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LEGISLATIVE ACTION

Senate

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House

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Appropriations Subcommittee on Pre-K - 12 Education (Passidomo)  
recommended the following:

**Senate Amendment (with title amendment)**

Delete everything after the enacting clause  
and insert:

Section 1. Subsections (1) and (2), paragraph (a) of  
subsection (4), paragraphs (b), (g), and (i) of subsection (5),  
paragraph (a) of subsection (7), subsection (9), and paragraph  
(b) of subsection (10) of section 1002.333, Florida Statutes,  
are amended to read:

1002.333 Persistently low-performing schools.—



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11 (1) DEFINITIONS.—As used in this section, the term:  
12 (a) "Hope operator" means an entity identified by the  
13 department pursuant to subsection (2).  
14 (b) "Persistently low-performing school" means a school  
15 that has completed 2 school years of a district-managed  
16 turnaround plan required under s. 1008.33(4) (a) and has not  
17 improved its school grade to a "C" or higher, earned three  
18 consecutive grades lower than a "C," pursuant to s. 1008.34, and  
19 a school that was closed pursuant to s. 1008.33(4) within 2  
20 years after the submission of a notice of intent.  
21 (c) "School of hope" means:  
22 1. A charter school operated by a hope operator which  
23 serves students from one or more persistently low-performing  
24 schools, ~~is located in the attendance zone of a persistently~~  
25 ~~low-performing school or within a 5-mile radius of such school,~~  
26 ~~whichever is greater;~~ and is a Title I eligible school; or  
27 2. A school operated by a hope operator pursuant to s.  
28 1008.33(4) (b) 3.b. ~~s. 1008.33(4) (b) 3.~~  
29 (2) HOPE OPERATOR.—A hope operator is a nonprofit  
30 organization with tax exempt status under s. 501(c) (3) of the  
31 Internal Revenue Code which ~~that~~ operates three or more charter  
32 schools that serve students in grades K-12 in Florida or other  
33 states with a record of serving students from low-income  
34 families and is designated by the State Board of Education as a  
35 hope operator based on a determination that:  
36 (a) The past performance of the hope operator meets or  
37 exceeds the following criteria:  
38 1. The achievement of enrolled students exceeds the  
39 district and state averages of the states in which the



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40 operator's schools operate;

41 2. The average college attendance rate at all schools  
42 currently operated by the operator exceeds 80 percent, if such  
43 data is available;

44 3. The percentage of students eligible for a free or  
45 reduced price lunch under the National School Lunch Act enrolled  
46 at all schools currently operated by the operator exceeds 70  
47 percent;

48 4. The operator is in good standing with the authorizer in  
49 each state in which it operates;

50 5. The audited financial statements of the operator are  
51 free of material misstatements and going concern issues; and

52 6. Other outcome measures as determined by the State Board  
53 of Education;

54 (b) The operator was awarded a United States Department of  
55 Education Charter School Program Grant for Replication and  
56 Expansion of High-Quality Charter Schools within the preceding 3  
57 years before applying to be a hope operator;

58 (c) The operator receives funding through the National Fund  
59 of the Charter School Growth Fund to accelerate the growth of  
60 the nation's best charter schools; or

61 (d) The operator is selected by a district school board in  
62 accordance with s. 1008.33.

63

64 An entity that meets the requirements of paragraph (b),  
65 paragraph (c), or paragraph (d) before the adoption by the state  
66 board of measurable criteria pursuant to paragraph (a) shall be  
67 designated as a hope operator. After the adoption of the  
68 measurable criteria, an entity, including a governing board that



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69 operates a school established pursuant to s. 1008.33(4)(b)3.b.  
70 ~~s. 1008.33(4)(b)3.~~, shall be designated as a hope operator if it  
71 meets the criteria of paragraph (a).

72 (4) ESTABLISHMENT OF SCHOOLS OF HOPE.—A hope operator  
73 seeking to open a school of hope must submit a notice of intent  
74 to the school district in which a persistently low-performing  
75 school has been identified by the State Board of Education  
76 pursuant to subsection (10).

77 (a) The notice of intent must include all of the following:

78 1. An academic focus and plan.

79 2. A financial plan.

80 3. Goals and objectives for increasing student achievement  
81 for the students from low-income families.

82 4. A completed or planned community outreach plan.

83 5. The organizational history of success in working with  
84 students with similar demographics.

85 6. The grade levels to be served and enrollment  
86 projections.

87 7. The specific proposed location or geographic area  
88 proposed for the school and its proximity to the persistently  
89 low-performing school or the plan to use the district-owned  
90 facilities of the persistently low-performing school.

91 8. A staffing plan.

92 9. An operations plan specifying the operator's intent to  
93 undertake the operations of the persistently low-performing  
94 school in its entirety or through limited components of the  
95 operations.

96 (5) PERFORMANCE-BASED AGREEMENT.—The following shall  
97 comprise the entirety of the performance-based agreement:



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98           ~~(b) The location or geographic area proposed for the school~~  
99 ~~of hope and its proximity to the persistently low-performing~~  
100 ~~school.~~

101           (f)~~(g)~~ The grounds for termination, including failure to  
102 meet the requirements for student performance established  
103 pursuant to paragraph (d) ~~(e)~~, generally accepted standards of  
104 fiscal management, or material violation of terms of the  
105 agreement. The nonrenewal or termination of a performance-based  
106 agreement must comply with the requirements of s. 1002.33(8).

107           (h)~~(i)~~ A provision establishing the initial term as 5  
108 years. The agreement must ~~shall~~ be renewed, upon the request of  
109 the hope operator, unless the school fails to meet the  
110 requirements for student performance established pursuant to  
111 paragraph (d) ~~(e)~~ or generally accepted standards of fiscal  
112 management or the school of hope materially violates the law or  
113 the terms of the agreement.

