A bill to be entitled
An act relating to K-12 education; amending s. 1002.333, F.S.; deleting the authorization for a traditional public school to receive funds from the Schools of Hope Program; deleting a requirement for the State Board of Education to provide awards and annually report certain information; creating s. 1002.394, F.S.; establishing the Family Empowerment Scholarship Program; providing the purpose of the program; providing scholarship eligibility requirements; providing for the term of such scholarships; prohibiting certain students from scholarship eligibility; requiring school districts to inform specified households within their respective districts of their eligibility to receive a Family Empowerment Scholarship; requiring the Department of Education to provide the form to be used by school districts for that purpose; requiring school districts to notify certain students of specified information relating to statewide assessments; requiring school districts, upon the request of the department, to provide statewide assessments and related materials to certain private schools; providing requirements for the administration of statewide assessments at certain private schools; requiring school districts to publish information relating to the scholarship program on their respective websites; providing requirements for the published information; requiring the department to publish and update information relating to the program
on the department website; requiring the department to
cross-check specified information; providing
requirements for private school participation in the
program; providing requirements for participating
students and their parents; providing the maximum
number of students who may participate in the
scholarship program, beginning with a specified school
year; providing for subsequent increases in the
authorized number of participating students; providing
for the calculation of school district funding
entitlement under the program; requiring school
districts to report all students who attend a private
school under the program; providing that such students
must be reported separately for certain purposes;
requiring the department to transfer funds from the
General Revenue Fund to an account for the program;
requiring that program funds for students entering a
Department of Juvenile Justice commitment program be
transferred from the school district in which the
student last attended school before commitment;
providing that the department must receive specified
information relating to such students; requiring the
Chief Financial Officer to make scholarship payments
to the department; providing requirements for such
payments; requiring the department to request from the
Department of Financial Services a sample of certain
endorsed warrants for a specified purpose; providing
immunity of the state from liability; providing a
scope of authority with regard to the regulation of
private schools; authorizing the state board to adopt rules; providing an implementation schedule for a specified school year; providing additional eligibility requirements; requiring the Department of Education to expedite the publication of specified information on the department’s website; providing a deadline for a specified payment by the Chief Financial Officer; providing for the expiration of provisions related to a specified school year; amending s. 1002.40, F.S.; authorizing certain funds relating to the Hope Scholarship Program to be used to fund the Florida Tax Credit Scholarship Program, under specified conditions; expanding the language required to be included on the contribution election form relating to the Hope Scholarship Program, as of a specified date; creating part VII of ch. 1003, F.S., entitled “Public School Innovation”; creating s. 1003.64, F.S.; providing legislative intent; creating the Community School Grant Program within the department; providing the purpose of the program; defining terms; requiring community schools to designate a community school program director; providing duties of community school program directors; establishing the Center for Community Schools within the University of Central Florida; requiring that the center be headed by a director; providing the duties of the center director; requiring community school program directors to annually submit a report to the center by a specified date; providing
requirements for the report; requiring the center
director to annually submit, by a specified date, a
summary of such report and recommendations to the
Commissioner of Education; requiring the commissioner
to review the summary and recommendations; requiring
the commissioner to annually submit, by a specified
date, a report based on such summary and
recommendations to the Governor and the Legislature;
amending s. 1008.33, F.S.; authorizing a district-
managed turnaround plan to include a proposal
regarding the length and number of planned school
days; making a technical change; amending s. 1011.62,
F.S.; creating the Florida Best and Brightest Teacher
and Principal Allocation; providing the purpose of the
allocation; requiring that, subject to the
appropriation of funds, each school district receive
an allocation based on its proportional share of
Florida Education Finance Program base funding;
authorizing the Legislature to specify a minimum
allocation; requiring school districts to provide
specified awards to eligible teachers and principals
from allocated funds; requiring school districts to
prorate awards under certain circumstances; creating
the turnaround school supplemental services
allocation; providing a purpose; providing for
services that may be funded by the allocation;
requiring a school district to submit a plan to its
school board before distribution of the allocation;
specifying requirements for such plans; requiring each

CODING: Words stricken are deletions; words underlined are additions.
school district to annually submit approved plans to
the commissioner by a specified date; specifying the
basis for each school district’s funding allocation;
providing for a school’s continued eligibility for
funding; amending s. 1011.71, F.S.; conforming
provisions to changes made by the act; amending s.
1012.56, F.S.; deleting obsolete language; requiring
school districts to provide test support information
to individuals who do not meet passing scores on any
subtest of the general knowledge examination; deleting
the requirement that an individual who holds a
temporary certificate demonstrate mastery of general
knowledge within a specified timeframe; removing the
prohibition on employment for an individual who has
not met specified requirements; amending s. 1012.59,
F.S.; revising requirements for rulemaking by the
state board relating to certification fees; deleting a
requirement that an examination fee be sufficient to
cover the actual cost of developing and administering
the examination; amending s. 1012.731, F.S.; renaming
the Florida Best and Brightest Teacher Scholarship
Program as the Florida Best and Brightest Teacher
Program; revising legislative intent relating to the
program; deleting authority for the Department of
Education to administer the program; specifying the
funding source for the program; providing for
recruitment, retention, and bonus awards; providing
eligibility requirements; deleting a requirement for
school districts to submit certain information to the

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CODING: Words stricken are deletions; words underlined are additions.
department; deleting a requirement for the department
to disburse scholarship funds to certain school
districts; deleting a requirement for school districts
to award specified scholarships; deleting a
definition; amending s. 1012.732, F.S.; renaming the
Florida Best and Brightest Principal Scholarship
Program as the Florida Best and Brightest Principal
Program; revising legislative intent relating to
program; deleting authority for the department to
administer the program; specifying the funding source
for the program; providing eligibility requirements;
deleting a requirement for the department to identify
eligible school principals and disburse funds;
deleting a requirement for school districts to award
scholarships to specified school principals; deleting
a requirement for school districts to provide certain
principals with additional authority and
responsibilities; deleting a definition; amending s.
1013.31, F.S.; authorizing a school district, in the
absence of a survey recommendation, to use funds from
a taxpayer-approved bond referendum to fund
construction of educational, auxiliary, or ancillary
facilities and to use funds from a specified district
school tax for certain capital outlay purposes;
authorizing the commissioner to direct specified
capital outlay funds to be withheld from school
districts until a specified time; amending s. 1013.64,
F.S.; prohibiting a district school board from using
funds from state sources for certain new construction
of educational plant space; providing exceptions; requiring the department, in conjunction with the Office of Economic and Demographic Research, to review and revise the limits on the cost per student station, based on certain factors; requiring the department to use the adjusted cost per student station for each instructional level; requiring the department to collaborate with the office to select a certain index by a specified date; deleting a requirement for the department to make final determinations on district compliance; removing a prohibition on the use of funds for certain new construction; revising the costs that may not be included in calculating the cost per student station; providing an effective date.

