A bill to be entitled
An act relating to educational funding; amending s. 1001.215, F.S.; revising the duties of the Just Read, Florida! Office to conform to changes made by the act; amending s. 1002.71, F.S.; revising the deadline for the amendment of a student enrollment count for specified purposes; amending s. 1003.52, F.S.; deleting provisions relating to the Florida School for Boys in Okeechobee; amending s. 1011.62, F.S.; revising requirements for the use of supplemental academic instruction allocation to include specified purposes; deleting a provision authorizing the Florida State University School to expend specified funds for certain purposes; deleting a provision including certain dropout prevention programs in certain funding categories; providing an alternate district sparsity index calculation for certain school districts; revising provisions relating to the research-based reading instruction allocation and the use of such funds; revising provisions relating to the Florida digital classrooms allocation and the use of such funds; creating the safe schools allocation and providing the purpose of the allocation; providing that certain underallocations may not be the basis for a positive allocation adjustment in the current year;
providing for the allocation of funds; amending s. 1011.78, F.S.; revising school district and charter school requirements to qualify for a standard student attire incentive payment; providing an effective date.

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

Section 1. Subsections (5) and (6) of section 1001.215, Florida Statutes, are amended to read:

1001.215 Just Read, Florida! Office.—There is created in the Department of Education the Just Read, Florida! Office. The office shall be fully accountable to the Commissioner of Education and shall:

(5) Provide technical assistance to school districts in the development and implementation of district plans for use of the research-based reading instruction allocation provided in s. 1011.62(9) and annually review and approve such plans.

(6) Review, evaluate, and provide technical assistance to school districts' implementation of the K-12 comprehensive reading plan required in s. 1011.62(9).

Section 2. Paragraph (c) of subsection (3) of section 1002.71, Florida Statutes, is amended to read:

1002.71 Funding; financial and attendance reporting.—

(3)

(c) The initial allocation shall be based on estimated
student enrollment in each coalition service area. The Office of
Early Learning shall reallocate funds among the coalitions based
on actual full-time equivalent student enrollment in each
coalition service area. Each coalition shall report student
enrollment pursuant to subsection (2) on a monthly basis. A
student enrollment count for the prior fiscal year may not be
amended after September 1 December 31 of the subsequent fiscal
year.

Section 3. Subsection (21) of section 1003.52, Florida
Statutes, is amended to read:

1003.52 Educational services in Department of Juvenile
Justice programs.—

(21) The educational programs at the Florida School for Boys
in Okeechobee shall be operated by the Department of Education,
either directly or through grants or contractual agreements with
other public or duly accredited education agencies approved by
the Department of Education.

Section 4. Subsections (15) and (16) of section 1011.62,
Florida Statutes, are renumbered as subsections (16) and (17),
respectively, paragraph (f) of subsection (1), paragraph (b) of
subsection (7), paragraphs (a), (c), and (d) of subsection (9),
subsection (12), and paragraph (b) of present subsection (15)
are amended, and a new subsection (15) is added to that section,
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 allocation:

categorical fund.—

1. There is created the supplemental academic instruction
allocation 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. The Categorical funds for supplemental academic
instruction allocation shall be provided allocated annually in
the Florida Education Finance Program as specified 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 school district. These funds shall
be used to provide supplemental academic instruction to students
enrolled in the K-12 program. For the 2017-2018 fiscal year, each school district that has a school earning a grade of "D" or "F" pursuant to s. 1008.34 must use that school's portion of the supplemental academic instruction allocation to implement the intervention and support strategies required under s. 1008.33 and for salary incentives pursuant to s. 1012.2315(3) or salary supplements pursuant to s. 1012.22(1)(c)5.c. that are provided through a memorandum of understanding between the collective bargaining agent and the school board that addresses the selection, placement, and expectations of instructional personnel and school administrators. For all other schools, the school district's use of the supplemental academic instruction allocation 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 by teachers or reading specialists who are effective in teaching reading or by a K-5 mentoring reading program that is supervised by a teacher who is effective at 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, dropout prevention programs as defined in ss. 1003.52 and 1003.53(1)(a), (b), and (c), and other methods for improving student achievement. Supplemental academic 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. The supplemental academic instruction allocation shall consist of a base amount that shall have a workload adjustment based on changes in unweighted FTE. In addition, school districts that have a school that earns a grade of "D" or "F" pursuant to s. 1008.34 shall be allocated additional funds to assist those schools in implementing the provisions of subparagraph 2. to improve student academic performance. The amount provided shall be based on each district's level of per-student funding in the reading instruction allocation and the supplemental academic instruction allocation and on the total FTE for each of the schools. The supplemental academic instruction allocation shall be recalculated once during the
fiscal year and shall be based on actual student membership from the October FTE survey. Upon recalculation of funding for the supplemental academic instruction allocation, if the total allocation is greater than the amount provided in the General Appropriations Act, the allocation shall be prorated to the level provided to support the appropriation, based on each school district's share of the total.