114           (7) FACILITIES.—

115           (a)1. A school of hope that meets the definition under  
116 subparagraph (1)(c)1. shall use facilities that comply with the  
117 Florida Building Code, except for the State Requirements for  
118 Educational Facilities. ~~A school of hope that uses school~~  
119 ~~district facilities must comply with the State Requirements for~~  
120 ~~Educational Facilities only if the school district and the hope~~  
121 ~~operator have entered into a mutual management plan for the~~  
122 ~~reasonable maintenance of such facilities. The mutual management~~  
123 ~~plan shall contain a provision by which the district school~~  
124 ~~board agrees to maintain the school facilities in the same~~  
125 ~~manner as its other public schools within the district.~~

126           2. A school of hope that meets the definition under



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127 subparagraph (1)(c)2. and that receives funds from the hope  
128 supplemental services allocation under s. 1011.62(16) shall use  
129 the district-owned facilities of the persistently low-performing  
130 school that the school of hope operates. A school of hope that  
131 uses district-owned facilities must enter into a mutual  
132 management plan with the school district for the reasonable  
133 maintenance of the facilities. The mutual management plan must  
134 contain a provision specifying that the district school board  
135 agrees to maintain the school facilities in the same manner as  
136 other public schools within the district.

137  
138 The local governing authority shall not adopt or impose any  
139 local building requirements or site-development restrictions,  
140 such as parking and site-size criteria, student enrollment, and  
141 occupant load, that are addressed by and more stringent than  
142 those found in the State Requirements for Educational Facilities  
143 of the Florida Building Code. A local governing authority must  
144 treat schools of hope equitably in comparison to similar  
145 requirements, restrictions, and site planning processes imposed  
146 upon public schools. The agency having jurisdiction for  
147 inspection of a facility and issuance of a certificate of  
148 occupancy or use shall be the local municipality or, if in an  
149 unincorporated area, the county governing authority. If an  
150 official or employee of the local governing authority refuses to  
151 comply with this paragraph, the aggrieved school or entity has  
152 an immediate right to bring an action in circuit court to  
153 enforce its rights by injunction. An aggrieved party that  
154 receives injunctive relief may be awarded reasonable attorney  
155 fees and court costs.



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156 (9) FUNDING.—

157 (a) Schools of hope shall be funded in accordance with s.  
158 1002.33(17).

159 (b) Schools of hope shall receive priority in the  
160 department's Public Charter School Grant Program competitions.

161 (c) Schools of hope shall be considered charter schools for  
162 purposes of s. 1013.62, except charter capital outlay may not be  
163 used to purchase real property or for the construction of school  
164 facilities.

165 (d) Schools of hope that meet the definition under  
166 subparagraph (1)(c)1. are eligible to receive funds from the  
167 Schools of Hope Program.

168 (e) Schools of hope that meet the definition under  
169 subparagraph (1)(c)2. are eligible to receive funds from the  
170 hope supplemental services allocation established under s.  
171 1011.62(16).

172 (10) SCHOOLS OF HOPE PROGRAM.—The Schools of Hope Program  
173 is created within the Department of Education.

174 (b) A traditional public school that is required to submit  
175 a plan for implementation pursuant to s. 1008.33(4) is eligible  
176 to receive funding for services authorized up to \$2,000 per  
177 full-time equivalent student from the hope supplemental services  
178 allocation established under s. 1011.62(16). ~~Schools of Hope~~  
179 ~~Program based upon the strength of the school's plan for~~  
180 ~~implementation and its focus on evidence-based interventions~~  
181 ~~that lead to student success by providing wrap-around services~~  
182 ~~that leverage community assets, improve school and community~~  
183 ~~collaboration, and develop family and community partnerships.~~  
184 ~~Wrap-around services include, but are not limited to, tutorial~~



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185 ~~and after school programs, student counseling, nutrition~~  
186 ~~education, parental counseling, and adult education. Plans for~~  
187 ~~implementation may also include models that develop a culture of~~  
188 ~~attending college, high academic expectations, character~~  
189 ~~development, dress codes, and an extended school day and school~~  
190 ~~year. At a minimum, a plan for implementation must:~~

191 ~~1. Establish wrap-around services that develop family and~~  
192 ~~community partnerships.~~

193 ~~2. Establish clearly defined and measurable high academic~~  
194 ~~and character standards.~~

195 ~~3. Increase parental involvement and engagement in the~~  
196 ~~child's education.~~

197 ~~4. Describe how the school district will identify, recruit,~~  
198 ~~retain, and reward instructional personnel. The state board may~~  
199 ~~waive the requirements of s. 1012.22(1)(c)5., and suspend the~~  
200 ~~requirements of s. 1012.34, to facilitate implementation of the~~  
201 ~~plan.~~

202 ~~5. Identify a knowledge-rich curriculum that the school~~  
203 ~~will use that focuses on developing a student's background~~  
204 ~~knowledge.~~

205 ~~6. Provide professional development that focuses on~~  
206 ~~academic rigor, direct instruction, and creating high academic~~  
207 ~~and character standards.~~

208 Section 2. Section 1002.334, Florida Statutes, is created  
209 to read:

210 1002.334 Franchise model schools.—

211 (1) As used in this section, the term "franchise model  
212 school" means a persistently low-performing school, as defined  
213 in s. 1002.333(1)(b), which is led by a highly effective





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214 principal in addition to the principal's currently assigned  
215 school. If a franchise model school achieves a grade of "C" or  
216 higher, the school may retain its status as a franchise model  
217 school at the discretion of the school district.

218 (2) A school district that has one or more persistently  
219 low-performing schools may use a franchise model school as a  
220 school turnaround option pursuant to s. 1008.33(4)(b)4.

221 (3) A franchise model school principal:

222 (a) Must be rated as highly effective pursuant to s.  
223 1012.34;

224 (b) May lead two or more schools, including a persistently  
225 low-performing school or a school that was considered a  
226 persistently low-performing school before becoming a franchise  
227 model school;

228 (c) May allocate resources and personnel between the  
229 schools under his or her administration; however, he or she must  
230 expend hope supplemental services allocation funds, authorized  
231 under s. 1011.62(16), at the franchise model school; and

232 (d) Is eligible to receive a Best and Brightest Principal  
233 award under s. 1012.732.

234 Section 3. Section 1007.273, Florida Statutes, is amended  
235 to read:

236 1007.273 Structured high school acceleration programs  
237 Collegiate high school program.-

238 ~~(1)~~ Each Florida College System institution shall work with  
239 each district school board in its designated service area to  
240 establish one or more structured programs, including, but not  
241 limited to, collegiate high school programs. As used in this  
242 section, the term "structured program" means a structured high



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243 school acceleration program.

