A bill to be entitled
An act relating to instructional personnel and school
administrator salary schedules; amending s. 1012.22,
F.S.; removing a definition; authorizing a district
school board to use an advanced degree in setting a
salary schedule for specified employees; requiring
each district school board to adopt a salary schedule
for specified employees; authorizing rather than
requiring a district school board to adopt a
performance salary schedule; providing requirements
setting the base salary for specified personnel under
the performance salary schedule; authorizing rather
than requiring a district school board to provide for
specified salary supplements; amending s. 1002.333,
F.S.; conforming provisions to changes made by the
act; providing an effective date.

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

Section 1. Paragraph (c) of subsection (1) of section
1012.22, Florida Statutes, is amended to read:
1012.22 Public school personnel; powers and duties of the
district school board.—The district school board shall:
(1) Designate positions to be filled, prescribe
qualifications for those positions, and provide for the
appointment, compensation, promotion, suspension, and dismissal of employees as follows, subject to the requirements of this chapter:

(c) Compensation and salary schedules.—
1. Definitions.—As used in this paragraph:
   a. "Adjustment" means an addition to the base salary schedule that is not a bonus and becomes part of the employee's permanent base salary and shall be considered compensation under s. 121.021(22).
   b. "Grandfathered salary schedule" means the salary schedule or schedules adopted by a district school board before July 1, 2014, pursuant to subparagraph 4.
   c. "Instructional personnel" means instructional personnel as defined in s. 1012.01(2)(a)-(d), excluding substitute teachers.
   d. "Performance salary schedule" means the salary schedule or schedules adopted by a district school board may adopt pursuant to subparagraph 5.
   e. "Salary schedule" means the schedule or schedules used to provide the base salary for district school board personnel.
   f. "School administrator" means a school administrator as defined in s. 1012.01(3)(c).
   g. "Supplement" means an annual addition to the base salary for the term of the negotiated supplement as long as the
employee continues his or her employment for the purpose of the supplement. A supplement does not become part of the employee’s continuing base salary but shall be considered compensation under s. 121.021(22).

2. Cost-of-living adjustment.—A district school board may provide a cost-of-living salary adjustment if the adjustment:
   a. Does not discriminate among comparable classes of employees based upon the salary schedule under which they are compensated.
   b. Does not exceed 50 percent of the annual adjustment provided to instructional personnel rated as effective.

3. Advanced degrees.—A district school board may not use advanced degrees in setting a salary schedule for instructional personnel or school administrators hired on or after July 1, 2011, unless the advanced degree is held in the individual’s area of certification and is only a salary supplement.

4. Grandfathered Salary schedule.—
   a. The district school board shall adopt a salary schedule or salary schedules to be used as the basis for paying all school employees hired before July 1, 2014. If a school district adopts a Instructional personnel on annual contract as of July 1, 2014, shall be placed on the performance salary schedule, adopted under subparagraph 5. instructional personnel on continuing contract or professional service contract may continue to use the salary schedule adopted before the
performance salary schedule or, if the employee relinquishes such contract and agrees to be employed on an annual contract under s. 1012.335, opt into the performance salary schedule if the employee relinquishes such contract and agrees to be employed on an annual contract under s. 1012.335. Such an employee shall be placed on the performance salary schedule and may not return to continuing contract or professional service contract status. Any employee who opts into the performance salary schedule may not return to the grandfathered salary schedule under this sub-subparagraph.

b. In determining the grandfathered salary schedule for instructional personnel, a district school board may must base a portion of each employee's compensation upon performance demonstrated under s. 1012.34 and shall provide differentiated pay for both instructional personnel and school administrators based upon district-determined factors, including, but not limited to, additional responsibilities, school demographics, critical shortage areas, and level of job performance difficulties.

5. Performance salary schedule. — By July 1, 2014, the district school board may shall adopt a performance salary schedule that provides annual salary adjustments for instructional personnel and school administrators based upon performance determined under s. 1012.34. Employees hired on or after July 1, 2014, or employees who choose to move from the
grandfathered salary schedule under sub-subparagraph 4. to the performance salary schedule shall be compensated pursuant to the performance salary schedule once they have received the appropriate performance evaluation for this purpose.

a. Base salary.—For a district school board that adopts a performance salary schedule, the base salary shall be established as follows:

(I) the base salary for instructional personnel and school administrators who opt into the performance salary schedule shall be the salary paid in the prior year, including adjustments only.

(II) Beginning July 1, 2014, instructional personnel or school administrators new to the district, returning to the district after a break in service without an authorized leave of absence, or appointed for the first time to a position in the district in the capacity of instructional personnel or school administrator shall be placed on the performance salary schedule.

b. Salary adjustments.—For a district school board that adopts a performance salary schedule, salary adjustments for highly effective or effective performance shall be established as follows:

(I) The annual salary adjustment under the performance salary schedule for an employee rated as highly effective must be greater than the highest annual salary adjustment available
to an employee of the same classification through any other
salary schedule adopted by the district.

(II) The annual salary adjustment under the performance
salary schedule for an employee rated as effective must be equal
to at least 50 percent and no more than 75 percent of the annual
adjustment provided for a highly effective employee of the same
classification.

(III) The performance salary schedule shall not provide an
annual salary adjustment for an employee who receives a rating
other than highly effective or effective for the year.

c. Salary supplements.—In addition to the salary
adjustments, each district school board may shall provide for
salary supplements for activities that must include, but are not
limited to:

(I) Assignment to a Title I eligible school.

(II) Assignment to a school that earned a grade of "F" or
three consecutive grades of "D" pursuant to s. 1008.34 such that
the supplement remains in force for at least 1 year following
improved performance in that school.

(III) Certification and teaching in critical teacher
shortage areas. Statewide critical teacher shortage areas shall
be identified by the State Board of Education under s. 1012.07.
However, the district school board may identify other areas of
critical shortage within the school district for purposes of
this sub-sub-subparagraph and may remove areas identified by the

CODING: Words stricken are deletions; words underlined are additions.
state board which do not apply within the school district.

(IV) Assignment of additional academic responsibilities.

If budget constraints in any given year limit a district school board's ability to fully fund all adopted salary schedules, the performance salary schedule shall not be reduced on the basis of total cost or the value of individual awards in a manner that is proportionally greater than reductions to any other salary schedules adopted by the district.

Section 2. Paragraph (b) of 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.

(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)(c)5., and suspend the requirements of s. 1012.347 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.

Section 3. This act shall take effect July 1, 2019.