State Board of Administration, as the
trustee for bondholders, by the 20th day of the month before a
principal or interest payment on bonds issued pursuant to s.
9(a)(2), Art. XII of the State Constitution is due.

Section 2. On or before June 30, 2014, the State Board of
Education shall transfer two-sixths of the amount due on the
next interest payment date and two-twelfths of the amount due on
the next principal payment date for all outstanding bonds issued
pursuant to s. 9(a)(2), Art. XII of the State Constitution from
cash balances in the Public Education Capital Outlay and Debt
Service Trust Fund, to the separate account within the trust
fund provided for in s. 215.61(6), Florida Statutes, to be
reserved for the payment of debt service due on the outstanding
bonds.

Section 3. Subsection (15) of section 1001.03, Florida
Statutes, is amended to read:

1001.03 Specific powers of State Board of Education.—
(15) FLORIDA COLLEGE SYSTEM INSTITUTION BACCALAUREATE
DEGREE PROGRAMS.—The State Board of Education shall provide for
the review and approval of proposals by Florida College System
institutions to offer baccalaureate degree programs pursuant to
s. 1007.33. A Florida College System institution, as defined in
s. 1000.21, that is approved to offer baccalaureate degrees
pursuant to s. 1007.33 remains under the authority of the State
Board of Education and the Florida College System institution’s
board of trustees. The State Board of Education may not approve
Florida College System institution baccalaureate degree program

Section 4. Subsection (4) of section 1007.33, Florida
Statutes, is amended to read:

1007.33 Site-determined baccalaureate degree access.—
(4) A Florida College System institution may:
(a) Offer specified baccalaureate degree programs through
formal agreements between the Florida College System institution
and other regionally accredited postsecondary educational
institutions pursuant to s. 1007.22.
(b) Offer baccalaureate degree programs that were
authorized by law prior to July 1, 2009.
(c) Beginning July 1, 2009, establish a first or subsequent
baccalaureate degree program for purposes of meeting district,
regional, or statewide workforce needs if approved by the State
Board of Education under this section.

Beginning July 1, 2009, the Board of Trustees of the St. Petersburg College is authorized to establish one or more bachelor of applied science degree programs based on an analysis of workforce needs in Pinellas, Pasco, and Hernando Counties and other counties approved by the Department of Education. For each program selected, St. Petersburg College must offer a related associate in science or associate in applied science degree program, and the baccalaureate degree level program must be designed to articulate fully with at least one associate in science degree program. The college is encouraged to develop articulation agreements for enrollment of graduates of related associate in applied science degree programs. The Board of Trustees of the St. Petersburg College is authorized to establish additional baccalaureate degree programs if it determines a program is warranted and feasible based on each of the factors in paragraph (5)(d). However, the Board of Trustees of the St. Petersburg College may not establish any new baccalaureate degree programs from March 31, 2014, through May 31, 2015. Prior to developing or proposing a new baccalaureate degree program, St. Petersburg College shall engage in need, demand, and impact discussions with the state university in its service district and other local and regional, accredited postsecondary providers in its region. Documentation, data, and other information from inter-institutional discussions regarding program need, demand, and impact shall be provided to the college’s board of trustees to inform the program approval process. Employment at St. Petersburg College is governed by the
same laws that govern Florida College System institutions, except that upper-division faculty are eligible for continuing contracts upon the completion of the fifth year of teaching. Employee records for all personnel shall be maintained as required by s. 1012.81.

Section 5. Paragraph (d) of subsection (3) of section 1009.22, Florida Statutes, is amended to read:

1009.22 Workforce education postsecondary student fees.—

(3) Beginning with the 2008-2009 fiscal year and in the fall semester of each year thereafter, the rate for the tuition and the out-of-state fee per contact hour shall be increase at the beginning of each fall semester at a rate equal to inflation, unless otherwise provided in the General Appropriations Act. If the rate is not provided in the General Appropriations Act, the Office of Economic and Demographic Research shall report the rate of inflation to the President of the Senate, the Speaker of the House of Representatives, the Governor, and the State Board of Education each year prior to March 1. For purposes of this paragraph, the rate of inflation shall be defined as the rate of the 12-month percentage change in the Consumer Price Index for All Urban Consumers, U.S. City Average, All Items, or successor reports as reported by the United States Department of Labor, Bureau of Labor Statistics, or its successor for December of the previous year. In the event the percentage change is negative, the tuition and out-of-state fee must remain at the same level as the prior fiscal year.

Section 6. Paragraph (c) of subsection (3) of section
1009.23, Florida Statutes, is amended to read:

1009.23 Florida College System institution student fees.—

(3)

(c) Beginning with the 2008-2009 fiscal year and in the fall semester of each year thereafter, the rate for the tuition and the out-of-state fee shall be increase at the beginning of each fall semester at a rate equal to inflation, unless otherwise provided in the General Appropriations Act. If the rate is not provided in the General Appropriations Act, The Office of Economic and Demographic Research shall report the rate of inflation to the President of the Senate, the Speaker of the House of Representatives, the Governor, and the State Board of Education each year prior to March 1. For purposes of this paragraph, the rate of inflation shall be defined as the rate of the 12-month percentage change in the Consumer Price Index for All Urban Consumers, U.S. City Average, All Items, or successor reports as reported by the United States Department of Labor, Bureau of Labor Statistics, or its successor for December of the previous year. In the event the percentage change is negative, the tuition and the out-of-state fee per credit hour must remain at the same levels as the prior fiscal year.

Section 7. Paragraph (b) of subsection (4) and paragraph (b) of subsection (16) of section 1009.24, Florida Statutes, are amended to read:

1009.24 State university student fees.—

(4)

(b) Beginning with the 2008-2009 fiscal year and in the fall semester of each year thereafter, the rate for the resident undergraduate tuition per credit hour shall be increase at the
beginning of each fall semester at a rate equal to inflation, unless otherwise provided in the General Appropriations Act. If the rate is not provided in the General Appropriations Act the Office of Economic and Demographic Research shall report the rate of inflation to the President of the Senate, the Speaker of the House of Representatives, the Governor, and the Board of Governors each year prior to March 1. For purposes of this paragraph, the rate of inflation shall be defined as the rate of the 12-month percentage change in the Consumer Price Index for All Urban Consumers, U.S. City Average, All Items, or successor reports as reported by the United States Department of Labor, Bureau of Labor Statistics, or its successor for December of the previous year. In the event the percentage change is negative, the resident undergraduate tuition must remain at the same level as the prior fiscal year.

(16) Each university board of trustees may establish a tuition differential for undergraduate courses upon receipt of approval from the Board of Governors. The tuition differential must promote improvements in the quality of undergraduate education and shall provide financial aid to undergraduate students who exhibit financial need.

(b) Each tuition differential is subject to the following conditions:

1. The tuition differential may be assessed on one or more undergraduate courses or on all undergraduate courses at a state university.

2. The tuition differential may vary by course or courses, campus or center location, and by institution. Each university board of trustees shall strive to maintain and increase
enrollment in degree programs related to math, science, high
technology, and other state or regional high-need fields when
establishing tuition differentials by course.

3. For each state university that has total research and
development expenditures for all fields of at least $100 million
per year as reported annually to the National Science
Foundation, the aggregate sum of tuition and the tuition
differential may not be increased by more than 6.15 percent of
the total charged for the aggregate sum of these fees in the
preceding fiscal year. For each state university that has total
research and development expenditures for all fields of less
than $100 million per year as reported annually to the National
Science Foundation, the aggregate sum of tuition and the tuition
differential may not be increased by more than 6.15 percent of
the total charged for the aggregate sum of these fees in the
preceding fiscal year.