244 (1)-(2) PURPOSE.—At a minimum, structured ~~collegiate high~~  
245 ~~school~~ programs must include an option for public school  
246 students in grade 11 or grade 12 participating in the structured  
247 program, for at least 1 full school year, to earn CAPE industry  
248 certifications pursuant to s. 1008.44, and to successfully  
249 complete at least 30 credit hours through the dual enrollment  
250 program under s. 1007.271. The structured program must  
251 prioritize dual enrollment courses that are applicable toward  
252 general education core courses or common prerequisite course  
253 requirements under s. 1007.25 over dual enrollment courses  
254 applicable as electives toward at least the first year of  
255 college for an associate degree or baccalaureate degree while  
256 enrolled in the structured program. A district school board may  
257 not limit the number of eligible public school students who may  
258 enroll in such structured programs.

259 (2)-(3) REQUIRED STRUCTURED PROGRAM CONTRACTS.—

260 (a) Each district school board and its local Florida  
261 College System institution shall execute a contract to establish  
262 one or more structured ~~collegiate high school~~ programs at a  
263 mutually agreed upon location or locations. ~~Beginning with the~~  
264 ~~2015-2016 school year,~~ If the local Florida College System  
265 institution does not establish a structured program with a  
266 district school board in its designated service area, another  
267 Florida College System institution may execute a contract with  
268 that district school board to establish the structured program.  
269 The contract must be executed by January 1 of each school year  
270 for implementation of the structured program during the next  
271 school year. By August 1, 2018, a contract entered into before



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272 January 1, 2018, for the 2018-2019 school year must be modified  
273 to include the provisions of paragraph (b).

274 (b) The contract must:

275 1.~~(a)~~ Identify the grade levels to be included in the  
276 structured ~~collegiate high school~~ program; ~~which must, at a~~  
277 ~~minimum, include grade 12.~~

278 2.~~(b)~~ Describe the structured ~~collegiate high school~~  
279 program, including a list of the meta-major academic pathways  
280 approved pursuant to s. 1008.30(4), which are available to  
281 participating students through the partner Florida College  
282 System institution or other eligible partner postsecondary  
283 institutions; the delineation of courses that must, at a  
284 minimum, include general education core courses and common  
285 prerequisite course requirements pursuant to s. 1007.25; ~~and~~  
286 industry certifications offered, including online course  
287 availability; the high school and college credits earned for  
288 each postsecondary course completed and industry certification  
289 earned; student eligibility criteria; and the enrollment process  
290 and relevant deadlines; ~~;~~

291 3.~~(c)~~ Describe the methods, medium, and process by which  
292 students and their parents are annually informed about the  
293 availability of the structured ~~collegiate high school~~ program,  
294 the return on investment associated with participation in the  
295 structured program, and the information described in  
296 subparagraphs 1. and 2.; ~~paragraphs (a) and (b).~~

297 4.~~(d)~~ Identify the delivery methods for instruction and the  
298 instructors for all courses; ~~;~~

299 5.~~(e)~~ Identify student advising services and progress  
300 monitoring mechanisms; ~~;~~



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301 6.~~(f)~~ Establish a program review and reporting mechanism  
302 regarding student performance outcomes; and~~;~~

303 7.~~(g)~~ Describe the terms of funding arrangements to  
304 implement the structured ~~collegiate high school~~ program pursuant  
305 to paragraph (5) (a).

306 (3) STUDENT PERFORMANCE CONTRACT AND NOTIFICATION.—

307 (a)~~(4)~~ Each student participating in a structured  
308 ~~collegiate high school~~ program must enter into a student  
309 performance contract which must be signed by the student, the  
310 parent, and a representative of the school district and the  
311 applicable Florida College System institution, state university,  
312 or other institution participating pursuant to subsection (4)  
313 ~~(5)~~. The performance contract must, at a minimum, specify  
314 include the schedule of courses, by semester, and industry  
315 certifications to be taken by the student, if any; student  
316 attendance requirements; ~~;~~ and course grade requirements; and the  
317 applicability of such courses to an associate degree or a  
318 baccalaureate degree.

319 (b) By September 1 of each school year, each district  
320 school board must notify each student enrolled in grades 9, 10,  
321 11, and 12 in a public school within the school district about  
322 the structured program, including, but not limited to:

323 1. The method for earning college credit through  
324 participation in the structured program. The notification must  
325 include website links to the dual enrollment course equivalency  
326 list approved by the State Board of Education; the common degree  
327 program prerequisite requirements published by the Articulation  
328 Coordinating Committee pursuant to s. 1007.01(3)(f); the  
329 industry certification articulation agreements adopted by the



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330 State Board of Education in rule; and the approved meta-major  
331 academic pathways of the partner Florida College System  
332 institution and other eligible partner postsecondary  
333 institutions participating pursuant to subsection (4); and

334 2. The estimated cost savings to students and their  
335 families resulting from students successfully completing 30  
336 credit hours applicable toward general education core courses or  
337 common prerequisite course requirements before graduating from  
338 high school versus the cost of earning such credit hours after  
339 graduating from high school.

340 (4) ~~(5)~~ AUTHORIZED STRUCTURED PROGRAM CONTRACTS.—In addition  
341 to executing a contract with the local Florida College System  
342 institution under this section, a district school board may  
343 execute a contract to establish a structured ~~collegiate high~~  
344 ~~school~~ program with a state university or an institution that is  
345 eligible to participate in the William L. Boyd, IV, Florida  
346 Resident Access Grant Program, that is a nonprofit independent  
347 college or university located and chartered in this state, and  
348 that is accredited by the Commission on Colleges of the Southern  
349 Association of Colleges and Schools to grant baccalaureate  
350 degrees. Such university or institution must meet the  
351 requirements specified under subsections (2) ~~(3)~~ and (3) ~~(4)~~. A  
352 charter school may execute a contract directly with the local  
353 Florida College System institution or another institution as  
354 authorized under this section to establish a structured program  
355 at a mutually agreed upon location.