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

Section 1. Subsection (10) of section 1002.333, Florida Statutes, is amended to read:

1002.333 Persistently low-performing schools.—
(10) SCHOOLS OF HOPE PROGRAM.—The Schools of Hope Program is created within the Department of Education.
(a) A school of hope is eligible to receive funds from the Schools of Hope Program for the following expenditures:
1. Preparing teachers, school leaders, and specialized instructional support personnel, including costs associated with:
   a. Providing professional development.
   b. Hiring and compensating teachers, school leaders, and
specialized instructional support personnel for services beyond the school day and year.

2. Acquiring supplies, training, equipment, and educational materials, including developing and acquiring instructional materials.

3. Providing one-time startup costs associated with providing transportation to students to and from the charter school.

4. Carrying out community engagement activities, which may include paying the cost of student and staff recruitment.

5. Providing funds to cover the nonvoted ad valorem millage that would otherwise be required for schools and the required local effort funds calculated pursuant to s. 1011.62 when the state board enters into an agreement with a hope operator pursuant to subsection (5).

(b) A traditional public school that is required to submit a plan for implementation pursuant to s. 1008.33(4) is eligible to receive up to $2,000 per full-time equivalent student from the Schools of Hope Program based upon the strength of the school’s plan for implementation and its focus on evidence-based interventions that lead to student success by providing wrap-around services that leverage community assets, improve school and community collaboration, and develop family and community partnerships. Wrap-around services include, but are not limited to, tutorial and after-school programs, student counseling, nutrition education, parental counseling, and adult education. Plans for implementation may also include models that develop a culture of attending college, high academic expectations, character development, dress codes, and an extended school day.
and school year. At a minimum, a plan for implementation must:

1. Establish wrap-around services that develop family and community partnerships.
2. Establish clearly defined and measurable high academic and character standards.
3. Increase parental involvement and engagement in the child’s education.
4. Describe how the school district will identify, recruit, retain, and reward instructional personnel. The state board may waive the requirements of s. 1012.22(1)(e)5., and suspend the requirements of s. 1012.34, to facilitate implementation of the plan.
5. Identify a knowledge-rich curriculum that the school will use that focuses on developing a student’s background knowledge.
6. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

(c) The state board shall:
1. Provide awards for up to 25 schools and prioritize awards for plans submitted pursuant to paragraph (b) that are based on whole school transformation and that are developed in consultation with the school’s principal.
2. Annually report on the implementation of this subsection in the report required by s. 1008.345(5), and provide summarized academic performance reports of each traditional public school receiving funds.

(d) Notwithstanding s. 216.301 and pursuant to s. 216.351, funds allocated for the purpose of this subsection which are not
disbursed by June 30 of the fiscal year in which the funds are allocated may be carried forward for up to 5 years after the effective date of the original appropriation.

Section 2. Section 1002.394, Florida Statutes, is created to read:

1002.394 The Family Empowerment Scholarship Program.—

(1) PURPOSE.—The Family Empowerment Scholarship Program is established to provide children of families in this state that have limited financial resources with educational options to achieve success in their education.

(2) SCHOLARSHIP ELIGIBILITY.—A student is eligible for a Family Empowerment Scholarship under this section if the student meets the following criteria:

(a) 1. The student is on the direct certification list pursuant to s. 1002.395(2)(c) or the student’s household income level does not exceed 260 percent of the federal poverty level; or

2. The student is currently placed, or during the previous state fiscal year was placed, in foster care or in out-of-home care as defined in s. 39.01.

A student who initially receives a scholarship based on eligibility under subparagraph 2. remains eligible to participate until the student graduates from high school or attains the age of 21 years, whichever occurs first, regardless of the student’s household income level. A sibling of a student who is participating in the scholarship program under this subsection is eligible for a scholarship if the student resides in the same household as the sibling.
(b) The student is eligible to enroll in kindergarten or has spent the prior school year in attendance at a Florida public school. For purposes of this paragraph, prior school year in attendance means that the student was enrolled and reported by a school district for funding during the preceding October and February Florida Education Finance Program surveys in kindergarten through grade 12, which includes time spent in a Department of Juvenile Justice commitment program if funded under the Florida Education Finance Program.

However, a dependent child of a member of the United States Armed Forces who transfers to a school in this state from out of state or from a foreign country due to a parent’s permanent change of station orders or a foster child is exempt from the prior public school attendance requirement under this paragraph, but must meet the other eligibility requirements specified under this section to participate in the program.

(c) The parent has obtained acceptance for admission of the student to a private school that is eligible for the program under subsection (7) and the parent has requested a scholarship from the Department of Education at least 60 days before the date of the first scholarship payment. The request must be communicated directly to the department in a manner that creates a written or electronic record of the request and the date of receipt of the request. The department must notify the school district of the parent’s intent upon receipt of the parent’s request.

(3) TERM OF SCHOLARSHIP.—

(a) For purposes of continuity of educational choice, a
Family Empowerment Scholarship shall remain in force until the student returns to a public school, graduates from high school, or reaches the age of 21, whichever occurs first. A scholarship student who enrolls in a public school or public school program is considered to have returned to a public school for the purpose of determining the end of the scholarship’s term. However, if a student enters a Department of Juvenile Justice detention center for a period of no more than 21 days, the student is not considered to have returned to a public school for that purpose.

(b) Upon reasonable notice to the department and the school district, the student’s parent may remove the student from the private school and place the student in a public school in accordance with this section.

(c) Upon reasonable notice to the department, the student’s parent may move the student from one participating private school to another participating private school.

(4) SCHOLARSHIP PROHIBITIONS.—A student is not eligible for a Family Empowerment Scholarship while he or she is:

(a) Enrolled in a public school, including, but not limited to, the Florida School for the Deaf and the Blind; the College-Preparatory Boarding Academy; a developmental research school authorized under s. 1002.32; or a charter school authorized under chapter 1002;

(b) Enrolled in a school operating for the purpose of providing educational services to youth in a Department of Juvenile Justice commitment program;

(c) Receiving any other educational scholarship pursuant to this chapter;
(d) Participating in a home education program as defined in s. 1002.01(1);  
(e) Participating in a private tutoring program pursuant to s. 1002.43; or  
(f) Participating in a virtual school, correspondence school, or distance learning program that receives state funding pursuant to the student’s participation.

(5) SCHOOL DISTRICT OBLIGATIONS.—  
(a) By July 15, 2019, and by April 1 of each year thereafter, a school district shall inform all households within the district receiving free or reduced-priced meals under the National School Lunch Act of their eligibility to apply to the department for a Family Empowerment Scholarship. The form of such notice shall be provided by the department, and the school district shall include the provided form in any normal correspondence with eligible households. Such notice is limited to once a year.

(b) The school district in which a participating student resides must notify the student and his or her parent about the locations and times to take all statewide assessments under s. 1008.22 if the student chooses to participate in such assessments. Upon the request of the department, a school district shall coordinate with the department to provide to a participating private school the statewide assessments administered under s. 1008.22 and any related materials for administering the assessments. For a student who participates in the Family Empowerment Scholarship Program whose parent requests that the student take the statewide assessments under s. 1008.22, the district in which the student attends a private
school shall provide locations and times to take all statewide assessments. A school district is responsible for implementing test administrations at a participating private school, including the:

1. Provision of training for private school staff on test security and assessment administration procedures;
2. Distribution of testing materials to a private school;
3. Retrieval of testing materials from a private school;
4. Provision of the required format for a private school to submit information to the district for test administration and enrollment purposes; and
5. Provision of any required assistance, monitoring, or investigation at a private school.