4. The aggregate sum of undergraduate tuition and fees per
credit hour, including the tuition differential, may not exceed
the national average of undergraduate tuition and fees at 4-year
degree-granting public postsecondary educational institutions.

5. The tuition differential shall not be included in
any award under the Florida Bright Futures Scholarship Program
established pursuant to ss. 1009.53-1009.538.

6. Beneficiaries having prepaid tuition contracts pursuant
to s. 1009.98(2)(b) which were in effect on July 1, 2007, and
which remain in effect, are exempt from the payment of the
tuition differential.

7. The tuition differential may not be charged to any
student who was in attendance at the university before July 1,
2007, and who maintains continuous enrollment.

8. The tuition differential may be waived by the university for students who meet the eligibility requirements for the Florida public student assistance grant established in s. 1009.50.

9. Subject to approval by the Board of Governors, the tuition differential authorized pursuant to this subsection may take effect with the 2009 fall term.

Section 8. Subsection (1) and paragraph (a) of subsection (2) of section 1009.55, Florida Statutes, are amended to read:

1009.55 Rosewood Family Scholarship Program.—

(1) There is created a Rosewood Family Scholarship Program for the direct descendants of the Rosewood families, not to exceed 50 scholarships per year.

(2) The Rosewood Family Scholarship Program shall be administered by the Department of Education. The State Board of Education shall adopt rules for administering this program which shall at a minimum provide for the following:

   (a) The annual award to a student shall be up to $6,100 but should not exceed an amount in excess of tuition and registration fees.

Section 9. Section 1009.893, Florida Statutes, is created to read:

1009.893 Florida National Merit Scholar Incentive Program.—

(1) As used in this section, the term:

   (a) “Department” means the Department of Education.

   (b) “Incentive program” means the Florida National Merit Scholar Incentive Program.

(2) The Florida National Merit Scholar Incentive Program is
created to reward any Florida high school graduate who receives recognition as a National Merit Scholar or National Achievement Scholar and who initially enrolls in the 2014-2015 academic year, or later, in a degree program, certificate program, or applied technology program at an eligible Florida public or independent postsecondary educational institution.

(3) The department shall administer the incentive program according to rules and procedures established by the State Board of Education. The department shall advertise the availability of the incentive program and notify students, teachers, parents, certified school counselors, and principals or other relevant school administrators of the criteria and application procedures.

(4) In order to be eligible for an award under the incentive program, a student must:

(a) Be a state resident as defined in s. 1009.40 and rules of the State Board of Education.

(b) Earn a standard Florida high school diploma or its equivalent pursuant to s. 1003.428, s. 1003.4281, s. 1003.4282, or s. 1003.435 unless:

1. The student completes a home education program according to s. 1002.41; or

2. The student earns a high school diploma from a non-Florida school while living with a parent or guardian who is on military or public service assignment away from this state.

(c) Be accepted by and enroll in a Florida public or independent postsecondary educational institution that meets the eligibility requirements specified in s. 1009.533.

(d) Be enrolled for at least 6 semester credit hours or the
equivalent in quarter hours or clock hours.

(5)(a) An eligible student who is a National Merit Scholar or National Achievement Scholar and who attends a public postsecondary educational institution must receive an incentive award equal to the institutional cost of attendance minus the sum of the student’s Florida Bright Futures Scholarship and National Merit Scholarship or National Achievement Scholarship.

(b) An eligible student who is a National Merit Scholar or National Achievement Scholar and who attends an independent postsecondary educational institution must receive an incentive award equal to the highest cost of attendance at a Florida public university, as reported by the Board of Governors of the State University System, minus the sum of the student’s Florida Bright Futures Scholarship and National Merit Scholarship or National Achievement Scholarship.

(6)(a) To be eligible for a renewal award, a student must meet the renewal requirements for the Florida Bright Futures Scholarship Program set forth in s. 1009.532(1)(a) and for the Florida Academic Scholars award set forth in s. 1009.534(3).

(b) A student may receive the incentive award for a maximum of 100 percent of the number of credit hours required to complete an associate degree program or a baccalaureate degree program or receive an award for a maximum of 100 percent of the credit hours or clock hours required to complete up to 90 credit hours of a program that terminates in a career certificate.

(7) The department shall annually issue awards from the incentive program. Before the registration period each semester, the department shall transmit payment for each award to the president or director of the postsecondary educational...
institution, or his or her representative, except that the department may withhold payment if the receiving institution fails to report or to make refunds to the department as required in this section.

(a) Each institution shall certify to the department the eligibility status of each student to receive a disbursement within 30 days before the end of its regular registration period, inclusive of a drop and add period. An institution is not required to reevaluate the student eligibility after the end of the drop and add period.

(b) An institution that receives funds from the incentive program must certify to the department the amount of funds disbursed to each student and remit to the department any undisbursed advances within 60 days after the end of regular registration.

(c) If funds appropriated are not adequate to provide the maximum allowable award to each eligible student, awards must be prorated using the same percentage reduction.

(8) Funds from any award within the incentive program may not be used to pay for remedial coursework or developmental education.

(9) A student may use an award for a summer term if funds are available and appropriated by the Legislature.

(10) Funds appropriated by the Legislature for the incentive program awards may be deposited into the State Student Financial Assistance Trust Fund. Notwithstanding s. 216.301 and pursuant to s. 216.351, any balance in the trust fund at the end of any fiscal year which has been allocated to the incentive program must remain in the incentive program and shall be
available for carrying out the purposes of this section. The department shall allocate funds to the appropriate institutions and collect and maintain data regarding the incentive program within the student financial assistance database as specified in s. 1009.94.

(11) The State Board of Education shall adopt rules necessary to administer this section.

(12) Subsection (4) of s. 1009.40 does not apply to awards issued under this section.

Section 10. Section 1002.385, Florida Statutes, is created to read:

1002.385 Florida Personal Learning Scholarship Accounts.—

(1) ESTABLISHMENT OF PROGRAM.—The Florida Personal Learning Scholarship Accounts is established to provide the option for a parent to better meet the individual educational needs of his or her eligible child.

(2) DEFINITIONS.—As used in this section, the term:

(a) “Agency” means the Agency for Persons with Disabilities.

(b) “Approved provider” means a provider approved by the Agency for Persons with Disabilities, a health care practitioner as defined in s. 456.001(4), or a provider approved by the Department of Education pursuant to s. 1002.66.

(c) “Curriculum” means a complete course of study for a particular content area or grade level, including any required supplemental materials.

(d) “Disability” means, for a student in kindergarten to grade 12, autism, as defined in s. 393.063(3); cerebral palsy, as defined in s. 393.063(4); Down syndrome, as defined in s.
393.063(13); an intellectual disability, as defined in s. 393.063(21); Prader-Willi syndrome, as defined in s. 393.063(25); Spina bifida, as defined in s. 393.063(36); for a student in kindergarten, being a high-risk child, as defined in s. 393.063(20)(a); or Williams syndrome.

(e) “Eligible postsecondary educational institution” means a Florida College System institution, a state university, a school district technical center, a school district adult general education center, or an accredited nonpublic postsecondary educational institution, as defined in s. 1005.02, which is licensed to operate in the state pursuant to requirements specified in part III of chapter 1005.