356 (5) FUNDING.—

357 (a) ~~(6)~~ The structured ~~collegiate high school~~ program shall  
358 be funded pursuant to ss. 1007.271 and 1011.62. The State Board



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359 of Education shall enforce compliance with this section by  
360 withholding the transfer of funds for the school districts ~~and~~  
361 ~~the Florida College System institutions~~ in accordance with s.  
362 1008.32. Annually, by December 31, the State Board of Education  
363 shall enforce compliance with this section by withholding the  
364 transfer of funds for the Florida College System institutions in  
365 accordance with s. 1001.602.

366 (b) A student who enrolls in the structured program and  
367 successfully completes at least 30 college credit hours during a  
368 school year through the dual enrollment program under s.  
369 1007.271 generates a 0.5 full-time equivalent (FTE) bonus. A  
370 student who enrolls in the structured program and successfully  
371 completes an additional 30 college credit hours during a school  
372 year, resulting in at least 60 college credit hours through the  
373 dual enrollment program under s. 1007.271 applicable toward  
374 fulfilling the requirements for an associate in arts degree or  
375 an associate in science degree or a baccalaureate degree  
376 pursuant to the student performance contract under subsection  
377 (3), before graduating from high school, generates an additional  
378 0.5 FTE bonus. Each district school board that is a contractual  
379 partner with a Florida College System institution or other  
380 eligible postsecondary institution shall report to the  
381 commissioner the total FTE bonus for each structured program for  
382 the students from that school district. The total FTE bonus  
383 shall be added to each school district's total weighted FTE for  
384 funding in the subsequent fiscal year.

385 (c) For any industry certification a student attains under  
386 this section, the FTE bonus shall be calculated and awarded in  
387 accordance with s. 1011.62(1)(o).



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388 (6) REPORTING REQUIREMENTS.-

389 (a) By September 1 of each school year, each district  
390 school superintendent shall report to the commissioner, at a  
391 minimum, the following information on each structured program  
392 administered during the prior school year:

393 1. The number of students in public schools within the  
394 school district who enrolled in the structured program, and the  
395 partnering postsecondary institutions pursuant to subsections  
396 (2) and (4);

397 2. The total and average number of dual enrollment courses  
398 completed, high school and college credits earned, standard high  
399 school diplomas and associate and baccalaureate degrees awarded,  
400 and the number of industry certifications attained, if any, by  
401 the students who enrolled in the structured program;

402 3. The projected student enrollment in the structured  
403 program during the next school year; and

404 4. Any barriers to executing contracts to establish one or  
405 more structured programs.

406 (b) By November 30 of each school year, the commissioner  
407 must report to the Governor, the President of the Senate, and  
408 the Speaker of the House of Representatives the status of  
409 structured programs, including, at a minimum, a summary of  
410 student enrollment and completion information pursuant to this  
411 subsection; barriers, if any, to establishing such programs; and  
412 recommendations for expanding access to such programs statewide.

413 Section 4. Paragraph (c) of subsection (3) and subsection  
414 (4) of section 1008.33, Florida Statutes, are amended to read:

415 1008.33 Authority to enforce public school improvement.-

416 (3)



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417 (c) The state board shall adopt by rule a differentiated  
418 matrix of intervention and support strategies for assisting  
419 traditional public schools identified under this section and  
420 rules for implementing s. 1002.33(9)(n), relating to charter  
421 schools.

422 1. The intervention and support strategies must address  
423 efforts to improve student performance through one or more of  
424 the following strategies: ~~and may include~~

425 a. Improvement planning;

426 b. Leadership quality improvement;

427 c. Educator quality improvement;

428 d. Professional development;

429 e. Curriculum review, pacing, and alignment across grade  
430 levels to improve background knowledge in social studies,  
431 science, and the arts; and

432 f. The use of continuous improvement and monitoring plans  
433 and processes.

434 2. ~~In addition,~~ The state board may prescribe reporting  
435 requirements to review and monitor the progress of the schools.  
436 The rule must define the intervention and support strategies for  
437 school improvement for schools earning a grade of "D" or "F" and  
438 the roles for the district and department.

439 (4)(a) The state board shall apply intensive intervention  
440 and support strategies tailored to the needs of schools earning  
441 two consecutive grades of "D" or a grade of "F." In the first  
442 full school year after a school initially earns two consecutive  
443 grades of "D" or a grade of "F," the school district must  
444 immediately implement intervention and support strategies  
445 prescribed in rule under paragraph (3)(c) and, by September 1,





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446 provide the department with the memorandum of understanding  
447 negotiated pursuant to s. 1001.42(21) and, by October 1, a  
448 district-managed turnaround plan for approval by the state  
449 board. The district-managed turnaround plan may include a  
450 proposal for the district to implement an extended school day, a  
451 summer program, or a combination of an extended school day and  
452 summer program. Upon approval by the state board, the school  
453 district must implement the plan for the remainder of the school  
454 year and continue the plan for 1 full school year. The state  
455 board may allow a school an additional year of implementation  
456 before the school must implement a turnaround option required  
457 under paragraph (b) if it determines that the school is likely  
458 to improve to a grade of "C" or higher after the first full  
459 school year of implementation.

460 (b) Unless an additional year of implementation is provided  
461 pursuant to paragraph (a), a school that has completed 2 school  
462 years of a district-managed turnaround plan required under  
463 paragraph (a) and has not improved its school grade to a "C" or  
464 higher, pursuant to s. 1008.34, ~~earns three consecutive grades~~  
465 ~~below a "C"~~ must implement one of the following options:

466 1. Reassign students to another school and monitor the  
467 progress of each reassigned student. ~~†~~

468 2. Close the school and reopen the school as one or more  
469 charter schools, each with a governing board that has a  
470 demonstrated record of effectiveness. Such charter schools are  
471 eligible for funding from the hope supplemental services  
472 allocation established under s. 1011.62(16). ~~†~~ ~~or~~

473 3. Contract with an outside entity that has a demonstrated  
474 record of effectiveness to operate the school. An outside entity



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475 may include:

476 a. A district-managed charter school in which all  
477 instructional personnel are not employees of the school  
478 district, but are employees of an independent governing board  
479 composed of members who did not participate in the review or  
480 approval of the charter. A district-managed charter school is  
481 eligible for funding from the hope supplemental services  
482 allocation established in s. 1011.62(16); or

483 b. A hope operator that submits to a school district a  
484 notice of intent of a performance-based agreement pursuant to s.  
485 1002.333. A school of hope established pursuant to this sub-  
486 subparagraph is eligible for funding from the hope supplemental  
487 services allocation for up to 5 years, beginning in the school  
488 year in which the school of hope is established, if the school  
489 of hope:

490 (I) Is established at the district-owned facilities of the  
491 persistently low-performing school;

492 (II) Gives priority enrollment to students who are enrolled  
493 in, or are eligible to attend and are living in the attendance  
494 area of, the persistently low-performing school that the school  
495 of hope operates, consistent with the enrollment lottery  
496 exemption provided under s. 1002.333(5)(c); and

497 (III) Meets the requirements of its performance-based  
498 agreement pursuant to s. 1002.333.

499 4. Implement a franchise model school in which a highly  
500 effective principal, pursuant to s. 1012.34, leads the  
501 persistently low-performing school in addition to the  
502 principal's currently assigned school. The franchise model  
503 school principal may allocate resources and personnel between



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504 the schools he or she leads. The persistently low-performing  
505 school is eligible for funding from the hope supplemental  
506 services allocation established under s. 1011.62(16).

507 (c) Implementation of the turnaround option is no longer  
508 required if the school improves to a grade of "C" or higher.

509 (d) If a school ~~earning two consecutive grades of "D" or a~~  
510 ~~grade of "F"~~ does not improve to a grade of "C" or higher after  
511 2 ~~full~~ school years of implementing the turnaround option  
512 selected by the school district under paragraph (b), the school  
513 district must implement another turnaround option.

514 Implementation of the turnaround option must begin the school  
515 year following the implementation period of the existing  
516 turnaround option, unless the state board determines that the  
517 school is likely to improve to a grade of "C" or higher if  
518 additional time is provided to implement the existing turnaround  
519 option.

520 Section 5. Present subsections (16) and (17) of section  
521 1011.62, Florida Statutes, are redesignated as subsections (19)  
522 and (20), respectively, new subsections (16) and (17) and  
523 subsection (18) are added to that section, and paragraph (a) of  
524 subsection (4) and subsection (14) of that section are amended,  
525 to read:

526 1011.62 Funds for operation of schools.—If the annual  
527 allocation from the Florida Education Finance Program to each  
528 district for operation of schools is not determined in the  
529 annual appropriations act or the substantive bill implementing  
530 the annual appropriations act, it shall be determined as  
531 follows:

532 (4) COMPUTATION OF DISTRICT REQUIRED LOCAL EFFORT.—The



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533 Legislature shall prescribe the aggregate required local effort  
534 for all school districts collectively as an item in the General  
535 Appropriations Act for each fiscal year. The amount that each  
536 district shall provide annually toward the cost of the Florida  
537 Education Finance Program for kindergarten through grade 12  
538 programs shall be calculated as follows:

539 (a) *Estimated taxable value calculations.*—

540 1.a. Not later than 2 working days before July 19, the  
541 Department of Revenue shall certify to the Commissioner of  
542 Education its most recent estimate of the taxable value for  
543 school purposes in each school district and the total for all  
544 school districts in the state for the current calendar year  
545 based on the latest available data obtained from the local  
546 property appraisers. The value certified shall be the taxable  
547 value for school purposes for that year, and no further  
548 adjustments shall be made, except those made pursuant to  
549 paragraphs (c) and (d), or an assessment roll change required by  
550 final judicial decisions as specified in paragraph (19) (b)  
551 ~~(16) (b)~~. Not later than July 19, the Commissioner of Education  
552 shall compute a millage rate, rounded to the next highest one  
553 one-thousandth of a mill, which, when applied to 96 percent of  
554 the estimated state total taxable value for school purposes,  
555 would generate the prescribed aggregate required local effort  
556 for that year for all districts. The Commissioner of Education  
557 shall certify to each district school board the millage rate,  
558 computed as prescribed in this subparagraph, as the minimum  
559 millage rate necessary to provide the district required local  
560 effort for that year.

561 b. The General Appropriations Act shall direct the



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562 computation of the statewide adjusted aggregate amount for  
563 required local effort for all school districts collectively from  
564 ad valorem taxes to ensure that no school district's revenue  
565 from required local effort millage will produce more than 90  
566 percent of the district's total Florida Education Finance  
567 Program calculation as calculated and adopted by the  
568 Legislature, and the adjustment of the required local effort  
569 millage rate of each district that produces more than 90 percent  
570 of its total Florida Education Finance Program entitlement to a  
571 level that will produce only 90 percent of its total Florida  
572 Education Finance Program entitlement in the July calculation.

573 2. On the same date as the certification in sub-  
574 subparagraph 1.a., the Department of Revenue shall certify to  
575 the Commissioner of Education for each district:

576 a. Each year for which the property appraiser has certified  
577 the taxable value pursuant to s. 193.122(2) or (3), if  
578 applicable, since the prior certification under sub-subparagraph  
579 1.a.

580 b. For each year identified in sub-subparagraph a., the  
581 taxable value certified by the appraiser pursuant to s.  
582 193.122(2) or (3), if applicable, since the prior certification  
583 under sub-subparagraph 1.a. This is the certification that  
584 reflects all final administrative actions of the value  
585 adjustment board.

586 (14) QUALITY ASSURANCE GUARANTEE.—The Legislature may  
587 annually in the General Appropriations Act determine a  
588 percentage increase in funds per K-12 unweighted FTE as a  
589 minimum guarantee to each school district. The guarantee shall  
590 be calculated from prior year base funding per unweighted FTE



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591 student which shall include the adjusted FTE dollars as provided  
592 in subsection (19) ~~(16)~~, quality guarantee funds, and actual  
593 nonvoted discretionary local effort from taxes. From the base  
594 funding per unweighted FTE, the increase shall be calculated for  
595 the current year. The current year funds from which the  
596 guarantee shall be determined shall include the adjusted FTE  
597 dollars as provided in subsection (19) ~~(16)~~ and potential  
598 nonvoted discretionary local effort from taxes. A comparison of  
599 current year funds per unweighted FTE to prior year funds per  
600 unweighted FTE shall be computed. For those school districts  
601 which have less than the legislatively assigned percentage  
602 increase, funds shall be provided to guarantee the assigned  
603 percentage increase in funds per unweighted FTE student. Should  
604 appropriated funds be less than the sum of this calculated  
605 amount for all districts, the commissioner shall prorate each  
606 district's allocation. This provision shall be implemented to  
607 the extent specifically funded.