(c) Each school district must publish information about the Family Empowerment Scholarship Program on the district’s website homepage. At a minimum, the published information must include a website link to the Family Empowerment Scholarship Program published on the Department of Education website as well as a telephone number and e-mail that students and parents may use to contact relevant personnel in the school district to obtain information about the scholarship.

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

(a) Publish and update, as necessary, information on the department website about the Family Empowerment Scholarship Program, including, but not limited to, student eligibility criteria, parental responsibilities, and relevant data.

(b) Cross-check the list of participating scholarship students with the public school enrollment lists before each
(7) PRIVATE SCHOOL ELIGIBILITY AND OBLIGATIONS.—To be eligible to participate in the Family Empowerment Scholarship Program, a private school may be sectarian or nonsectarian and must:

(a) Comply with all requirements for private schools participating in state school choice scholarship programs pursuant to s. 1002.421.

(b) Provide to the department all documentation required for a student’s participation, including the private school’s and student’s fee schedules, at least 30 days before any quarterly scholarship payment is made for the student pursuant to paragraph (9)(f). A student is not eligible to receive a quarterly scholarship payment if the private school fails to meet this deadline.

(c) 1. Annually administer or make provision for students participating in the program in grades 3 through 10 to take one of the nationally norm-referenced tests identified by the department or to take the statewide assessments pursuant to s. 1008.22. Students with disabilities for whom standardized testing is not appropriate are exempt from this requirement. A participating private school shall report a student’s scores to his or her parent.

2. Administer the statewide assessments pursuant to s. 1008.22 if the private school chooses to offer the statewide assessments. A participating private school may choose to offer and administer the statewide assessments to all students who attend the private school in grades 3 through 10 and must submit a request in writing to the department by March 1 of each year.
in order to administer the statewide assessments in the subsequent school year.

If a private school fails to meet the requirements of this subsection or s. 1002.421, the commissioner may determine that the private school is ineligible to participate in the scholarship program.

(8) PARENT AND STUDENT RESPONSIBILITIES FOR PROGRAM PARTICIPATION.—A parent who applies for a Family Empowerment Scholarship is exercising his or her parental option to place his or her child in a private school.

(a) The parent must select the private school and apply for the admission of his or her student.

(b) The parent must request the scholarship at least 60 days before the date of the first scholarship payment.

(c) The parent must inform the applicable school district when the parent withdraws his or her student from a public school to attend an eligible private school.

(d) Any student participating in the program must remain in attendance throughout the school year unless excused by the school for illness or other good cause.

(e) Each parent and each student has an obligation to the private school to comply with the private school’s published policies.

(f) The parent shall ensure that the student participating in the scholarship program takes the norm-referenced assessment offered by the private school. The parent may also choose to have the student participate in the statewide assessments pursuant to paragraph (5)(b).
(g) If the parent requests that the student participating in the program take all statewide assessments required pursuant to s. 1008.22, the parent is responsible for transporting the student to the assessment site designated by the school district.

(h) Upon receipt of a scholarship warrant, the parent to whom the warrant is issued must restrictively endorse the warrant to the private school for deposit into the private school’s account. The parent may not designate any entity or individual associated with the participating private school as the parent’s attorney in fact to endorse a scholarship warrant. A participant who fails to comply with this paragraph forfeits the scholarship.

(9) SCHOLARSHIP FUNDING AND PAYMENT.—

(a) The scholarship is established for up to 15,000 students annually on a first-come, first-served basis beginning with the 2019-2020 school year. Beginning in the 2020-2021 school year, the number of students participating in the scholarship program under this section may increase in accordance with the percentage increase in the state’s public school student enrollment.

(b) The scholarship amount provided to a student for any single school year shall be for tuition and fees for an eligible private school, not to exceed annual limits, which shall be determined in accordance with this paragraph. The calculated amount for a student to attend an eligible private school shall be 95 percent of the unweighted FTE funding amount at the district level for that state fiscal year and shall be adjusted with each FEFP calculation through the calculation based on the
October survey.

(c) The amount of the Family Empowerment Scholarship shall be the calculated amount or the amount of the private school’s tuition and fees, whichever is less. The amount of any assessment fee required by the participating private school may be paid from the total amount of the scholarship.

(d) The school district shall report all students who are attending a private school under this program. The students attending private schools on Family Empowerment Scholarships shall be reported separately from other students reported for purposes of the Florida Education Finance Program.

(e) Following notification on July 1, September 1, December 1, or February 1 of the number of program participants, the department shall transfer, from general revenue funds only, the amount calculated under paragraph (c) from the school district’s total funding entitlement under the Florida Education Finance Program to a separate account for the scholarship program for quarterly disbursement to parents of participating students. For a student exiting a Department of Juvenile Justice commitment program who chooses to participate in the scholarship program, the amount of the Family Empowerment Scholarship calculated pursuant to paragraph (c) must be transferred from the school district in which the student last attended a public school before commitment to the Department of Juvenile Justice. When a student enters the scholarship program, the department must receive all documentation required for the student’s participation, including the private school’s and the student’s fee schedules, at least 30 days before the first quarterly scholarship payment is made for the student.
(f) Upon notification by the department that it has received the documentation required under paragraph (e), the Chief Financial Officer shall make scholarship payments in four equal amounts no later than September 1, November 1, February 1, and April 1 of each school year in which the scholarship is in force. The initial payment shall be made after department verification of admission acceptance, and subsequent payments shall be made upon verification of continued enrollment and attendance at the private school. Payment must be by individual warrant made payable to the student’s parent and mailed by the department to the private school of the parent’s choice, and the parent shall restrictively endorse the warrant to the private school for deposit into the account of the private school.

(g) Subsequent to each scholarship payment, the department shall request from the Department of Financial Services a sample of endorsed warrants to review and confirm compliance with endorsement requirements.

(10) LIABILITY.—No liability shall arise on the part of the state based on the award or use of a Family Empowerment Scholarship.

(11) SCOPE OF AUTHORITY.—The inclusion of eligible private schools within the options available to Florida public school students does not expand the regulatory authority of the state, its officers, or any school district to impose any additional regulation of private schools beyond those reasonably necessary to enforce requirements expressly set forth in this section.

(12) RULES.—The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 to administer this section.
(13) IMPLEMENTATION SCHEDULE FOR THE 2019-2020 SCHOOL YEAR.—Notwithstanding the provisions of this section related to notification requirements and eligibility timelines, for the 2019-2020 school year:

(a) A student is eligible for a Family Empowerment Scholarship under this section if the student’s parent has obtained acceptance of the student’s admission to a private school that is eligible for the program under subsection (7) and the parent has requested a scholarship from the Department of Education no later than August 15, 2019. The request must be communicated directly to the department in a manner that creates a written or electronic record of the request and the date of receipt of the request.