(f) “Eligible private school” means a private school, as defined in s. 1002.01, which is located in this state, which offers an education to students in any grade from kindergarten to grade 12, and which meets the requirements of:

1. Sections 1002.42 and 1002.421; and
2. A scholarship program under s. 1002.39 or s. 1002.395, as applicable, if the private school participates in a scholarship program under s. 1002.39 or s. 1002.395.

(g) “ILSP” means an individual learning services plan that is developed for a student who participates in the program.

(h) “Parent” means a resident of this state who is a parent, as defined in s. 1000.21.

(i) “Program” means the Florida Personal Learning Scholarship Accounts established in this section.

(3) PROGRAM ELIGIBILITY.—A parent of a student with a disability may request and receive from the state a Florida personal learning scholarship account for the purposes specified
in subsection (5) if:

   (a) The student:

       1. Is a resident of this state;

       2. Is eligible to enroll in kindergarten through grade 12
   in a public school in this state;

       3. Has a disability as defined in paragraph (2)(d) and
   meets the agency’s eligibility criteria;

       4. Has an ILSP developed by the agency in consultation with
   the parent and written in accordance with rules of the Agency
   for Persons with Disabilities; and

       5. Complies with regular school attendance pursuant to s.
   1003.01(13); and

   (b) The parent has applied to the agency to participate in
   the program by February 1 prior to the school year in which the
   student will participate or an alternate date adopted by the
   agency in rule for any vacant, funded slots. The request must be
   communicated directly to the agency in a manner that creates a
   written or electronic record of the request and the date of
   receipt of the request. The agency must notify the school
   district and the Department of Education of the parent’s intent
   upon receipt of the parent’s request.

   (4) PROGRAM PROHIBITIONS.—A student is not eligible for the
   program if:

   (a) The student or student’s parent has accepted any
   payment, refund, or rebate, in any manner, from a provider of
   any services received pursuant to subsection (5);

   (b) The student’s participation in the program has been
   denied or revoked by the executive director of the Agency for
   Persons with Disabilities pursuant to subsection (10); or
(c) The student’s parent has forfeited participation in the program for failure to comply with requirements pursuant to subsection (11).

(5) AUTHORIZED USES OF PROGRAM FUNDS.—Program funds may be spent for the following purposes, according to the goals and objectives identified in the student’s ILSP:

(a) Instructional materials, including digital devices, digital periphery devices, and assistive technology devices that allow a student to access instruction or instructional content.

(b) Curriculum as defined in paragraph (2)(c).

(c) Specialized services by approved providers that are selected by the parent and specified in the student’s ILSP. These specialized services may include, but are not limited to:

1. Applied behavior analysis services as provided in ss. 627.6686 and 641.31098.

2. Services provided by speech-language pathologists as defined in s. 468.1125.

3. Occupational therapy services as defined in s. 468.203.

4. Services provided by physical therapists as defined in s. 486.021.

5. Services provided by listening and spoken language specialists and an appropriate acoustical environment for a child who is deaf or hard of hearing and who has received an implant or assistive hearing device.

(d) Enrollment in, or tuition or fees associated with enrollment in, an eligible private school, an eligible postsecondary educational institution, a private tutoring program authorized under s. 1002.43, a virtual program offered by a department-approved private online provider that meets the
provider qualifications specified in s. 1002.45(2)(a), or an approved online course offered pursuant to s. 1003.499 or s. 1004.0961.

(e) Fees for nationally standardized, norm-referenced achievement tests, Advanced Placement examinations, industry certification examinations, assessments related to postsecondary education, or other assessments specified in the student’s ILSP.

(f) Contributions to a Coverdell education savings established pursuant to 26 U.S.C. s. 530 of the Internal Revenue Code for the benefit of the eligible student.

(g) Contributions to the Stanley G. Tate Florida Prepaid College Program pursuant to s. 1009.98, for the benefit of the eligible student.

(h) Contracted services provided by a public school or school district, including classes for the services specified in the ILSP or additional services. A student who receives services under a contract under this paragraph shall not be considered to be enrolled in a public school for eligibility purposes as specified in subsection (3).

A specialized service provider, eligible private school, eligible postsecondary educational institution, private tutoring program provider, online or virtual program provider, public school, school district, or other entity receiving payments pursuant to this subsection may not share, refund, or rebate any moneys from a Florida personal learning scholarship account with the parent or participating student in any manner.

(6) TERM OF THE PROGRAM.—For purposes of continuity of educational choice, the program payments made under this section
shall remain in force until a student participating in the program participates in any of the prohibited activities specified in subsection (4), has funds revoked by the agency pursuant to subsection (10), graduates from high school, or reaches 22 years of age, whichever occurs first.

(7) SCHOOL DISTRICT OBLIGATIONS.—The school district retains all current duties, authority, and responsibilities as specified in the Florida K-20 Education Code.

(8) DEPARTMENT OF EDUCATION OBLIGATIONS.—The department shall:

(a) Maintain a list of eligible private schools as defined in paragraph (2)(f) and private tutoring programs pursuant to s. 1002.43.

(b) Compare the list of students participating in the program with the public school enrollment lists before each program payment to avoid duplicate payments.

The department retains all current duties, authority, and responsibilities as specified in the Florida K-20 Education Code.

(9) COMMISSIONER OF EDUCATION AUTHORITY AND OBLIGATIONS.—The Commissioner of Education retains all current duties, authority, and responsibilities as specified in the Florida K-20 Education Code.

(10) AUTHORITY AND OBLIGATIONS OF THE EXECUTIVE DIRECTOR OF THE AGENCY FOR PERSONS WITH DISABILITIES.—

(a) The executive director:

1. Shall deny, suspend, or revoke a student’s participation in the program if the health, safety, or welfare of the student
2. Shall deny, suspend, or revoke an authorized use of
program funds if the health, safety, or welfare of the student
is threatened or fraud is suspected.

3. May deny, suspend, or revoke an authorized use of
program funds for material failure to comply with this section
and applicable agency rules if the noncompliance is correctable
within a reasonable period of time. Otherwise, the executive
director shall deny, suspend, or revoke an authorized use for
failure to materially comply with the law and rules adopted
under this section.

4. Shall require compliance by the appropriate party by a
date certain for all nonmaterial failures to comply with this
section and applicable agency rules. The executive director may
deny, suspend, or revoke program participation under this
section thereafter.

(b) In determining whether to deny, suspend, or revoke in
accordance with this subsection, the executive director may
consider factors that include, but are not limited to, acts or
omissions by a participating entity which led to a previous
denial or revocation of participation in an education
scholarship program under this chapter; failure to reimburse the
agency for program funds improperly received or retained by the
entity; imposition of a prior criminal sanction related to the
entity or its officers or employees; imposition of a civil fine
or administrative fine, license revocation or suspension, or
program eligibility suspension, termination, or revocation
related to an entity's management or operation; or other types
of criminal proceedings in which the entity or its officers or
employees were found guilty of, regardless of adjudication, or entered a plea of nolo contendere or guilty to, any offense involving fraud, deceit, dishonesty, or moral turpitude.

