Proposed Committee Substitute by the Committee on Appropriations
(Appropriations Subcommittee on Education)

A bill to be entitled

An act relating to education; amending s. 212.055, F.S.; requiring that a resolution to levy a discretionary sales tax include a statement containing certain information; requiring surtax revenues shared with charter schools to be expended by the charter schools in a certain manner; requiring all revenues and expenditures be accounted for in a monthly or quarterly charter school financial report; amending s. 1007.271, F.S.; clarifying that secondary students eligible for dual enrollment programs include students who are enrolled in home education programs; providing for exceptions to grade point average requirements relating to student eligibility; requiring that exceptions to required grade point averages be specified in the dual enrollment articulation agreement; prohibiting postsecondary institutions from establishing additional initial student academic eligibility requirements; prohibiting district school boards and Florida College System institutions from denying students who have met eligibility requirements from participating in dual enrollment except under specified circumstances; revising the date by which career centers are required to annually complete and submit specified agreements to the Department of Education; requiring district school boards to inform secondary students and their parents or legal
guardians of specified information; prohibiting
schools from enrolling students in dual enrollment
courses under certain circumstances; deleting a
requirement that the State Board of Education adopt
rules for any dual enrollment programs involving
requirements for high school graduation; revising the
date by which eligible postsecondary institutions are
required to annually complete and submit home
education articulation agreements to the department;
revising requirements for home education students
enrolled in dual enrollment courses; conforming a
provision to changes made by the act; requiring that
instructional materials assigned for use within dual
enrollment courses be made available to dual
enrollment students from public schools, private
schools, and home education programs free of charge;
revising the date by which district school
superintendents and public postsecondary institution
presidents are required to develop the enrollment
articulation agreement; revising the date by which the
postsecondary institutions are required complete and
submit to the department a dual enrollment
articulation agreement; revising requirements for the
articulation agreement; revising provisions relating
to funding for dual enrollment; providing that certain
independent colleges and universities are eligible for
inclusion in the dual enrollment and early admission
programs; revising the date by which certain district
school boards and Florida College System institutions

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are required to annually complete and submit a dual enrollment articulation agreement to the department; revising the date by which certain postsecondary institutions are required to annually complete and submit a private school articulation agreement to the department; revising requirements for such agreements; conforming provisions to changes made by the act; requiring the Commissioner of Education to annually report the status of dual enrollment programs to the Governor and the Legislature by a specified date; requiring the State Board of Education to adopt certain rules; amending s. 1007.273, F.S.; changing the term “collegiate high school program” to “early college program”; defining the term “early college program”; requiring early college programs to prioritize certain courses; deleting requirements relating to collegiate high school programs; revising provisions relating to contracts executed between district school boards and their local Florida College System institutions to establish early college programs; revising provisions relating to student performance contracts for students participating in early college programs; authorizing charter schools to execute contracts to establish an early college program with specified institutions; requiring the commissioner to annually report the status of early college programs to the Governor and the Legislature by a specified date; creating s. 1009.31, F.S.; providing legislative findings; establishing the Dual
Enrollment Scholarship Program; providing for the administration of the program; providing for the reimbursement of tuition and costs to eligible postsecondary institutions; requiring students participating in dual enrollment programs to meet minimum eligibility requirements in order for institutions to receive reimbursements; requiring participating institutions to annually report specified information to the department by certain dates; providing a reimbursement schedule for tuition and instructional materials costs; requiring the department to reimburse institutions by specified dates; providing that reimbursement for dual enrollment courses is contingent upon appropriations; providing for the prorating of reimbursements under certain circumstances; requiring the State Board of Education to adopt rules; amending s. 1011.62, F.S.; deleting a provision relating to certain colleges and universities eligible for inclusion in the dual enrollment program; changing the calculation of full-time equivalent student membership for dual enrollment purposes; revising the calculation of the virtual education contribution; requiring that before distribution of the mental health assistance allocation occurs, a school district submit a detailed plan that includes the input of school and community stakeholders; requiring school board mental health policies and procedures to include certain items; requiring each school district to submit a report to
the department which reflects certain program outcomes and expenditures for all charter schools in the district; requiring the department to submit a report to the Governor and the Legislature by a specified date; requiring the report to include certain information; abrogating the scheduled expiration of provisions relating to the annual funding compression allocation; establishing the Teacher Salary Increase Allocation to be allocated from the Florida Education Finance Program; defining the term “minimum base salary”; amending s. 1013.62, F.S; requiring state funds and revenue from a certain millage be used to fund charter school capital outlays if state funds appropriated in a given fiscal year are below a certain level; providing additional requirements for charter school eligibility for a funding allocation; requiring a certification for the use of funds; prohibiting the personal enrichment of owners, operators, managers, and other affiliated parties of charter schools; defining the term “affiliated party of the charter school”; requiring the department to use certain methodology to the determine the amount of revenue that a school district must distribute to each eligible charter school if charter school capital outlay funding in any given fiscal year is less than a specified amount; amending s. 1013.64, F.S.; providing an exception for educational facilities and sites subject to a lease-purchase agreement or funded solely through local impact fees; amending s. 1003.4282,
Be It Enacted by the Legislature of the State of Florida:

Section 1. Subsection (6) of section 212.055, Florida Statutes, is amended to read:

212.055 Discretionary sales surtaxes; legislative intent; authorization and use of proceeds.—It is the legislative intent that any authorization for imposition of a discretionary sales surtax shall be published in the Florida Statutes as a subsection of this section, irrespective of the duration of the levy. Each enactment shall specify the types of counties authorized to levy; the rate or rates which may be imposed; the maximum length of time the surtax may be imposed, if any; the procedure which must be followed to secure voter approval, if required; the purpose for which the proceeds may be expended; and such other requirements as the Legislature may provide. Taxable transactions and administrative procedures shall be as provided in s. 212.054.