(b) The department shall expedite the publication of information relevant to the Family Empowerment Scholarship Program on the department’s website, including, but not limited to, the eligibility criteria for students to qualify for the scholarship under this section and how parents may request the scholarship. The department must immediately notify the school district of the parent’s intent upon receipt of the parent’s request.

(c) Upon notification by the department that it has received the documentation required under paragraph (9)(e), the Chief Financial Officer shall make the first quarter payment of scholarships no later than October 1, 2019.

This subsection shall expire June 30, 2020.

Section 3. Paragraph (i) is added to subsection (11) of section 1002.40, Florida Statutes, and paragraph (a) of...
subsection (13) of that section is amended, to read:

1002.40 The Hope Scholarship Program.—

(11) FUNDING AND PAYMENT.—

(i)1. Beginning in the 2019-2020 fiscal year, up to 50 percent of available prior fiscal year contributions received by a scholarship-funding organization under s. 212.1832 which have not been allocated for a scholarship under this section may be used to fund the program established under s. 1002.395.

2. The available prior year contributions may be used to fund scholarships for students eligible pursuant to s. 1002.395(3)(b)1. or 2. if the eligible contributions received for that program in a state fiscal year are insufficient to fund the students eligible for that program.

3. The eligible nonprofit scholarship-funding organization shall separately account for each eligible student who receives the scholarship under s. 1002.395, which is funded pursuant to this paragraph and s. 1002.395.

(13) SCHOLARSHIP FUNDING TAX CREDITS.—

(a) A tax credit is available under s. 212.1832(1) for use by a person that makes an eligible contribution. Each eligible contribution is limited to a single payment of $105 per motor vehicle purchased at the time of purchase of a motor vehicle or a single payment of $105 per motor vehicle purchased at the time of registration of a motor vehicle that was not purchased from a dealer, except that a contribution may not exceed the state tax imposed under chapter 212 that would otherwise be collected from the purchaser by a dealer, designated agent, or private tag agent. Payments of contributions shall be made to a dealer at the time of purchase of a motor vehicle or to a designated agent.
or private tag agent at the time of registration of a motor vehicle that was not purchased from a dealer. An eligible contribution shall be accompanied by a contribution election form provided by the Department of Revenue. The form shall include, at a minimum, the following brief description of the Hope Scholarship Program: “THE HOPE SCHOLARSHIP PROGRAM PROVIDES A PUBLIC SCHOOL STUDENT WHO WAS SUBJECTED TO AN INCIDENT OF VIOLENCE OR BULLYING AT SCHOOL THE OPPORTUNITY TO APPLY FOR A SCHOLARSHIP TO ATTEND AN ELIGIBLE PRIVATE SCHOOL RATHER THAN REMAIN IN AN UNSAFE SCHOOL ENVIRONMENT.” No later than July 1, 2019, the form shall also include the following statement: “IN THE EVENT THAT THE HOPE SCHOLARSHIP PROGRAM HAS SURPLUS CONTRIBUTIONS AFTER FUNDING SCHOLARSHIPS FOR ALL ELIGIBLE STUDENTS, THE SURPLUS CONTRIBUTIONS MAY BE USED FOR FLORIDA TAX CREDIT SCHOLARSHIPS.” The form shall also include, at a minimum, a section allowing the consumer to designate, from all participating scholarship funding organizations, which organization will receive his or her donation. For purposes of this subsection, the term “purchase” does not include the lease or rental of a motor vehicle.

Section 4. Part VII of chapter 1003, Florida Statutes, consisting of s. 1003.64, Florida Statutes, is created and entitled “Public School Innovation.”
1003.64 Community School Grant Program.—It is the intent of the Legislature to improve student success and well-being by engaging and supporting parents and community organizations in their efforts to positively impact student learning and development.
(1) PURPOSE.—The Community School Grant Program is
established within the Department of Education to fund and support the planning and implementation of community school programs, subject to legislative appropriation.

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

(a) “Center for Community Schools” means the center established within the University of Central Florida.

(b) “Community organization” means a nonprofit organization that has been in existence for at least 3 years and serves individuals within the county in which a community school is located.

(3) COMMUNITY SCHOOL.—

(a) A community school is a public school that receives a grant under this section and partners with a community organization, a university or college, and a health care provider to implement programs beyond the standard hours of instruction which may include, but are not limited to, student enrichment activities such as job training, internship opportunities, and career counseling services; wellness services; and family engagement programs.

(b) Each community school must designate a person of its choosing as the community school program director. A community school program director shall coordinate with the partners specified under paragraph (a) to:

1. Facilitate the implementation of a community school program.

2. Comply with the reporting requirements under paragraph (5)(a).

(4) CENTER FOR COMMUNITY SCHOOLS.—The Center for Community Schools is established within the University of Central Florida.
A center director shall head the Center for Community Schools.

At a minimum, the center director shall:

(a) Disseminate information about community schools to community organizations; district school boards; state universities and Florida College System institutions; and independent, not-for-profit colleges and universities located and chartered in this state which are accredited by the Commission on Colleges of the Southern Association of Colleges and Schools and are eligible to participate in the William L. Boyd, IV, Effective Access to Student Education Grant Program.

(b) Coordinate, facilitate, and oversee the implementation of community schools that receive a grant under this section, and submit an annual report to the commissioner pursuant to paragraph (5)(b).

(c) Publish on the center’s website the application form for:
   1. Implementing a community school program.
   2. Certification by the center as a community school.

(d) Publish on the center’s website the process and criteria for:
   1. Approving the application for implementing a community school program under subparagraph (c)1.
   2. Awarding the certification under subparagraph (c)2.

(e) Establish a process to administer grant funds awarded under this section.

(f) Promote best practices and provide technical assistance about community schools to community school program directors.

(5) REPORTS.—

(a) By July 1 of each year, each community school program
director shall submit to the center a report that includes, at a minimum, the following information:

1. An assessment of the effectiveness of the community school program in improving student success outcomes;
2. Any issues encountered in the design and execution of the community school program;
3. Recommendations for improving the delivery of services to students, families, and community members under the program;
4. The number of students, families, and community members served under the program; and
5. Any other information requested by the center director.

(b) The center director shall review the reports submitted under paragraph (a) and, by August 15 of each year, shall provide to the commissioner:

1. A summary of the information reported by each community school that receives a grant under this section; and
2. Recommendations for policy and funding investments to improve the implementation and oversight of community school programs and to remove any barriers to the expansion of community schools.

(c) The commissioner shall review the summary and recommendations submitted by the center director under paragraph (b) and, by September 30 of each year, shall submit a report to the Governor, the President of the Senate, and the Speaker of the House of Representatives. The annual report submitted by the commissioner must, at a minimum, include information on the status of community schools and his or her recommendations for policy and funding investments to improve and expand community schools.
Section 5. Subsection (4) of section 1008.33, Florida Statutes, is amended to read:

1008.33 Authority to enforce public school improvement.—

(4)(a) The state board shall apply intensive intervention and support strategies tailored to the needs of schools earning two consecutive grades of “D” or a grade of “F.” In the first full school year after a school initially earns two consecutive grades of “D” or a grade of “F,” the school district must immediately implement intervention and support strategies prescribed in rule under paragraph (3)(c) and, by September 1, provide the department with the memorandum of understanding negotiated pursuant to s. 1001.42(21) and, by October 1, a district-managed turnaround plan for approval by the state board. The district-managed turnaround plan may include a proposal for the district to implement an extended school day, a summer program, or a combination of an extended school day and a summer program. Upon approval by the state board, the school district must implement the plan for the remainder of the school year and continue the plan for 1 full school year. The state board may allow a school an additional year of implementation before the school must implement a turnaround option required under paragraph (b) if it determines that the school is likely to improve to a grade of “C” or higher after the first full school year of implementation.