(11) PARENT AND STUDENT RESPONSIBILITIES FOR PROGRAM PARTICIPATION.—A parent who applies for program participation under this section is exercising his or her parental option to determine the appropriate placement or services that best meet the needs of his or her student. To enroll an eligible student in the program, the parent must sign an agreement with the agency and annually submit a notarized, sworn compliance statement to the agency to:

(a) Affirm that the student is enrolled in a school or program that meets minimum student attendance requirements as provided in s. 1003.21.

(b) Comply with the ILSP and use the program funds only for authorized purposes to meet the student’s goals and objectives in the ILSP as described in subsection (2).

(c) Provide for an appropriate assessment that documents the student’s demonstration of educational progress at a level commensurate with her or his ability, in accordance with the requirements for the academic program selected by the parent who enrolls the student in a private school pursuant to paragraph (2)(f), a home education program pursuant to s. 1002.41, or a scholarship program pursuant to s. 1002.39 or s. 1002.395.

(d) Affirm that the student takes all appropriate assessments as specified in the student’s ILSP. The parent is responsible for transporting the student to the assessment site designated by the school district if the parent selects a statewide, standardized assessment pursuant to s. 1008.22.
(e) Notify the school district that the student is participating in the program if the parent chooses to enroll the student in an eligible private school pursuant to paragraph (2)(g), a home education program pursuant to s. 1002.41, a scholarship program pursuant to this chapter, or a private tutoring program authorized under s. 1002.43.

(f) Request participation in the program at least 60 days before the date of the first program payment.

(g) Affirm that the student remains in good standing with the provider or school if those options are selected by the parent.

(h) Apply for admission of his or her child if the private school option is selected by the parent.

(i) Annually renew participation in the program.

(j) Be responsible for the payment of all eligible expenses in excess of the amount of the personal learning scholarship account.

(k) Affirm that the parent will not transfer any college savings funds to another beneficiary.

(l) Affirm that the parent will not take possession of any funding contributed by the state.

(m) Maintain a portfolio of records and materials which must be preserved by the parent for 2 years and be made available for inspection by the district school superintendent or the superintendent’s designee upon 15 days’ written notice. This paragraph does not require the superintendent to inspect the portfolio. The portfolio of records and materials consists of:

1. A log of educational instruction and services which is
made contemporaneously with delivery of the instruction and services and which designates by title any reading materials used; and

2. Samples of any writings, worksheets, workbooks, or creative materials used or developed by the student.

A parent who fails to comply with this subsection forfeits the personal learning scholarship account.

(12) PRIVATE SCHOOL ELIGIBILITY AND OBLIGATIONS.—An eligible private school as defined in paragraph (2)(f) must:

(a) Comply with all requirements for private schools in ss. 1002.42 and 1002.421. A private school participating in a scholarship program under s. 1002.39 or s. 1002.395 must also comply with the requirements of that scholarship program.

(b) Provide to the agency, upon request, all documentation required for the student’s participation, including the private school’s and student’s fee schedules.

(c) Be academically accountable to the parent for meeting the educational needs of the student.

(d) Employ or contract with teachers who have regular and direct contact with each student receiving a scholarship under this section at the school’s physical location.

The inability of a private school to meet the requirements of this subsection shall constitute a basis for the ineligibility of the private school to participate in the scholarship program as determined by the Department of Education.

(13) AGENCY FOR PERSONS WITH DISABILITIES OBLIGATIONS.—

(a) The agency shall:
1. Monitor and provide oversight for the program.

2. Receive applications and determine student eligibility in accordance with the requirements of this section. The agency must notify the Department of Education of the applicants for the program by February 1 prior to the school year in which the student intends to participate and indicate how the student will comply with regular school attendance pursuant to ss. 1003.01(13) and 1003.23.

3. Notify parents of their receipt of a scholarship on a first-come, first-served basis based upon the funds provided for this program in the General Appropriations Act.

4. Establish a date by which a parent must confirm initial or continuing participation in the program and confirm the establishment or continuance of a personal learning scholarship account.

5. Establish a date and process by which students on the wait list or late-filing applicants may be allowed to participate in the program during the school year, within the amount of funds provided for this program in the General Appropriations Act.

6. Develop an ILSP, in consultation with the parent, which documents the following:
   a. That the student has an eligible disability.
   b. Learning goals and objectives for the student which are linked directly to how program funds will be spent for authorized services.
   c. How attendance requirements in s. 1003.21 will be met.
   d. How progress towards meeting the individual learning goals and objectives will be assessed and documented for
purposes of continued participation in the program.

7. Assign a level of services category for each student that documents the nature and intensity of services that the student will need to meet the learning outcomes specified in his or her ILSP. The level of services determines the amount of the award for the student.

8. Receive an administrative fee of up to 10 percent from the appropriation to operate the Florida Personal Learning Scholarship Accounts.

9. Establish and maintain a separate account for each eligible student.

10. Establish and maintain a list of approved providers pursuant to paragraph (2)(b).

11. Verify eligible expenditures prior to the distribution of funds for any expenditures made pursuant to paragraphs (5)(a) and (b). The review of expenditures for services in paragraphs (5)(c) through (h) may be completed after the payment has been made.

12. Develop a system for payment of benefits by electronic funds transfer, including, but not limited to, debit cards, electronic payment cards, or any other means of electronic payment that the agency deems to be commercially viable or cost-effective. Commodities or services related to the development of such a system shall be procured by competitive solicitation unless they are purchased from a state term contract pursuant to s. 287.056.

(b) The agency may contract for services.

(14) FUNDING AND PAYMENT.—

(a) Funding for the Florida Personal Learning Scholarship
Accounts shall be provided in the General Appropriations Act which shall specify the annual amount per service level for public school students, private school students, home education students, students receiving a scholarship pursuant to s. 1002.39 or s. 1002.395, and students participating in a private tutoring program.

(b) Upon an eligible student’s graduation from an eligible postsecondary educational institution or after any period of 4 consecutive years after high school graduation in which the student is not enrolled in an eligible postsecondary educational institution, the student’s personal learning scholarship account shall be closed, and any remaining funds shall revert to the state.

(c) Moneys received pursuant to this section do not constitute taxable income to the parent of an eligible student.

(15) OBLIGATIONS OF THE AUDITOR GENERAL.—The Auditor General shall conduct an annual financial and operational audit of accounts and records of the Florida Personal Learning Scholarship Accounts. As a part of this audit, the Auditor General shall verify, at a minimum, the total amount of students served and eligibility of reimbursement made by the agency and transmit that information to the agency.

(16) LIABILITY.—The state is not liable for the award or any use of awarded funds under this section.

(17) SCOPE OF AUTHORITY.—This section does not expand the regulatory authority of this state, its officers, or any school district to impose additional regulation on participating private schools, nonpublic postsecondary educational institutions, and private providers beyond those reasonably
necessary to enforce requirements expressly set forth in this section.

(18) RULES.—The Agency for Persons with Disabilities shall adopt rules pursuant to ss. 120.536(1) and 120.54 to administer this section.

(19) IMPLEMENTATION SCHEDULE FOR THE 2014-2015 SCHOOL YEAR.—

(a) The Agency for Persons with Disabilities shall, in consultation with an advisory work group, develop an ILSP, levels of services requirements, a system for payment of claims and providers, and a system to document and assess progress toward meeting the individual learning goals and objectives in the ILSP. The advisory work group shall make specific recommendations by October 1, 2014, to the agency. The agency shall adopt rules to implement the recommendations of the advisory group by December 31, 2014. The Commissioner of Education, the executive director of the agency, the Chancellor of the State University System, and the director of the Division of Vocational Rehabilitation shall appoint staff to work on the advisory group with representatives from the Center for Autism and Related Disabilities (CARD) and the Florida Diagnostic and Learning Resources System (FDLRS).