608 (16) HOPE SUPPLEMENTAL SERVICES ALLOCATION.-The hope  
609 supplemental services allocation is created to provide district-  
610 managed turnaround schools, as required under s. 1008.33(4)(a),  
611 charter schools authorized under s. 1008.33(4)(b)2., district-  
612 managed charter schools authorized under s. 1008.33(4)(b)3.a.,  
613 schools of hope authorized under s. 1008.33(4)(b)3.b., and  
614 franchise model schools as authorized under s. 1008.33(4)(b)4.,  
615 with funds to offer services designed to improve the overall  
616 academic and community welfare of the schools' students and  
617 their families.

618 (a) Services funded by the allocation may include, but are  
619 not limited to, tutorial and after-school programs, student



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620 counseling, nutrition education, and parental counseling. In  
621 addition, services may also include models that develop a  
622 culture that encourages students to complete high school and to  
623 attend college or career training, set high academic  
624 expectations, inspire character development, and include an  
625 extended school day and school year.

626 (b) Prior to distribution of the allocation, a school  
627 district, for a district turnaround school and persistently low-  
628 performing schools that use a franchise model; a hope operator,  
629 for a school of hope; or the charter school governing board for  
630 a charter school, as applicable, shall develop and submit a plan  
631 for implementation to its respective governing body for approval  
632 no later than August 1 of the fiscal year.

633 (c) At a minimum, the plans required under paragraph (b)  
634 must:

635 1. Establish comprehensive support services that develop  
636 family and community partnerships;

637 2. Establish clearly defined and measurable high academic  
638 and character standards;

639 3. Increase parental involvement and engagement in the  
640 child's education;

641 4. Describe how instructional personnel will be identified,  
642 recruited, retained, and rewarded;

643 5. Provide professional development that focuses on  
644 academic rigor, direct instruction, and creating high academic  
645 and character standards; and

646 6. Provide focused instruction to improve student academic  
647 proficiency, which may include additional instruction time  
648 beyond the normal school day or school year.



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649 (d) Each school district and hope operator shall submit  
650 approved plans to the commissioner by September 1 of each fiscal  
651 year.

652 (e) For the 2018-2019 fiscal year, a school that is  
653 selected to receive funding in the 2017-2018 fiscal year  
654 pursuant to s. 1002.333(10)(c) shall receive \$2,000 per FTE. A  
655 district-managed turnaround school required under s.  
656 1008.33(4)(a), charter school authorized under s.  
657 1008.33(4)(b)2., district-managed charter school authorized  
658 under s. 1008.33(4)(b)3.a., school of hope authorized under s.  
659 1008.33(4)(b)3.b., and franchise model school authorized under  
660 s. 1008.33(4)(b)4. are eligible for the remaining funds based on  
661 the school's unweighted FTE, up to \$2,000 per FTE or as provided  
662 in the General Appropriations Act.

663 (f) For the 2019-2020 fiscal year and thereafter, each  
664 school district's allocation shall be based on the unweighted  
665 FTE student enrollment at the eligible schools and a per-FTE  
666 funding amount of up to \$2,000 per FTE or as provided in the  
667 General Appropriations Act. If the calculated funds for  
668 unweighted FTE student enrollment at the eligible schools exceed  
669 the per-FTE funds appropriated, the allocation of funds to each  
670 school district must be prorated based on each school district's  
671 share of the total unweighted FTE student enrollment for the  
672 eligible schools.

673 (17) MENTAL HEALTH ASSISTANCE ALLOCATION.—The mental health  
674 assistance allocation is created to provide supplemental funding  
675 to assist school districts in establishing or expanding  
676 comprehensive school-based mental health programs that increase  
677 awareness of mental health issues among children and school-age





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678 youth; train educators and other school staff in detecting and  
679 responding to mental health issues; and connect children, youth,  
680 and families who may experience behavioral health issues with  
681 appropriate services. These funds may be allocated annually in  
682 the General Appropriations Act to each eligible school district  
683 and developmental research school based on each entity's  
684 proportionate share of Florida Education Finance Program base  
685 funding. The district funding allocation must include a minimum  
686 amount as specified in the General Appropriations Act. Upon  
687 submission and approval of a plan that includes the elements  
688 specified in paragraph (b), charter schools are also entitled to  
689 a proportionate share of district funding for this program. The  
690 allocated funds may not supplant funds that are provided for  
691 this purpose from other operating funds and may not be used to  
692 increase salaries or provide bonuses.

693 (a) Prior to the distribution of the allocation:

694 1. The district must annually develop and submit a detailed  
695 plan outlining the local program and planned expenditures to the  
696 district school board for approval.

697 2. A charter school must annually develop and submit a  
698 detailed plan outlining the local program and planned  
699 expenditures of the funds in the plan to its governing body for  
700 approval. After the plan is approved by the governing body, it  
701 must be provided to its school district for submission to the  
702 commissioner.