(b) Unless an additional year of implementation is provided pursuant to paragraph (a), a school that earns three consecutive grades below a “C” must implement one of the following:

1. Reassign students to another school and monitor the progress of each reassigned student;
2. Close the school and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness; or

3. Contract with an outside entity that has a demonstrated record of effectiveness to operate the school. An outside entity may include a district-managed charter school in which all instructional personnel are not employees of the school district, but are employees of an independent governing board composed of members who did not participate in the review or approval of the charter.

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

   (d) If a school earning two consecutive grades of “D” or a grade of “F” does not improve to a grade of “C” or higher after 2 full school years of implementing the turnaround option selected by the school district under paragraph (b), the school district must implement another turnaround option. Implementation of the turnaround option must begin the school year following the implementation period of the existing turnaround option, unless the state board determines that the school is likely to improve to a grade of “C” or higher if additional time is provided to implement the existing turnaround option.

Section 6. Present subsections (18) and (19) of section 1011.62, Florida Statutes, are redesignated as subsections (19) and (20), respectively, a new subsection (18) and subsection (21) are added to that section, and paragraph (a) of subsection (4) and subsection (14) of that section 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:

(4) COMPUTATION OF DISTRICT REQUIRED LOCAL EFFORT.—The
Legislature shall prescribe the aggregate required local effort
for all school districts collectively as an item in the General
Appropriations Act for each fiscal year. The amount that each
district shall provide annually toward the cost of the Florida
Education Finance Program for kindergarten through grade 12
programs shall be calculated as follows:

(a) Estimated taxable value calculations.—

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

b. The General Appropriations Act shall direct the computation of the statewide adjusted aggregate amount for required local effort for all school districts collectively from ad valorem taxes to ensure that no school district’s revenue from required local effort millage will produce more than 90 percent of the district’s total Florida Education Finance Program calculation as calculated and adopted by the Legislature, and the adjustment of the required local effort millage rate of each district that produces more than 90 percent of its total Florida Education Finance Program entitlement in the July calculation.

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

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

b. For each year identified in sub-subparagraph a., the taxable value certified by the appraiser pursuant to s. 193.122(2) or (3), if applicable, since the prior certification under sub-subparagraph 1.a. This is the certification that reflects all final administrative actions of the value
(14) QUALITY ASSURANCE GUARANTEE.—The Legislature may annually in the General Appropriations Act determine a percentage increase in funds per K-12 unweighted FTE as a minimum guarantee to each school district. The guarantee shall be calculated from prior year base funding per unweighted FTE student which shall include the adjusted FTE dollars as provided in subsection (19) (18), quality guarantee funds, and actual nonvoted discretionary local effort from taxes. From the base funding per unweighted FTE, the increase shall be calculated for the current year. The current year funds from which the guarantee shall be determined shall include the adjusted FTE dollars as provided in subsection (19) (18) and potential nonvoted discretionary local effort from taxes. A comparison of current year funds per unweighted FTE to prior year funds per unweighted FTE shall be computed. For those school districts which have less than the legislatively assigned percentage increase, funds shall be provided to guarantee the assigned percentage increase in funds per unweighted FTE student. Should appropriated funds be less than the sum of this calculated amount for all districts, the commissioner shall prorate each district’s allocation. This provision shall be implemented to the extent specifically funded.

(18) THE FLORIDA BEST AND BRIGHTEST TEACHER AND PRINCIPAL ALLOCATION.—
(a) The Florida Best and Brightest Teacher and Principal Allocation is created to recruit, retain, and recognize classroom teachers who meet the criteria established in s. 1012.731 and reward principals who meet the criteria established
in s. 1012.732. Subject to annual appropriation, each school district shall receive an allocation based on the district’s proportionate share of FEFP base funding. The Legislature may specify a minimum allocation for all districts in the General Appropriations Act.

(b) From the allocation, each district shall provide the following for eligible classroom teachers:

1. A one-time recruitment award, as provided in s. 1012.731(3)(a);

2. A retention award, as provided in s. 1012.731(3)(b); and

3. A recognition award, as provided in s. 1012.731(3)(c)

from the remaining balance of the appropriation after the payment of all other awards authorized under ss. 1012.731 and 1012.732.

(c) From the allocation, each district shall provide eligible principals an award as provided in s. 1012.732(3).

If a district’s calculated awards exceed the allocation, the district may prorate the awards.

(21) TURNAROUND SCHOOL SUPPLEMENTAL SERVICES ALLOCATION.—

The turnaround school supplemental services allocation is created to provide district-managed turnaround schools, as identified in s. 1008.33(4)(a), schools that earn three consecutive grades below a “C”, as identified in s. 1008.33(4)(b)3., and schools that have improved to a “C” and are no longer in turnaround status, as identified in s. 1008.33(4)(c), with funds to offer services designed to improve the overall academic and community welfare of the schools’ students and their families.
(a) Services funded by the allocation may include, but are not limited to, tutorial and after-school programs, student counseling, nutrition education, parental counseling, and an extended school day and school year. In addition, services may include models that develop a culture that encourages students to complete high school and to attend college or career training, set high academic expectations, and inspire character development.

(b) Before distribution of the allocation, the school district shall develop and submit a plan for implementation to its school board for approval no later than August 1 of each fiscal year.

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

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

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

3. Increase parental involvement and engagement in the child’s education;

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

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

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

7. Include a strategy for continuing to provide services.
after the school is no longer in turnaround status by virtue of achieving a grade of “C” or higher.

(d) Each school district shall submit its approved plans to the commissioner by September 1 of each fiscal year.

(e) Subject to legislative appropriation, each school district’s allocation must be based on the unweighted FTE student enrollment at the eligible schools and a per-FTE funding amount of $500 or as provided in the General Appropriations Act. The supplement provided in the General Appropriations Act shall be based on the most recent school grades and shall serve as a proxy for the official calculation. Once school grades are available for the school year immediately preceding the fiscal year coinciding with the appropriation, the supplement shall be recalculated for the official participating schools as part of the subsequent FEFP calculation. The commissioner may prepare a preliminary calculation so that districts may proceed with timely planning and use of the funds. If the calculated funds for the statewide allocation exceed the funds appropriated, the allocation of funds to each school district must be prorated based on each school district’s share of the total unweighted FTE student enrollment for the eligible schools.

(f) Subject to legislative appropriation, each school shall remain eligible for the allocation for a maximum of 4 continuous fiscal years while implementing a turnaround option pursuant to s. 1008.33(4). In addition, a school that improves to a grade of “C” or higher shall remain eligible to receive the allocation for a maximum of 2 continuous fiscal years after exiting turnaround status.