4.3. 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 allocation 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.

(7) DETERMINATION OF SPARSITY SUPPLEMENT.—

(b) The district sparsity index shall be computed by dividing the total number of full-time equivalent students in all programs in the district by the number of senior high school centers in the district, not in excess of three, which centers are approved as permanent centers by a survey made by the Department of Education. For districts with a full-time equivalent student membership of at least 20,000, but no more than 24,000, the index shall be computed by dividing the total number of full-time equivalent students in all programs by the number of permanent senior high school centers in the district, not in excess of four.

(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. Beginning with the 2017-2018 fiscal year, in each school district that has one or more of the 300 lowest-performing elementary schools based on a 3-year average of the state reading assessment data, 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 4 or 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. 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 screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs; explicit and systematic reading strategies to develop 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 the statewide, standardized reading assessment or, upon implementation, the English Language Arts assessment, 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 lowest-performing elementary schools by teachers and reading specialists who have demonstrated effectiveness 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, to help school district teachers earn a certification or an endorsement in reading.
5. The provision of Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading, 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 the statewide, standardized reading assessment or, upon implementation, the English Language Arts assessment.

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 statewide, standardized assessment.

(d) Each school district that has a school that earns a grade of "D" or "F" pursuant to s. 1008.34 shall annually, by a date determined by the Department of Education but before May 1, school districts shall submit a K-12 comprehensive reading plan for the specific use of the research-based reading instruction allocation in the format prescribed by the department for review and approval by the department as part of the monitoring, intervention, and support strategies required under s. 1008.33 the Just Read, Florida! Office created pursuant to s. 1001.215. The plan annually submitted by school districts shall be deemed approved unless the department rejects the plan on or before

CODING: Words stricken are deletions; words underlined are additions.
June 1. If a school district and the Just Read, Florida! Office cannot reach agreement on the contents of the plan, the school district may appeal to the State Board of Education for resolution. School districts shall be allowed reasonable flexibility in designing their plans and shall be encouraged to offer reading intervention through innovative methods, including career academies. The plan format shall be developed with input from school district personnel, including teachers and principals, and shall allow courses in core, career, and alternative programs that deliver intensive reading remediation through integrated curricula, provided that the teacher is deemed highly qualified to teach reading or working toward that status. No later than July 1 annually, the department shall release the school district's allocation of appropriated funds to those districts having approved plans. A school district that spends 100 percent of this allocation on its approved plan shall be deemed to have been in compliance with the plan. The department may withhold funds upon a determination that reading instruction allocation funds are not being used to implement the approved plan. The department shall monitor and track the implementation of each district plan, including conducting site visits and collecting specific data on expenditures and reading improvement results. By February 1 of each year, the department shall report its findings to the Legislature.

(12) FLORIDA DIGITAL CLASSROOMS ALLOCATION.
(a) The Florida digital classrooms allocation is created to support the efforts of school districts, including charter schools, and schools to integrate technology in classroom teaching and learning to ensure students have access to high-quality electronic and digital instructional materials and resources, and empower classroom teachers to help their students succeed. Each school district shall receive a minimum digital classrooms allocation in the amount provided in the General Appropriations Act. The remaining balance of the digital classrooms allocation shall be allocated based on each school district's proportionate share of the state's total unweighted full-time equivalent student enrollment.

(b) Funds allocated under this subsection must be used for costs associated with:

1. Acquiring and maintaining the items on the eligible services list authorized by the Universal Service Administrative Company for the Schools and Libraries Program, more commonly referred to as the federal E-rate program.