(b) Notwithstanding the provisions of this section related to notification and eligibility timelines, the agency may enroll parents in a statewide pilot program on a rolling schedule on a first-come, first-served basis, no later than January 31, 2015, within the amount of funds provided in the General Appropriations Act.

(c) There is hereby appropriated for the 2014-2015 fiscal
year to the Agency for Persons with Disabilities a sum of $18,400,000 from the Operations and Maintenance Trust Fund for the implementation of the Personal Learning Scholarship Accounts Program. From these funds, $1,500,000 shall be allocated to the Agency for Persons with Disabilities for startup costs for planning and implementation of the pilot program. For the pilot program in the 2014-2015 fiscal year, the agency shall provide awards for eligible students which range from $5,000 to $19,000 per recipient and shall be based on service levels established by the agency. Public school students and students who receive a scholarship pursuant to ss. 1002.39 and 1002.395 shall receive 50 percent of the designated amount for the student’s service level.

Section 11. Present subsection (10) of section 1003.4282, Florida Statutes, is renumbered as subsection (11), and a new subsection (10) is added to that section, to read:

1003.4282 Requirements for a standard high school diploma.—
(10) STUDENTS WITH DISABILITIES.—Beginning with students entering grade 9 in the 2014-2015 school year, this subsection applies to a student with a disability for whom the IEP team has determined that the Florida Alternate Assessment is the most appropriate measure of the student’s skills.

(a) A parent of the student with a disability shall, in collaboration with the individual education plan team pursuant to s. 1003.5716, declare an intent for the student to graduate from high school with either a standard high school diploma or a certificate of completion. A student with a disability who does not satisfy the standard high school diploma requirements pursuant to this section shall be awarded a certificate of
The following options, in addition to the other options specified in this section, may be used to satisfy the standard high school diploma requirements, as specified in the student’s individual education plan:

1. A combination of course substitutions, assessments, industry certifications, and other acceleration options appropriate to the student’s unique skills and abilities that meet the criteria established by State Board of Education rule.

2. A portfolio of quantifiable evidence that documents a student’s mastery of academic standards through rigorous metrics established by State Board of Education rule. A portfolio may include, but is not limited to, documentation of work experience, internships, community service, and postsecondary credit.

(c) A student with a disability who meets the standard high school diploma requirements in this section may defer the receipt of a standard high school diploma if the student:

1. Has an individual education plan that prescribes special education, transition planning, transition services, or related services through age 21; and

2. Is enrolled in accelerated college credit instruction pursuant to s. 1007.27, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or preapprenticeship program.

(d) A student with a disability who receives a certificate of completion and has an individual education plan that prescribes special education, transition planning, transition
services, or related services through 21 years of age may continue to receive the specified instruction and services.

(e) Any waiver of the statewide, standardized assessment requirements by the individual education plan team, pursuant to s. 1008.22(3)(c), must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided for in s. 1003.572.

Section 12. Effective July 1, 2015, section 1003.438, Florida Statutes, is repealed.

Section 13. Section 1003.5716, Florida Statutes, is created to read:

1003.5716 Transition to postsecondary education and career opportunities.—All students with disabilities who are 3 years of age to 21 years of age have the right to a free, appropriate public education. As used in this section, the term “IEP” means individual education plan.

(1) To ensure quality planning for a successful transition of a student with a disability to postsecondary education and career opportunities, an IEP team shall begin the process of, and develop an IEP for, identifying the need for transition services before the student with a disability attains the age of 14 years in order for his or her postsecondary goals and career goals to be identified and in place when he or she attains the age of 16 years. This process must include, but is not limited to:

(a) Consideration of the student’s need for instruction in the area of self-determination and self-advocacy to assist the student’s active and effective participation in an IEP meeting; and
(b) Preparation for the student to graduate from high school with a standard high school diploma pursuant to s. 1003.4282 with a Scholar designation unless the parent chooses a Merit designation.

(2) Beginning not later than the first IEP to be in effect when the student turns 16, or younger, if determined appropriate by the parent and the IEP team, the IEP must include the following statements that must be updated annually:

(a) A statement of intent to pursue a standard high school diploma and a Scholar or Merit designation, pursuant to s. 1003.4285, as determined by the parent.

(b) A statement of intent to receive a standard high school diploma before the student reaches the age of 22 and a description of how the student will fully meet the requirements in s. 1003.428 or s. 1003.4282, as applicable, including, but not limited to, a portfolio pursuant to s. 1003.4282(10)(b) that meets the criteria specified in State Board of Education rule. The IEP must also specify the outcomes and additional benefits expected by the parent and the IEP team at the time of the student’s graduation.

(c) A statement of appropriate measurable long-term postsecondary education and career goals based upon age-appropriate transition assessments related to training, education, employment, and, if appropriate, independent living skills and the transition services, including courses of study needed to assist the student in reaching those goals.

(3) Any change in the IEP for the goals specified in subsection (2) must be approved by the parent and is subject to verification for appropriateness by an independent reviewer.
selected by the parent as provided in s. 1003.572.

(4) If a participating agency responsible for transition services, other than the school district, fails to provide the transition services described in the IEP, the school district shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student that are specified in the IEP. However, this does not relieve any participating agency of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.

Section 14. Subsection (3) of section 1003.572, Florida Statutes, is amended to read:

1003.572 Collaboration of public and private instructional personnel.—

(3) Private instructional personnel who are hired or contracted by parents to collaborate with public instructional personnel must be permitted to observe the student in the educational setting, collaborate with instructional personnel in the educational setting, and provide services in the educational setting according to the following requirements:

(a) The student’s public instructional personnel and principal consent to the time and place.

(b) The private instructional personnel satisfy the requirements of s. 1012.32 or s. 1012.321.

For the purpose of implementing this subsection, a school district may not impose any requirements beyond those requirements specified in this subsection or charge any fees.
Section 15. Section 1008.2121, Florida Statutes, is created to read:

1008.2121 Students with severe cognitive or physical disabilities; permanent exemption.—Based on information that a reasonably prudent person would rely upon, including, but not limited to, facts contained within an individual education plan under s. 1008.212, documentation from an appropriate health care provider, or certification from the district school board superintendent, the Commissioner of Education shall perfunctorily grant a permanent exemption to a student who suffers from such a severe cognitive disability or physical disability that the student permanently lacks the capacity to take statewide, standardized assessments. The State Board of Education shall adopt rules to administer this section, including, but not limited to, expediting the exemption process to demonstrate the utmost compassion and consideration for meeting the parent’s and student’s needs.

Section 16. Paragraph (c) of subsection (5) and paragraph (b) of subsection (6) of section 1008.25, Florida Statutes, are amended to read:

1008.25 Public school student progression; remedial instruction; reporting requirements.—

(5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

(c) The parent of any student who exhibits a substantial deficiency in reading, as described in paragraph (a), must be notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in reading.

2. A description of the current services that are provided
3. A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.

4. That if the child’s reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.

5. Strategies for parents to use in helping their child succeed in reading proficiency.

6. That the Florida Comprehensive Assessment Test (FCAT) is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.

7. The district’s specific criteria and policies for a portfolio as provided in subparagraph (6)(b)4. and the evidence required for a student to demonstrate mastery of Florida’s academic standards for English Language Arts. A parent of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.