Section 7. Subsection (1) and paragraph (a) of subsection
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(2) of section 1011.71, Florida Statutes, are amended to read:

1011.71 District school tax.—

(1) If the district school tax is not provided in the General Appropriations Act or the substantive bill implementing the General Appropriations Act, each district school board desiring to participate in the state allocation of funds for current operation as prescribed by s. 1011.62(4)(a), shall levy on the taxable value for school purposes of the district, exclusive of millage voted under s. 9(b) or s. 12, Art. VII of the State Constitution, a millage rate not to exceed the amount certified by the commissioner as the minimum millage rate necessary to provide the district required local effort for the current year, pursuant to s. 1011.62(4)(a)1. In addition to the required local effort millage levy, each district school board may levy a nonvoted current operating discretionary millage. The Legislature shall prescribe annually in the appropriations act the maximum amount of millage a district may levy.

(2) In addition to the maximum millage levy as provided in subsection (1), each school board may levy not more than 1.5 mills against the taxable value for school purposes for charter schools pursuant to s. 1013.62(4)(a)1. In addition to the required local effort millage levy, each district school board may levy a nonvoted current operating discretionary millage. The Legislature shall prescribe annually in the appropriations act the maximum amount of millage a district may levy.

(a) New construction, and remodeling projects, as set forth in s. 1013.64(6)(b) and included in the district’s educational plant survey pursuant to s. 1013.31, without regard to prioritization, sites and site improvement or expansion to new sites, existing sites, auxiliary facilities, athletic facilities, or ancillary facilities.
Section 8. Subsections (3) and (7) of section 1012.56, Florida Statutes, are amended to read:

1012.56 Educator certification requirements.—

(3) MASTERY OF GENERAL KNOWLEDGE.—Acceptable means of demonstrating mastery of general knowledge are:

(a) Achievement of passing scores on the general knowledge examination required by state board rule;

(b) Documentation of a valid professional standard teaching certificate issued by another state;

(c) Documentation of a valid certificate issued by the National Board for Professional Teaching Standards or a national educator credentialing board approved by the State Board of Education;

(d) Documentation of two semesters of successful, full-time or part-time teaching in a Florida College System institution, state university, or private college or university that awards an associate or higher degree and is an accredited institution or an institution of higher education identified by the Department of Education as having a quality program; or

(e) Effective July 1, 2015, Achievement of passing scores, identified in state board rule, on national or international examinations that test comparable content and relevant standards in verbal, analytical writing, and quantitative reasoning skills, including, but not limited to, the verbal, analytical writing, and quantitative reasoning portions of the Graduate Record Examination. Passing scores identified in state board rule must be at approximately the same level of rigor as is required to pass the general knowledge examinations.
A school district that employs an individual who does not achieve passing scores on any subtest of the general knowledge examination must provide information regarding the availability of state-level and district-level supports and instruction to assist him or her in achieving a passing score. Such information must include, but need not be limited to, state-level test information guides, school district test preparation resources, and preparation courses offered by state universities and Florida College System institutions.

(7) TYPES AND TERMS OF CERTIFICATION.—
(a) The Department of Education shall issue a professional certificate for a period not to exceed 5 years to any applicant who fulfills one of the following:
1. Meets all the requirements outlined in subsection (2).
2. For a professional certificate covering grades 6 through 12:
   a. Meets the requirements of paragraphs (2)(a)-(h).
   b. Holds a master’s or higher degree in the area of science, technology, engineering, or mathematics.
   c. Teaches a high school course in the subject of the advanced degree.
   d. Is rated highly effective as determined by the teacher’s performance evaluation under s. 1012.34, based in part on student performance as measured by a statewide, standardized assessment or an Advanced Placement, Advanced International Certificate of Education, or International Baccalaureate examination.
   e. Achieves a passing score on the Florida professional education competency examination required by state board rule.
3. Meets the requirements of paragraphs (2)(a)-(h) and completes a professional preparation and education competence program approved by the department pursuant to paragraph (8)(c). An applicant who completes the program and is rated highly effective as determined by his or her performance evaluation under s. 1012.34 is not required to take or achieve a passing score on the professional education competency examination in order to be awarded a professional certificate.

(b) The department shall issue a temporary certificate to any applicant who completes the requirements outlined in paragraphs (2)(a)-(f) and completes the subject area content requirements specified in state board rule or demonstrates mastery of subject area knowledge pursuant to subsection (5) and holds an accredited degree or a degree approved by the Department of Education at the level required for the subject area specialization in state board rule.

(c) The department shall issue one nonrenewable 2-year temporary certificate and one nonrenewable 5-year professional certificate to a qualified applicant who holds a bachelor’s degree in the area of speech-language impairment to allow for completion of a master’s degree program in speech-language impairment.

Each temporary certificate is valid for 3 school fiscal years and is nonrenewable. However, the requirement in paragraph (2)(g) must be met within 1 calendar year of the date of employment under the temporary certificate. Individuals who are employed under contract at the end of the 1 calendar year time period may continue to be employed through the end of the school year.
year in which they have been contracted. A school district shall not employ, or continue the employment of, an individual in a position for which a temporary certificate is required beyond this time period if the individual has not met the requirement of paragraph (2)(g). At least 1 year before an individual’s temporary certificate is set to expire, the department shall electronically notify the individual of the date on which his or her certificate will expire and provide a list of each method by which the qualifications for a professional certificate can be completed. The State Board of Education shall adopt rules to allow the department to extend the validity period of a temporary certificate for 2 years when the requirements for the professional certificate, not including the requirement in paragraph (2)(g), were not completed due to the serious illness or injury of the applicant, the military service of an applicant’s spouse, or other extraordinary extenuating circumstances. The rules must authorize the department to extend the validity period of a temporary certificate for 1 year if the certificateholder is rated effective or highly effective based solely on a student learning growth formula approved by the Commissioner of Education pursuant to s. 1012.34(8). The department shall reissue the temporary certificate for 2 additional years upon approval by the Commissioner of Education. A written request for reissuance of the certificate shall be submitted by the district school superintendent, the governing authority of a university lab school, the governing authority of a state-supported school, or the governing authority of a private school.

Section 9. Subsection (1) of section 1012.59, Florida
Statutes, is amended to read:

1012.59 Certification fees.—

(1) The State Board of Education, by rule, shall establish separate fees for applications, examinations, certification, certification renewal, late renewal, recordmaking, and recordkeeping, and may establish procedures for scheduling and administering an examination upon an applicant’s request. Unless otherwise specified in this subsection, each fee shall be based on department estimates of the revenue required to implement the provisions of law with respect to certification of school personnel. The application fee shall be nonrefundable. The rule must specify an Each examination fee for the following:

(a) Initial registration for first-time test takers.

(b) Retake of the full battery of subtests of an examination, if applicable. The retake fee for the full battery of subtests may not exceed the fee for the initial registration.

(c) Retake for each subtest of an examination. The retake fee for each subtest must be prorated based on the number of subtests within the examination shall be sufficient to cover the actual cost of developing and administering the examination.