2. Acquiring computer and device hardware and associated operating system software that complies with the requirements of s. 1001.20(4)(a)1.b. The outcomes must be measurable and may also be unique to the needs of individual schools and school districts within the general parameters established by the
(b) Each district school board shall adopt a district digital classrooms plan that meets the unique needs of students, schools, and personnel and submit the plan for approval to the Department of Education. In addition, each district school board must, at a minimum, seek input from the district's instructional, curriculum, and information technology staff to develop the district digital classrooms plan. The district's plan must be within the general parameters established in the Florida digital classrooms plan pursuant to s. 1001.20. In addition, if the district participates in federal technology initiatives and grant programs, the district digital classrooms plan must include a plan for meeting requirements of such initiatives and grant programs. Funds allocated under this subsection must be used to support implementation of district digital classrooms plans. By October 1, 2014, and by March 1 of each year thereafter, on a date determined by the department, each district school board shall submit to the department, in a format prescribed by the department, a digital classrooms plan. At a minimum, such plan must include, and be annually updated to reflect, the following:

1. Measurable student performance outcomes. Outcomes related to student performance, including outcomes for students with disabilities, must be tied to the efforts and strategies to improve outcomes related to student performance by integrating
technology in classroom teaching and learning. Results of the outcomes shall be reported at least annually for the current school year and subsequent 3 years and be accompanied by an independent evaluation and validation of the reported results.

2. Digital learning and technology infrastructure purchases and operational activities. Such purchases and activities must be tied to the measurable outcomes under subparagraph 1., including, but not limited to, connectivity, broadband access, wireless capacity, Internet speed, and data security, all of which must meet or exceed minimum requirements and protocols established by the department. For each year that the district uses funds for infrastructure, a third-party, independent evaluation of the district's technology inventory and infrastructure needs must accompany the district's plan.

3. Professional development purchases and operational activities. Such purchases and activities must be tied to the measurable outcomes under subparagraph 1., including, but not limited to, using technology in the classroom and improving digital literacy and competency.

4. Digital tool purchases and operational activities. Such purchases and activities must be tied to the measurable outcomes under subparagraph 1., including, but not limited to, competency-based credentials that measure and demonstrate digital competency and certifications; third-party assessments that demonstrate acquired knowledge and use of digital
applications; and devices that meet or exceed minimum
requirements and protocols established by the department.

5. Online assessment-related purchases and operational
activities. Such purchases and activities must be tied to the
measurable outcomes under subparagraph 1., including, but not
limited to, expanding the capacity to administer assessments and
compatibility with minimum assessment protocols and requirements
established by the department.

(c) The Legislature shall annually provide in the General
Appropriations Act the FEFP allocation for implementation of the
Florida digital classrooms plan to be calculated in an amount up
to 1 percent of the base student allocation multiplied by the
total K-12 full-time equivalent student enrollment included in
the FEFP calculations for the legislative appropriation or as
provided in the General Appropriations Act. Each school district
shall be provided a minimum of $250,000, with the remaining
balance of the allocation to be distributed based on each
district's proportion of the total K-12 full-time equivalent
student enrollment. Distribution of funds for the Florida
digital classrooms allocation shall begin following submittal of
each district's digital classrooms plan, which must include
formal verification of the superintendent's approval of the
digital classrooms plan of each charter school in the district,
and approval of the plan by the department. Prior to the
distribution of the Florida digital classrooms allocation funds,
each district school superintendent shall certify to the
Commissioner of Education that the district school board has
approved a comprehensive district digital classrooms plan that
supports the fidelity of implementation of the Florida digital
classrooms allocation. District allocations shall be
recalculated during the fiscal year consistent with the periodic
recalculation of the FEFP. School districts shall provide a
proportionate share of the digital classrooms allocation to each
charter school in the district, as required for categorical
programs in s. 1002.33(17)(b). A school district may use a
competitive process to distribute funds for the Florida digital
classrooms allocation to the schools within the school district.

(d) To facilitate the implementation of the district
digital classrooms plans and charter school digital classrooms
plans, the commissioner shall support statewide, coordinated
partnerships and efforts of this state's education practitioners
in the field, including, but not limited to, superintendents,
principals, and teachers, to identify and share best practices,
corrective actions, and other identified needs.