8. The district’s specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

(6) ELIMINATION OF SOCIAL PROMOTION.—

(b) The district school board may only exempt students from
mandatory retention, as provided in paragraph (5)(b), for good cause. A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of reading strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students that have reading difficulties. Good cause exemptions shall be limited to the following:

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

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

3. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education.

4. A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on FCAT Reading or the common core English Language Arts assessment, as applicable under s. 1008.22.

5. Students with disabilities who participate in FCAT Reading or the common core English Language Arts assessment, as applicable under s. 1008.22, and who have an individual
education plan or a Section 504 plan that reflects that the
student has received intensive remediation in reading and
English Language Arts for more than 2 years but still
demonstrates a deficiency and was previously retained in
kindergarten, grade 1, grade 2, or grade 3.

6. Students who have received intensive reading
intervention for 2 or more years but still demonstrate a
deficiency in reading and who were previously retained in
kindergarten, grade 1, grade 2, or grade 3 for a total of 2
years. A student may not be retained more than once in grade 3.

7. Students who have received intensive remediation in
reading and English Language Arts, as applicable under s.
1008.22, for 2 or more years but still demonstrate a deficiency
and who were previously retained in kindergarten, grade 1, grade
2, or grade 3 for a total of 2 years. Intensive instruction for
students so promoted must include an altered instructional day
that includes specialized diagnostic information and specific
reading strategies for each student. The district school board
shall assist schools and teachers to implement reading
strategies that research has shown to be successful in improving
reading among low-performing readers.

Section 17. Effective July 1, 2015, paragraph (c) of
subsection (1) of section 120.81, Florida Statutes, is amended
to read:

120.81 Exceptions and special requirements; general areas.—
(1) EDUCATIONAL UNITS.—
(c) Notwithstanding s. 120.52(16), any tests, test scoring
criteria, or testing procedures relating to student assessment
which are developed or administered by the Department of
Education pursuant to s. 1003.428, s. 1003.429, s. 1003.438, s. 1008.22, or s. 1008.25, or any other statewide educational tests required by law, are not rules.

Section 18. Effective July 1, 2015, paragraph (a) of subsection (2) of section 409.1451, Florida Statutes, is amended to read:

409.1451 The Road-to-Independence Program.—
(2) POSTSECONDARY EDUCATION SERVICES AND SUPPORT.—
(a) A young adult is eligible for services and support under this subsection if he or she:
1. Was living in licensed care on his or her 18th birthday or is currently living in licensed care; or was at least 16 years of age and was adopted from foster care or placed with a court-approved dependency guardian after spending at least 6 months in licensed care within the 12 months immediately preceding such placement or adoption;
2. Spent at least 6 months in licensed care before reaching his or her 18th birthday;
3. Earned a standard high school diploma or its equivalent pursuant to s. 1003.428, s. 1003.4281, s. 1003.429, or s. 1003.435, or s. 1003.438;
4. Has been admitted for enrollment as a full-time student or its equivalent in an eligible postsecondary educational institution as provided in s. 1009.533. For purposes of this section, the term “full-time” means 9 credit hours or the vocational school equivalent. A student may enroll part-time if he or she has a recognized disability or is faced with another challenge or circumstance that would prevent full-time attendance. A student needing to enroll part-time for any reason...
other than having a recognized disability must get approval from
his or her academic advisor;
5. Has reached 18 years of age but is not yet 23 years of
age;
6. Has applied, with assistance from the young adult’s
caregiver and the community-based lead agency, for any other
grants and scholarships for which he or she may qualify;
7. Submitted a Free Application for Federal Student Aid
which is complete and error free; and
8. Signed an agreement to allow the department and the
community-based care lead agency access to school records.

Section 19. Effective July 1, 2015, subsection (4) of
section 1007.263, Florida Statutes, is amended to read:

1007.263 Florida College System institutions; admissions of
students.—Each Florida College System institution board of
trustees is authorized to adopt rules governing admissions of
students subject to this section and rules of the State Board of
Education. These rules shall include the following:

(4) A student who has been awarded a special diploma as
defined in s. 1003.438 or a certificate of completion as defined
in s. 1003.428(7)(b) is eligible to enroll in certificate career
education programs.

Each board of trustees shall establish policies that notify
students about developmental education options for improving
their communication or computation skills that are essential to
performing college-level work, including tutoring, extended time
in gateway courses, free online courses, adult basic education,
adult secondary education, or private provider instruction.
Section 20. Subsection (10) of section 1009.98, Florida Statutes, is amended to read:

1009.98 Stanley G. Tate Florida Prepaid College Program.—
(10) PAYMENTS ON BEHALF OF QUALIFIED BENEFICIARIES.—
(a) As used in this subsection, the term:
1. “Actuarial reserve” means the amount by which the expected value of the assets exceeds the expected value of the liabilities of the trust fund.
2. “Dormitory fees” means the fees included under advance payment contracts pursuant to paragraph (2)(d).
3. “Fiscal year” means the fiscal year of the state pursuant to s. 215.01.
4. “Local fees” means the fees covered by an advance payment contract provided pursuant to subparagraph (2)(b)2.
5. “Tuition differential” means the fee covered by advance payment contracts sold pursuant to subparagraph (2)(b)3. The base rate for the tuition differential fee for the 2012-2013 fiscal year is established at $37.03 per credit hour. The base rate for the tuition differential in subsequent years is the amount assessed paid by the board for the tuition differential for the preceding year adjusted pursuant to subparagraph (b)2.
(b) Effective with the 2009-2010 academic year and thereafter, and notwithstanding the provisions of s. 1009.24, the amount paid by the board to any state university on behalf of a qualified beneficiary of an advance payment contract whose contract was purchased before July 1, 2009, shall be:
1. As to registration fees, if the actuarial reserve is less than 5 percent of the expected liabilities of the trust fund, the board shall pay the state universities 5.5 percent
above the amount assessed for registration fees in the preceding fiscal year. If the actuarial reserve is between 5 percent and 6 percent of the expected liabilities of the trust fund, the board shall pay the state universities 6 percent above the amount assessed for registration fees in the preceding fiscal year. If the actuarial reserve is between 5 percent and 6 percent of the expected liabilities of the trust fund, the board shall pay the state universities 6.5 percent above the amount assessed for registration fees in the preceding fiscal year. If the actuarial reserve is equal to or greater than 7.5 percent of the expected liabilities of the trust fund, the board shall pay the state universities 7 percent above the amount assessed for registration fees in the preceding fiscal year, whichever is greater.

2. As to the tuition differential, if the actuarial reserve is less than 5 percent of the expected liabilities of the trust fund, the board shall pay the state universities 5.5 percent above the base rate for the tuition differential fee in the preceding fiscal year. If the actuarial reserve is between 5 percent and 6 percent of the expected liabilities of the trust fund, the board shall pay the state universities 6 percent above the base rate for the tuition differential fee in the preceding fiscal year. If the actuarial reserve is between 6 percent and 7.5 percent of the expected liabilities of the trust fund, the board shall pay the state universities 6.5 percent above the base rate for the tuition differential fee in the preceding fiscal year. If the actuarial reserve is equal to or greater than 7.5 percent of the expected liabilities of the trust fund, the board shall pay the state universities 7 percent above the...
3. As to local fees, the board shall pay the state universities 5 percent above the amount assessed for local fees in the preceding fiscal year.