Section 10. Section 1012.731, Florida Statutes, is amended to read:

1012.731 The Florida Best and Brightest Teacher Scholarship Program.—

(1) The Legislature recognizes that, second only to parents, teachers play the most critical role within schools in preparing students to achieve a high level of academic performance. The Legislature further recognizes that research
has linked student outcomes to a teacher’s own academic
achievement. Therefore, it is the intent of the Legislature to
recruit, retain, and recognize designate teachers who meet the
needs of this state and have achieved success in the classroom
high academic standards during their own education as Florida’s
best and brightest teacher scholars.

(2) There is created The Florida Best and Brightest Teacher
Scholarship Program is created to be administered by the
Department of Education. The scholarship program shall provide
categorical funding for scholarships to recruitment, retention,
and recognition awards be awarded to classroom teachers, as
defined in s. 1012.01(2)(a), to be funded as provided in s.
1011.62(18) who have demonstrated a high level of academic
achievement.

(3)(a) To be eligible for a one-time recruitment award as
specified in the General Appropriations Act, a newly hired
teacher must be a content expert, based on criteria established
by the department, in mathematics, science, computer science,
reading, or civics scholarship in the amount of $6,000, a
classroom teacher must:

1. Have achieved a composite score at or above the 80th
percentile on either the SAT or the ACT based on the National
Percentile Ranks in effect when the classroom teacher took the
assessment and have been evaluated as highly effective pursuant
to s. 1012.34 in the school year immediately preceding the year
in which the scholarship will be awarded, unless the classroom
teacher is newly hired by the district school board and has not
been evaluated pursuant to s. 1012.34.

2. Beginning with the 2020-2021 school year, have achieved
a composite score at or above the 77th percentile or, if the classroom teacher graduated cum laude or higher with a baccalaureate degree, the 71st percentile on either the SAT, ACT, GRE, LSAT, GMAT, or MCAT based on the National Percentile Ranks in effect when the classroom teacher took the assessment; and have been evaluated as highly effective pursuant to s. 1012.34, or have been evaluated as highly effective based on a commissioner-approved student learning growth formula pursuant to s. 1012.34(8), in the school year immediately preceding the year in which the scholarship will be awarded, unless the classroom teacher is newly hired by the district school board and has not been evaluated pursuant to s. 1012.34.

(b) To be eligible for a retention award as specified in the General Appropriations Act, a teacher must have been rated as highly effective or effective the preceding year pursuant to s. 1012.34, and teach in a school for 2 consecutive school years, including the current year, that has improved an average of 3 percentage points or more in the percentage of total possible points achieved for determining school grades over the prior 3 years.

1. In order to demonstrate eligibility for an award, an eligible classroom teacher must submit to the school district, no later than November 1, an official record of his or her qualifying assessment score and, beginning with the 2020-2021 school year, an official transcript demonstrating that he or she graduated cum laude or higher with a baccalaureate degree, if applicable. Once a classroom teacher is deemed eligible by the school district, the teacher shall remain eligible as long as he or she remains employed by the school district as a classroom
teacher at the time of the award and receives an annual performance evaluation rating of highly effective pursuant to s. 1012.34 or is evaluated as highly effective based on a commissioner-approved student learning growth formula pursuant to s. 1012.34(8) for the 2019-2020 school year or thereafter.

2. A school district employee who is no longer a classroom teacher may receive an award if the employee was a classroom teacher in the prior school year, was rated highly effective, and met the requirements of this section as a classroom teacher.

(c) To be eligible for a recognition award, a teacher must be rated as highly effective and be selected by his or her school principal, based on performance criteria and policies adopted by the district school board. Recognition awards must be provided from funds remaining under the allocation provided in s. 1011.62(18) after the payment of all teacher recruitment and retention awards and principal awards authorized under this section and the General Appropriations Act. Notwithstanding the requirements of this subsection, for the 2017-2018, 2018-2019, and 2019-2020 school years, any classroom teacher who:

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

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

This paragraph expires July 1, 2020.

(4) Annually, by December 1, each school district shall submit to the department:

(a) The number of eligible classroom teachers who qualify for the scholarship.

(b) The name and master school identification number (MSID) of each school in the district to which an eligible classroom teacher is assigned.

(c) The name of the school principal of each eligible classroom teacher’s school if he or she has served as the school’s principal for at least 2 consecutive school years including the current school year.

(5) Annually, by February 1, the department shall disburse scholarship funds to each school district for each eligible classroom teacher to receive a scholarship in accordance with this section.

(6) Annually, by April 1, each school district shall award the scholarship to each eligible classroom teacher.

(7) For purposes of this section, the term “school district” includes the Florida School for the Deaf and the Blind and charter school governing boards.

Section 11. Section 1012.732, Florida Statutes, is amended to read:

1012.732 The Florida Best and Brightest Principal Scholarship Program.—

(1) The Legislature recognizes that the most effective school principals establish a safe and supportive school
environment for students and faculty. Research shows that these principals increase student learning by providing opportunities for the professional growth, collaboration, and autonomy that classroom teachers need to become and remain highly effective educational professionals. As a result, these principals are able to recruit and retain more of the best classroom teachers and improve student outcomes at their schools, including schools serving low-income and high-need student populations. Therefore, it is the intent of the Legislature to designate school principals whose schools make noticeable academic improvement school faculty has a high percentage of classroom teachers who are designated as Florida’s best and brightest teacher scholars pursuant to s. 1012.731 as Florida’s best and brightest principals.

(2) There is created The Florida Best and Brightest Principal Scholarship Program is created to be administered by the Department of Education. The program shall provide awards to categorical funding for scholarships to be awarded to school principals, as defined in s. 1012.01(3)(c)1., to be funded as provided in s. 1011.62(18) who have recruited and retained a high percentage of best and brightest teachers.

(3) A school principal identified pursuant to s. 1012.731(4)(c) is eligible to receive an award, as specified in the General Appropriations Act, a scholarship under this section if he or she has served as school principal at his or her school for at least 4 2 consecutive school years including the current school year and the school has improved an average of 3 percentage points or more in the percentage of total possible points achieved for determining school grades over the prior 3
years his or her school has a ratio of best and brightest teachers to other classroom teachers that is at the 80th percentile or higher for schools within the same grade group, statewide, including elementary schools, middle schools, high schools, and schools with a combination of grade levels.

(4) Annually, by February 1, the department shall identify eligible school principals and disburse funds to each school district for each eligible school principal to receive a scholarship. A scholarship of $5,000 must be awarded to every eligible school principal assigned to a Title I school and a scholarship of $4,000 to every eligible school principal who is not assigned to a Title I school.

(5) Annually, by April 1, each school district must award a scholarship to each eligible school principal.

(6) A school district must provide a best and brightest principal with the additional authority and responsibilities provided in s. 1012.28(8) for a minimum of 2 years.

(7) For purposes of this section, the term “school district” includes the Florida School for the Deaf and the Blind and charter school governing boards.