(e) Beginning in the 2015-2016 fiscal year and each year
thereafter, each district school board shall report to the
department its use of funds provided through the Florida digital
classrooms allocation and student performance outcomes in
accordance with the district's digital classrooms plan. The
department may contract with an independent third party entity
to conduct an annual independent verification of the district's use of Florida digital classrooms allocation funds in accordance with the district's digital classrooms plan. In the event an independent third-party verification is not conducted, the Auditor General shall, during scheduled operational audits of the school districts, verify compliance of the use of Florida digital classrooms allocation funds in accordance with the district's digital classrooms plan. No later than October 1 of each year, beginning in the 2015-2016 fiscal year, the commissioner shall provide to the Governor, the President of the Senate, and the Speaker of the House of Representatives a summary of each district's use of funds, student performance outcomes, and progress toward meeting statutory requirements and timelines.

(f) Each school district shall provide teachers, administrators, students, and parents with access to:

1. Instructional materials in digital or electronic format, as defined in s. 1006.29.

2. Digital materials, including those digital materials that enable students to earn certificates and industry certifications pursuant to ss. 1003.4203 and 1008.44.

3. Teaching and learning tools and resources, including the ability for teachers and administrators to manage, assess, and monitor student performance data.

(g) For the 2016-2017 fiscal year, notwithstanding...
paragraph (c), each school district shall be provided a minimum of $500,000, with the remaining balance of the allocation to be distributed based on each district's proportion of the total K-12 full-time equivalent enrollment. Each district's digital classrooms allocation plan must give preference to funding the number of devices that comply with the requirements of s. 1001.20(4)(a)1.b. and that are needed to allow each school to administer the Florida Standards Assessments to an entire grade at the same time. If the district's digital classrooms allocation plan does not include the purchase of devices, the district must certify in the plan that the district currently has sufficient devices to allow each school to administer the Florida Standards Assessments in the manner described in this paragraph. This paragraph expires July 1, 2017.

(15) SAFE SCHOOLS ALLOCATION.—A safe schools allocation is created to provide funding to assist school districts in their compliance with ss. 1006.07-1006.148, with priority given to establishing a school resource officer program pursuant to s. 1006.12. Each school district shall receive a minimum safe schools allocation in an amount provided in the General Appropriations Act. Of the remaining balance of the safe schools allocation, two-thirds shall be allocated to school districts based on the most recent official Florida Crime Index provided by the Department of Law Enforcement and one-third shall be allocated based on each school district's proportionate share of...
the state's total unweighted full-time equivalent student enrollment.

TOTAL ALLOCATION OF STATE FUNDS TO EACH DISTRICT

The total annual state allocation to each district for current operation for the FEFP shall be distributed periodically in the manner prescribed in the General Appropriations Act.

(b) The amount thus obtained shall be the net annual allocation to each school district. However, if it is determined that any school district received an underallocation or overallocation for any prior year because of an arithmetical error, assessment roll change required by final judicial decision, full-time equivalent student membership error, or any allocation error revealed in an audit report, the allocation to that district shall be appropriately adjusted. An underallocation in a prior year caused by a school district's error may not be the basis for a positive allocation adjustment for the current year. Beginning with the 2011-2012 fiscal year, if a special program cost factor is less than the basic program cost factor, an audit adjustment may not result in the reclassification of the special program FTE to the basic program FTE. If the Department of Education audit adjustment recommendation is based upon controverted findings of fact, the Commissioner of Education is authorized to establish the amount of the adjustment based on the best interests of the state.
Section 5. Paragraph (b) of subsection (3) of section 1011.78, Florida Statutes, is amended to read:

1011.78 Standard student attire incentive payments.—There is created an incentive payment for school districts and charter schools that implement a standard student attire policy for all students in kindergarten through grade 8 in accordance with this section.

(3) QUALIFICATIONS.—To qualify for the incentive payment, a school district or charter school must, at a minimum, implement a standard attire policy that:

(b) Prohibits certain types or styles of clothing and requires solid-colored clothing and fabrics for pants, skirts, shorts, or similar clothing and short- or long-sleeved shirts with collars.

Section 6. This act shall take effect July 1, 2017.