4. As to dormitory fees, the board shall pay the state universities 6 percent above the amount assessed for dormitory fees in the preceding fiscal year.

5. Qualified beneficiaries of advance payment contracts purchased before July 1, 2007, are exempt from paying any tuition differential fee.

(c) Notwithstanding the amount assessed for registration fees, the tuition differential fee, or local fees, the amount paid by the board to any state university on behalf of a qualified beneficiary of an advance payment contract purchased before July 1, 2024, may not exceed 100 percent of the amount charged by the state university for the aggregate sum of those fees.

(d) Notwithstanding the amount assessed for dormitory fees, the amount paid by the board to any state university on behalf of a qualified beneficiary of an advance payment contract purchased before July 1, 2024, may not exceed 100 percent of the amount charged by the state university for dormitory fees.

(e) The board shall pay state universities the actual amount assessed in accordance with law for registration fees, the tuition differential, local fees, and dormitory fees for advance payment contracts purchased on or after July 1, 2024.

(f) The board shall annually evaluate or cause to be
Section 21. In order to implement Specific Appropriations 9 and 96 of the 2014-2015, General Appropriations Act, paragraph (f) of subsection (1) and paragraphs (a) and (c) of subsection (9) of section 1011.62, Florida Statutes, are amended to read:

1011.62 Funds for operation of schools.—If the annual allocation from the Florida Education Finance Program to each district for operation of schools is not determined in the annual appropriations act or the substantive bill implementing the annual appropriations act, it shall be determined as follows:

(1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR OPERATION.—The following procedure shall be followed in determining the annual allocation to each district for operation:

(f) Supplemental academic instruction; categorical fund.—

1. There is created a categorical fund to provide supplemental academic instruction to students in kindergarten through grade 12. This paragraph may be cited as the “Supplemental Academic Instruction Categorical Fund.”

2. Categorical funds for supplemental academic instruction shall be allocated annually to each school district in the amount provided in the General Appropriations Act. These funds are shall be in addition to the funds appropriated on the basis of FTE student membership in the Florida Education Finance Program and shall be included in the total potential funds of each district. These funds shall be used to provide supplemental academic instruction to students enrolled in the K-12 program. For the 2012-2013, 2013-2014, and 2014-2015 fiscal year years,
each school district that has one or more of the 300 lowest-performing elementary schools based on the state reading assessment shall use these funds, together with the funds provided in the district’s research-based reading instruction allocation and other available funds, to provide an additional hour of instruction beyond the normal school day for each day of the entire school year for intensive reading instruction for the students in each of these schools. This additional hour of instruction must be provided only by teachers or reading specialists who are effective in teaching reading. Students enrolled in these schools who have level 5 assessment scores may participate in the additional hour of instruction on an optional basis. Exceptional student education centers shall not be included in the 300 schools. After this requirement has been met, supplemental instruction strategies may include, but are not limited to: modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school, and other methods for improving student achievement. Supplemental instruction may be provided to a student in any manner and at any time during or beyond the regular 180-day term identified by the school as being the most effective and efficient way to best help that student progress from grade to grade and to graduate.

3. Effective with the 1999-2000 fiscal year, Funding on the basis of FTE membership beyond the 180-day regular term shall be provided in the FEFP only for students enrolled in juvenile justice education programs or in education programs for juveniles placed in secure facilities or programs under s.
985.19. Funding for instruction beyond the regular 180-day school year for all other K-12 students shall be provided through the supplemental academic instruction categorical fund and other state, federal, and local fund sources with ample flexibility for schools to provide supplemental instruction to assist students in progressing from grade to grade and graduating.

4. The Florida State University School, as a lab school, is authorized to expend from its FEFP or Lottery Enhancement Trust Fund allocation the cost to the student of remediation in reading, writing, or mathematics for any graduate who requires remediation at a postsecondary educational institution.

5. Beginning in the 1999-2000 school year, Dropout prevention programs as defined in ss. 1003.52, 1003.53(1)(a), (b), and (c), and 1003.54 shall be included in group 1 programs under subparagraph (d)3.

(9) RESEARCH-BASED READING INSTRUCTION ALLOCATION.—

(a) The research-based reading instruction allocation is created to provide comprehensive reading instruction to students in kindergarten through grade 12. For the 2012-2013, 2013-2014, and 2014-2015 fiscal year years, in each school district that has one or more of the 300 lowest-performing elementary schools based on the state reading assessment, priority shall be given to providing an additional hour per day of intensive reading instruction beyond the normal school day for each day of the entire school year for the students in each school. Students enrolled in these schools who have level 5 assessment scores may participate in the additional hour of instruction on an optional basis. Exceptional student education centers shall not be
included in the 300 100 schools. The intensive reading
instruction delivered in this additional hour and for other
students shall include: research-based reading instruction that
has been proven to accelerate progress of students exhibiting a
reading deficiency; differentiated instruction based on student
assessment data to meet students’ specific reading needs;
explicit and systematic reading development in phonemic
awareness, phonics, fluency, vocabulary, and comprehension, with
more extensive opportunities for guided practice, error
correction, and feedback; and the integration of social studies,
science, and mathematics-text reading, text discussion, and
writing in response to reading. For the 2012-2013 and 2013-2014
fiscal years, a school district may not hire more reading
coaches than were hired during the 2011-2012 fiscal year unless
all students in kindergarten through grade 5 who demonstrate a
reading deficiency, as determined by district and state
assessments, including students scoring Level 1 or Level 2 on
FCAT Reading, are provided an additional hour per day of
intensive reading instruction beyond the normal school day for
each day of the entire school year.

(c) Funds allocated under this subsection must be used to
provide a system of comprehensive reading instruction to
students enrolled in the K-12 programs, which may include the
following:

1. The provision of an additional hour per day of intensive
reading instruction to students in the 300 100 lowest-performing
elementary schools by teachers and reading specialists who are
effective in teaching reading.

2. Kindergarten through grade 5 reading intervention
teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency.

3. The provision of highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data, and improve teacher delivery of effective reading instruction, intervention, and reading in the content areas based on student need.

4. Professional development for school district teachers in scientifically based reading instruction, including strategies to teach reading in content areas and with an emphasis on technical and informational text.

5. The provision of summer reading camps for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on FCAT Reading.

6. The provision of supplemental instructional materials that are grounded in scientifically based reading research.

7. The provision of intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the FCAT.

Section 22. A student may not take a district-developed assessment, a district-selected assessment, or a district-mandated assessment within the 2 weeks before or the 2 weeks after taking a statewide, standardized assessment. However, a student may, within the 2 weeks before or the 2 weeks after taking a statewide, standardized assessment:
(1) Take a college entrance examination, an Advanced Placement examination, an International Baccalaureate examination, an Advanced International Certificate of Education examination, or an industry-approved examination to earn national industry certifications identified in the Industry Certification Funding List; or

(2) Retake a statewide, standardized assessment.

Section 23. Except as otherwise expressly provided in this act, this act shall take effect upon becoming a law and shall apply retroactively to March 31, 2014.