703 (b) The plans required under paragraph (a) must include, at  
704 a minimum, all of the following elements:

705 1. A collaborative effort or partnership between the school  
706 district and at least one local community program or agency



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707 involved in mental health to provide or to improve prevention,  
708 diagnosis, and treatment services for students;  
709 2. Programs to assist students in dealing with bullying,  
710 trauma, and violence;  
711 3. Strategies or programs to reduce the likelihood of at-  
712 risk students developing social, emotional, or behavioral health  
713 problems or substance use disorders;  
714 4. Strategies to improve the early identification of  
715 social, emotional, or behavioral problems or substance use  
716 disorders and to improve the provision of early intervention  
717 services;  
718 5. Strategies to enhance the availability of school-based  
719 crisis intervention services and appropriate referrals for  
720 students in need of mental health services; and  
721 6. Training opportunities for school personnel in the  
722 techniques and supports needed to identify students who have  
723 trauma histories and who have or are at risk of having a mental  
724 illness, and in the use of referral mechanisms that effectively  
725 link such students to appropriate treatment and intervention  
726 services in the school and in the community.  
727 (c) The districts shall submit approved plans to the  
728 commissioner by August 1 of each fiscal year.  
729 (d) Beginning September 30, 2019, and by each September 30  
730 thereafter, each entity that receives an allocation under this  
731 subsection shall submit to the commissioner, in a format  
732 prescribed by the department, a final report on its program  
733 outcomes and its expenditures for each element of the program.  
734 (18) FUNDING COMPRESSION ALLOCATION.—The Legislature may  
735 provide an annual funding compression allocation in the General



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736 Appropriations Act. The allocation is created to provide  
737 additional funding to school districts and developmental  
738 research schools whose total funds per FTE in the prior year  
739 were less than the statewide average. Using the most recent  
740 prior year FEFP calculation for each eligible school district,  
741 the total funds per FTE shall be subtracted from the state  
742 average funds per FTE, not including any adjustments made  
743 pursuant to paragraph (19) (b). The resulting funds per FTE  
744 difference, or a portion thereof, as designated in the General  
745 Appropriations Act, shall then be multiplied by the school  
746 district's total unweighted FTE to provide the allocation. If  
747 the calculated funds are greater than the amount included in the  
748 General Appropriations Act, they must be prorated to the  
749 appropriation amount based on each participating school  
750 district's share.

751 Section 6. Subsection (5) of section 1011.71, Florida  
752 Statutes, is amended to read:

753 1011.71 District school tax.—

754 (5) ~~Effective July 1, 2008,~~ A school district may expend,  
755 subject to ~~the provisions of~~ s. 200.065, up to \$150 ~~\$100~~ per  
756 unweighted full-time equivalent student from the revenue  
757 generated by the millage levy authorized by subsection (2) to  
758 fund, in addition to expenditures authorized in paragraphs  
759 (2) (a)-(j), expenses for the following:

760 (a) The purchase, lease-purchase, or lease of driver's  
761 education vehicles; motor vehicles used for the maintenance or  
762 operation of plants and equipment; security vehicles; or  
763 vehicles used in storing or distributing materials and  
764 equipment.



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765 (b) Payment of the cost of premiums, as defined in s.  
766 627.403, for property and casualty insurance necessary to insure  
767 school district educational and ancillary plants. As used in  
768 this paragraph, casualty insurance has the same meaning as in s.  
769 624.605(1)(d), (f), (g), (h), and (m). Operating revenues that  
770 are made available through the payment of property and casualty  
771 insurance premiums from revenues generated under this subsection  
772 may be expended only for nonrecurring operational expenditures  
773 of the school district.

774 Section 7. Paragraph (c) of subsection (3) of section  
775 1012.731, Florida Statutes, is amended to read:

776 1012.731 The Florida Best and Brightest Teacher Scholarship  
777 Program.—

778 (3)

779 ~~(c) Notwithstanding the requirements of this subsection,~~  
780 ~~for the 2017-2018, 2018-2019, and 2019-2020 school years, any~~  
781 ~~classroom teacher who:~~

782 ~~1. Was evaluated as highly effective pursuant to s. 1012.34~~  
783 ~~in the school year immediately preceding the year in which the~~  
784 ~~scholarship will be awarded shall receive a scholarship of~~  
785 ~~\$1200, including a classroom teacher who received an award~~  
786 ~~pursuant to paragraph (a).~~

787 ~~2. Was evaluated as effective pursuant to s. 1012.34 in the~~  
788 ~~school year immediately preceding the year in which the~~  
789 ~~scholarship will be awarded a scholarship of up to \$800. If the~~  
790 ~~number of eligible classroom teachers under this subparagraph~~  
791 ~~exceeds the total allocation, the department shall prorate the~~  
792 ~~per-teacher scholarship amount.~~

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794 ~~This paragraph expires July 1, 2020.~~

795 Section 8. Subsections (2), (3), and (4) of section  
796 1012.732, Florida Statutes, are amended to read:

797 1012.732 The Florida Best and Brightest Principal  
798 Scholarship Program.—

799 (2) There is created the Florida Best and Brightest  
800 Principal Scholarship Program to be administered by the  
801 Department of Education. The program shall provide categorical  
802 funding for scholarships to be awarded to school principals, as  
803 defined in s. 1012.01(3)(c)1., who are serving as a franchise  
804 model school principal or who have recruited and retained a high  
805 percentage of best and brightest teachers.

806 (3)(a) A school principal identified pursuant to s.  
807 1012.731(4)(c) is eligible to receive a scholarship under this  
808 section if he or she has served as school principal at his or  
809 her school for at least 2 consecutive school years including the  
810 current school year and his or her school has a ratio of best  
811 and brightest teachers to other classroom teachers that is at  
812 the 80th percentile or higher for schools within the same grade  
813 group, statewide, including elementary schools, middle schools,  
814 high schools, and schools with a combination of grade levels.

815 (b) A principal of a franchise model school, as defined in  
816 s. 1002.334, is eligible to receive a scholarship under this  
817 section.

818 (4) Annually, by February 1, the department shall identify  
819 eligible school principals and disburse funds to each school  
820 district for each eligible school principal to receive a  
821 scholarship.

822 (a) A scholarship of \$10,000 ~~\$5,000~~ must be awarded to each



823 franchise model school principal who is every eligible under  
824 paragraph (3) (b).

825 (b) A scholarship of \$5,000 must be awarded to each school  
826 principal assigned to a Title I school and a scholarship of  
827 \$4,000 to each every eligible school principal who is not  
828 assigned to a Title I school and who is eligible under paragraph  
829 (3) (a).