Section 12. Paragraphs (a) and (d) of subsection (1) of section 1013.31, Florida Statutes, are amended to read:

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

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

(a) Educational plant survey and localized need assessment for capital outlay purposes.—A survey recommendation is not required when a district uses only funds from the following sources for educational, auxiliary, and ancillary plant capital outlay purposes without needing a survey recommendation:

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

2. A taxpayer-approved bond referendum, to fund construction of if a board decides to build an educational, auxiliary, or ancillary plant facility without a survey recommendation and the taxpayers approve a bond referendum, the voted bond referendum;

3. One-half cent sales surtax revenue;

4. One cent local governmental surtax revenue;

5. Impact fees; and

6. Private gifts or donations; and
7. The district school tax levied pursuant to s. 1011.71(2).

(d) Review and validation.—The Department of Education shall review and validate the surveys of school districts and Florida College System institutions, and the Chancellor of the State University System shall review and validate the surveys of universities, and any amendments thereto for compliance with the requirements of this chapter and shall recommend those in compliance for approval by the State Board of Education or the Board of Governors, as appropriate. Annually, the department shall perform an in-depth analysis of a representative sample of each survey of recommended needs for five districts selected by the commissioner from among districts with the largest need-to-revenue ratio. For the purpose of this subsection, the need-to-revenue ratio is determined by dividing the total 5-year cost of projects listed on the district survey by the total 5-year fixed capital outlay revenue projections from state and local sources as determined by the department. The commissioner may direct fixed capital outlay funds provided from general revenue or from state trust funds to be withheld from districts until such time as the survey accurately projects facilities needs.

Section 13. Paragraphs (b), (c), and (d) of subsection (6) of section 1013.64, Florida Statutes, are amended to read:

1013.64 Funds for comprehensive educational plant needs; construction cost maximums for school district capital projects.—Allocations from the Public Education Capital Outlay and Debt Service Trust Fund to the various boards for capital outlay projects shall be determined as follows:

(6)
(b)1. A district school board may not use funds from state sources the following sources: Public Education Capital Outlay and Debt Service Trust Fund; School District and Community College District Capital Outlay and Debt Service Trust Fund; Classrooms First Program funds provided in s. 1013.68; nonvoted 1.5-mill levy of ad valorem property taxes provided in s. 1011.71(2); Classrooms for Kids Program funds provided in s. 1013.735; District Effort Recognition Program funds provided in s. 1013.736; or High Growth District Capital Outlay Assistance Grant Program funds provided in s. 1013.738 for any new construction of educational plant space with a total cost per student station, including change orders, which exceeds that equals more than:

a. $17,952 for an elementary school,
b. $19,386 for a middle school, or
c. $25,181 for a high school,

(January 2006) as adjusted annually to reflect increases or decreases in the Consumer Price Index. These restrictions do not apply to local funds as specified in s. 1013.31(1)(a). The department, in conjunction with the Office of Economic and Demographic Research, shall review and revise the cost per student station limits to reflect actual construction costs by December 1, 2019, and every 3 years thereafter. The adjusted cost per student station shall be used by the department for computation of the statewide average costs per student station for each instructional level pursuant to paragraph (d). The department shall also collaborate with the Office of Economic and Demographic Research to select an industry-recognized...
construction index to replace the Consumer Price Index by December 1, 2019, adjusted annually to reflect changes in the construction index.

2. School districts shall maintain accurate documentation related to the costs of all new construction of educational plant space reported to the Department of Education pursuant to paragraph (d). The Auditor General shall review the documentation maintained by the school districts and verify compliance with the limits under this paragraph during its scheduled operational audits of the school district. The department shall make the final determination on district compliance based on the recommendation of the Auditor General.

3. Effective July 1, 2017, in addition to the funding sources listed in subparagraph 1., a district school board may not use funds from any sources for new construction of educational plant space with a total cost per student station, including change orders, which equals more than the current adjusted amounts provided in sub-subparagraphs 1.a.-c. which shall subsequently be adjusted annually to reflect increases or decreases in the Consumer Price Index. However, if a contract has been executed for architectural and design services or for construction management services before July 1, 2017, a district school board may use funds from any source for the new construction of educational plant space and such funds are exempt from the total cost per student station requirements.

4. A district school board must not use funds from the Public Education Capital Outlay and Debt Service Trust Fund or the School District and Community College District Capital Outlay and Debt Service Trust Fund for any new construction of
an ancillary plant that exceeds 70 percent of the average cost per square foot of new construction for all schools.

(c) Except as otherwise provided, new construction for which a contract has been executed for architectural and design services or for construction management services by a district school board on or after July 1, 2017, may not exceed the cost per student station as provided in paragraph (b). A school district that exceeds the cost per student station provided in paragraph (b), as determined by the Auditor General, shall be subject to sanctions. If the Auditor General determines that the cost per student station overage is de minimus or due to extraordinary circumstances outside the control of the district, the sanctions shall not apply. The sanctions are as follows:

1. The school district shall be ineligible for allocations from the Public Education Capital Outlay and Debt Service Trust Fund for the next 3 years in which the school district would have received allocations had the violation not occurred.

2. The school district shall be subject to the supervision of a district capital outlay oversight committee. The oversight committee is authorized to approve all capital outlay expenditures of the school district, including new construction, renovations, and remodeling, for 3 fiscal years following the violation.

   a. Each oversight committee shall be composed of the following:

      (I) One appointee of the Commissioner of Education who has significant financial management, school facilities construction, or related experience.

      (II) One appointee of the office of the state attorney with
jurisdiction over the district.

(III) One appointee of the Chief Financial Officer who is a licensed certified public accountant.

b. An appointee to the oversight committee may not be employed by the school district; be a relative, as defined in s. 1002.33(24)(a)2., of any school district employee; or be an elected official. Each appointee must sign an affidavit attesting to these conditions and affirming that no conflict of interest exists in his or her oversight role.

d) The department shall:

1. Compute for each calendar year the statewide average construction costs for facilities serving each instructional level, for relocatable educational facilities, for administrative facilities, and for other ancillary and auxiliary facilities. The department shall compute the statewide average costs per student station for each instructional level.

2. Annually review the actual completed construction costs of educational facilities in each school district. For any school district in which the total actual cost per student station, including change orders, exceeds the statewide limits established in paragraph (b), the school district shall report to the department the actual cost per student station and the reason for the school district’s inability to adhere to the limits established in paragraph (b). The department shall collect all such reports and shall provide these reports to the Auditor General for verification purposes.

Cost per student station includes contract costs, legal and administrative costs, fees of architects and engineers.
furniture and equipment, and site improvement costs. Cost per student station does not include legal and administrative costs, architect and engineer fees, furniture and equipment costs, the cost of purchasing or leasing the site, the cost of constructing covered walkways, the costs of complying with public shelter and hurricane hardening requirements, for the construction or the cost of offsite and related offsite improvements. Cost per student station also does not include the cost of any security enhancements, including, but not limited to, the cost for securing entries, checkpoint construction, lighting specifically designed for entry point security, security cameras, automatic locks and locking devices, electronic security systems, fencing designed to prevent intruder entry into a building, bullet-proof glass, or other capital construction items approved by the school safety specialist to ensure building security for new educational, auxiliary, or ancillary facilities; costs for these items must be below 2 percent per student station.

Section 14. This act shall take effect July 1, 2019.