================= T I T L E A M E N D M E N T =================
And the title is amended as follows:
Delete everything before the enacting clause and insert:

A bill to be entitled An act relating to education; amending s. 215.61, F.S.; requiring deposit of a certain amount of funds into a separate account within the Public Education Capital Outlay and Debt Service Trust Fund; requiring transfer of such funds to the State Board of Administration for the timely payment of principal and interest on bonds; requiring the State Board of Education to transfer a specified amount of funds into a separate account within the Public Education Capital Outlay and Debt Service Trust Fund for the payment of debt service on certain bonds; amending s. 1001.03, F.S.; prohibiting the State Board of Education from approving proposals for baccalaureate degree programs
at Florida College System institutions during a specified period; amending s. 1007.33, F.S.; prohibiting the Board of Trustees of the St. Petersburg College from establishing new baccalaureate degree programs during a specified period; amending s. 1009.22, F.S.; deleting a provision relating to the automatic rate of inflation increase in tuition and out-of-state fee per contact hour for workforce education programs; deleting a requirement that the Office of Economic and Demographic Research annually report the rate of inflation to the Governor, the Legislature, and the State Board of Education; deleting the definition of the term "rate of inflation"; amending s. 1009.23, F.S.; deleting a provision relating to the automatic rate of inflation increase in tuition and out-of-state fees at Florida College System institutions; deleting a requirement that the Office of Economic and Demographic Research annually report the rate of inflation to the Governor, the Legislature, and the State Board of Education; deleting the definition of the term "rate of inflation"; amending s. 1009.24, F.S.; deleting a provision relating to the automatic rate of inflation increase in resident undergraduate tuition per credit hour at state universities; deleting a requirement that the Office of Economic and Demographic Research annually report the rate of inflation to the Governor, the Legislature, and the Board of Governors; deleting the definition of the term "rate of inflation";
revising the annual percentage increase allowed in the aggregate sum of tuition and the tuition differential at state universities; amending s. 1009.55, F.S.; increasing the annual maximum number of scholarships that may be awarded in the Rosewood Family Scholarship Program; increasing the annual maximum award amount per student; creating s. 1009.893, F.S.; creating the Florida National Merit Scholar Incentive Program; defining terms; providing the purpose of the incentive program; requiring the Department of Education to administer the incentive program, advertise the availability of the incentive program, and notify students, teachers, parents, and school administrators about the incentive program’s criteria and application procedures; providing eligibility requirements for the incentive program; requiring certain students who are National Merit Scholars or National Achievement Scholars to receive certain incentive awards; providing eligibility requirements to renew an award; authorizing a student to receive an incentive award for certain maximum percentage amounts of the number of credit hours required to complete an associate degree, a baccalaureate degree, or a career certificate; requiring the department to issue awards from the incentive program and to transmit payment for each award; authorizing the department to withhold payment under certain circumstances; requiring institutions to certify to the department the eligibility status of each student to receive a
disbursement of an award during a specified time;
requiring the institution to certify to the department
the disbursement amounts to each student and remit to
the department undisbursed funds; providing for
proration of funds; prohibiting use of funds for
remedial coursework or developmental education;
authorizing a student to use funds during the summer
term under certain circumstances; authorizing
incentive program funds appropriated by the
Legislature to be deposited in the State Student
Financial Assistance Trust Fund; providing for use of
any remaining balance of appropriated funds in the
trust fund; requiring the department to allocate funds
to appropriate institutions and collect and maintain
certain data regarding the incentive program;
requiring the State Board of Education to adopt rules;
providing for retroactive application; creating s.
1002.385, F.S.; establishing the Florida Personal
Learning Scholarship Accounts; defining terms;
specifying criteria for students who are eligible to
participate in the program; identifying certain
students who are not eligible to participate in the
program; authorizing the use of awarded funds for
specific purposes; prohibiting specific providers,
schools, institutions, school districts, and other
entities from sharing, refunding, or rebating program
funds; specifying the terms of the program; providing
that the school district retains all duties,
authority, and responsibilities specified in the
Florida K-20 Education Code; specifying the duties of the Department of Education relating to the program; providing that the Commissioner of Education retains all current duties, authority, and responsibilities as specified in the Florida K-20 Education Code; requiring the executive director of the Agency for Persons with Disabilities to deny, suspend, or revoke participation in the program or use of program funds under certain circumstances; providing additional factors under which the executive director may deny, suspend, or revoke a participation in the program or program funds; requiring a parent to sign an agreement with the Agency for Persons with Disabilities to enroll his or her child in the program which specifies the responsibilities of a parent or student for using funds in a personal learning scholarship account and for submitting a compliance statement to the agency; providing that a parent who fails to comply with the responsibilities of the agreement forfeits the personal learning scholarship account; providing eligibility requirements and obligations for private schools under the program; specifying agency obligations under the program; authorizing the agency to contract for services; providing for funding and payment; providing the Auditor General’s obligations under the program; providing that the state is not liable for the use of awarded funds; providing for the scope of authority; requiring the agency to adopt rules; providing for implementation of the program in
a specified school year; providing an appropriation; amending s. 1003.4282, F.S.; providing standard high school diploma requirements for certain students with disabilities; authorizing certain students with disabilities to continue to receive certain instructions and services; requiring an independent review and a parent’s approval to waive statewide, standardized assessment requirements by the individual education plan (IEP) team; repealing s. 1003.438, F.S., relating to special high school graduation requirements for certain exceptional students; creating s. 1003.5716, F.S.; providing that certain students with disabilities have a right to free, appropriate public education; requiring an IEP team to begin the process of, and to develop an IEP for, identifying transition services needs for a student with a disability before the student attains a specified age; providing requirements for the process; requiring certain statements to be included and annually updated in the IEP; providing that changes in the goals specified in an IEP are subject to independent review and parental approval; requiring the school district to reconvene the IEP team to identify alternative strategies to meet transition objectives if a participating agency fails to provide transition services specified in the IEP; providing that the agency’s failure does not relieve the agency of the responsibility to provide or pay for the transition services that the agency otherwise would
have provided; amending s. 1003.572, F.S.; prohibiting a school district from imposing additional requirements on private instructional personnel or charging fees; creating s. 1008.2121, F.S.; requiring the Commissioner of Education to permanently exempt certain students with disabilities from taking statewide, standardized assessments; requiring the State Board of Education to adopt rules; amending s. 1008.25, F.S.; requiring written notification relating to portfolios to a parent of a student with a substantial reading deficiency; requiring a student promoted to a certain grade with a good cause exemption to receive intensive reading instruction and intervention; requiring a school district to assist schools and teachers with the implementation of reading strategies; revising good cause exemptions; amending ss. 120.81, 409.1451, and 1007.263, F.S.; conforming cross-references; amending s. 1009.98, F.S.; redefining the term “tuition differential”; revising the purchase date of an advance payment contract as it relates to the amount paid by the Florida Prepaid College Board to a state university on behalf of a qualified beneficiary; prohibiting the amount of the aggregate sum of registration fees, the tuition differential fee, and local fees paid by the board to a state university on behalf of a qualified beneficiary of an advance payment contract from exceeding a certain percentage of the amount charged by the state university for the aggregate sum of those
fees; prohibiting the amount of the dormitory fees paid for by the board to a state university on behalf of a qualified beneficiary of an advance payment contract from exceeding a certain percentage of the amount charged by the state university for those fees; conforming provisions to changes made by the act; amending s. 1011.62, F.S.; increasing the number of schools eligible for categorical funding for supplemental academic instruction and for the research-based reading instruction allocation; prohibiting a student from taking certain local assessments during a specified time; providing exceptions for certain examinations; providing effective dates.