830 Section 9. Present paragraphs (a) through (d) of subsection  
831 (1) of section 1013.31, Florida Statutes, are redesignated as  
832 paragraphs (b) through (e), respectively, and a new paragraph  
833 (a) is added to that subsection, to read:

834 1013.31 Educational plant survey; localized need  
835 assessment; PECO project funding.—

836 (1) At least every 5 years, each board shall arrange for an  
837 educational plant survey, to aid in formulating plans for  
838 housing the educational program and student population, faculty,  
839 administrators, staff, and auxiliary and ancillary services of  
840 the district or campus, including consideration of the local  
841 comprehensive plan. The Department of Education shall document  
842 the need for additional career and adult education programs and  
843 the continuation of existing programs before facility  
844 construction or renovation related to career or adult education  
845 may be included in the educational plant survey of a school  
846 district or Florida College System institution that delivers  
847 career or adult education programs. Information used by the  
848 Department of Education to establish facility needs must  
849 include, but need not be limited to, labor market data, needs  
850 analysis, and information submitted by the school district or  
851 Florida College System institution.



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852           (a) Educational plant survey and localized need assessment  
853 for capital outlay purposes.—A district may only use funds from  
854 the following sources for educational, auxiliary, and ancillary  
855 plant capital outlay purposes without needing a survey  
856 recommendation:

857           1. The local capital outlay improvement fund, consisting of  
858 funds that come from and are a part of the district's basic  
859 operating budget;

860           2. If a board decides to build an educational, auxiliary,  
861 or ancillary facility without a survey recommendation and the  
862 taxpayers approve a bond referendum, the voted bond referendum;

863           3. One-half cent sales surtax revenue;

864           4. One cent local governmental surtax revenue;

865           5. Impact fees; and

866           6. Private gifts or donations.

867           Section 10. Subsection (3) of section 1013.62, Florida  
868 Statutes, is amended to read:

869           1013.62 Charter schools capital outlay funding.—

870           (3) If the school board levies the discretionary millage  
871 authorized in s. 1011.71(2), the department shall use the  
872 following calculation methodology to determine the amount of  
873 revenue that a school district must distribute to each eligible  
874 charter school:

875           (a) Reduce the total discretionary millage revenue by the  
876 school district's annual debt service obligation incurred as of  
877 March 1, 2017, and any amount of participation requirement  
878 pursuant to s. 1013.64(2)(a)8. that is being satisfied by  
879 revenues raised by the discretionary millage.

880           (b) Divide the school district's adjusted discretionary



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881 millage revenue by the district's total capital outlay full-time  
882 equivalent membership and the total number of unweighted full-  
883 time equivalent students of each eligible charter school to  
884 determine a capital outlay allocation per full-time equivalent  
885 student.

886 (c) Multiply the capital outlay allocation per full-time  
887 equivalent student by the total number of full-time equivalent  
888 students for all of each eligible charter schools within the  
889 district school to determine the total charter school capital  
890 outlay allocation for each district charter school.

891 (d) If applicable, reduce the capital outlay allocation  
892 identified in paragraph (c) by the total amount of state funds  
893 allocated pursuant to subsection (2) to all each eligible  
894 charter schools within a district school in subsection (2) to  
895 determine the net total maximum calculated capital outlay  
896 allocation from local funds. If state funds are not allocated  
897 pursuant to subsection (2), the amount determined in paragraph  
898 (c) is equal to the net total calculated capital outlay  
899 allocation from local funds for each district.

900 (e) For each charter school within each district, the net  
901 capital outlay amount from local funds shall be calculated in  
902 the same manner as the state funds in paragraphs (2) (a)-(d),  
903 except that the base charter school per weighted FTE allocation  
904 amount shall be determined by dividing the net total capital  
905 outlay amount from local funds by the total weighted FTE for all  
906 eligible charter schools within the district. The per weighted  
907 FTE allocation amount from local funds shall be multiplied by  
908 the weighted FTE for each charter school to determine each  
909 charter school's capital outlay allocation from local funds.







939 public school students who may participate in a  
940 structured program; revising contract requirements;  
941 requiring each district school board to annually  
942 notify students in certain grades of certain  
943 information about the structured program, by a  
944 specified date; revising provisions relating to  
945 funding; requiring the state board to enforce  
946 compliance with certain provisions by a specified date  
947 each year; providing reporting requirements; amending  
948 s. 1008.33, F.S.; revising the turnaround options  
949 available for certain schools; amending s. 1011.62,  
950 F.S.; creating the hope supplemental services  
951 allocation; providing the purpose of the allocation;  
952 specifying the services that may be funded by the  
953 allocation; providing that implementation plans may  
954 include certain models; providing requirements for  
955 implementation plans; providing for the allocation of  
956 funds in specified fiscal years; creating the mental  
957 health assistance allocation; providing the purpose of  
958 the allocation; providing for the annual allocation of  
959 such funds on a specified basis; prohibiting the use  
960 of allocated funds to supplant funds provided from  
961 other operating funds, to increase salaries, or to  
962 provide bonuses; providing requirements for school  
963 districts and charter schools; providing that required  
964 plans must include certain elements; requiring school  
965 districts to annually submit approved plans to the  
966 Commissioner of Education by a specified date;  
967 requiring that entities that receive such allocations



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968 annually submit a final report on program outcomes and  
969 specific expenditures to the commissioner by a  
970 specified date; creating the funding compression  
971 allocation; providing the purpose of the allocation;  
972 authorizing funding for the annual allocation for  
973 specified purposes; providing the calculation for the  
974 allocation; amending s. 1011.71, F.S.; increasing the  
975 amount that a school district may expend from a  
976 specified millage levy for certain expenses; amending  
977 s. 1012.731, F.S.; deleting Florida Best and Brightest  
978 Teacher Scholarship Program scholarship awards  
979 authorized for specific school years; amending s.  
980 1012.732, F.S.; specifying that a franchise model  
981 school principal is eligible to receive a Florida Best  
982 and Brightest Principal scholarship; requiring  
983 specified awards for eligible principals; amending s.  
984 1013.31, F.S.; authorizing a district to use certain  
985 sources of funds for educational, auxiliary, and  
986 ancillary plant capital outlay purposes without  
987 needing a survey recommendation; amending s. 1013.62,  
988 F.S.; revising the Department of Education's  
989 calculation methodology for a school district's  
990 distribution of discretionary millage to its eligible  
991 charter schools; providing an effective date.