(6) SCHOOL CAPITAL OUTLAY SURTAX.—

(a) The school board in each county may levy, pursuant to resolution conditioned to take effect only upon approval by a majority vote of the electors of the county voting in a referendum, a discretionary sales surtax at a rate that may not exceed 0.5 percent.

(b) The resolution must include a statement that provides a brief and general description of the school capital
outlay projects to be funded by the surtax. The resolution must also include a statement that the revenues collected must be shared with charter schools based on their proportionate share of total school district enrollment. The statement must conform to the requirements of s. 101.161 and shall be placed on the ballot by the governing body of the county. The following question shall be placed on the ballot:

`. . . . FOR THE . . . . CENTS TAX

. . . . AGAINST THE . . . . CENTS TAX`

(c) The resolution providing for the imposition of the surtax must set forth a plan for use of the surtax proceeds for fixed capital expenditures or fixed capital costs associated with the construction, reconstruction, or improvement of school facilities and campuses which have a useful life expectancy of 5 or more years, and any land acquisition, land improvement, design, and engineering costs related thereto. Additionally, the plan shall include the costs of retrofitting and providing for technology implementation, including hardware and software, for the various sites within the school district. Surtax revenues may be used for the purpose of servicing bond indebtedness to finance projects authorized by this subsection, and any interest accrued thereto may be held in trust to finance such projects. Neither the proceeds of the surtax nor any
interest accrued thereto shall be used for operational expenses. Surtax revenues shared with charter schools shall be expended by the charter school in a manner consistent with the allowable uses in s.1013.62(4). All revenues and expenditures shall be accounted for in a charter school’s monthly or quarterly financial report pursuant to s. 1002.33(9).

(d) Surtax revenues collected by the Department of Revenue pursuant to this subsection shall be distributed to the school board imposing the surtax in accordance with law.

Section 2. Section 1007.271, Florida Statutes, is amended to read:

1007.271 Dual enrollment programs.--

(1) The dual enrollment program is the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student.

(2) For the purpose of this section, an eligible secondary student is a student who is enrolled in any of grades 6 through 12 in a Florida public school or in a Florida private school that is in compliance with s. 1002.42(2) and provides a secondary curriculum pursuant to s. 1003.4282, or who is enrolled in a home education program pursuant to s. 1002.41. Students who are eligible for dual enrollment pursuant to this section may enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term. However, if the student is projected to graduate from high
school before the scheduled completion date of a postsecondary course, the student may not register for that course through dual enrollment. The student may apply to the postsecondary institution and pay the required registration, tuition, and fees if the student meets the postsecondary institution’s admissions requirements under s. 1007.263. Instructional time for dual enrollment may vary from 900 hours; however, the full-time equivalent student membership value shall be subject to the provisions in s. 1011.61(4). A student enrolled as a dual enrollment student is exempt from the payment of registration, tuition, and laboratory fees. Applied academics for adult education instruction, developmental education, and other forms of precollegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.

(3) **Student eligibility requirements**

For initial enrollment in college credit dual enrollment courses, a student must achieve include a 3.0 unweighted high school grade point average and the minimum score on a common placement test adopted by the State Board of Education which indicates that the student is ready for college-level coursework. **Student eligibility requirements** For continued enrollment in college credit dual enrollment courses, a student must maintain a minimum must include the maintenance of a 3.0 unweighted high school grade point average and the minimum postsecondary grade point average.
established by the postsecondary institution. Regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a dual enrollment course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered. Student eligibility requirements for initial and continued enrollment in career certificate dual enrollment courses must include a 2.0 unweighted high school grade point average. An exception to the required grade point average for career certificate dual enrollment courses may be granted on an individual student basis. An exception to the required grade point average for college credit dual enrollment may be granted for students who achieve higher scores than the established minimum on the common placement test adopted by the State Board of Education. Any exception to the required grade point average must be specified in if the educational entities agree and the terms of the agreement are contained within the dual enrollment articulation agreement established pursuant to subsection (21). A postsecondary institution Florida College System institution boards of trustees may not establish additional initial student academic eligibility requirements, which shall be included in the dual enrollment articulation agreement, to ensure student readiness for postsecondary instruction. Additional requirements included in the agreement may not arbitrarily prohibit students who have demonstrated the ability to master advanced courses from participating in dual enrollment courses or limit the number of dual enrollment courses in which a student may enroll based solely upon enrollment by the student at an independent
postsecondary institution.

(4) District school boards may not refuse to enter into a
dual enrollment articulation agreement with a local Florida
College System institution if that Florida College System
institution has the capacity to offer dual enrollment courses.

(5) A district school board or Florida College System
institution may not deny a student who has met the state
eligibility requirements from participating in dual enrollment
unless the institution documents that it does not have the
capacity to accommodate all eligible students seeking to
participate in the dual enrollment program. If the institution
documents that it does not have the capacity to accommodate all
eligible students, participation must be based on a first-come,
first-served basis.

(6)(5) (a) Each faculty member providing instruction in
college credit dual enrollment courses must:

1. Meet the qualifications required by the entity
accrediting the postsecondary institution offering the course.
The qualifications apply to all faculty members regardless of
the location of instruction. The postsecondary institution
offering the course must require compliance with these
qualifications.

2. Provide the institution offering the dual enrollment
course a copy of his or her postsecondary transcript.

3. Provide a copy of the current syllabus for each course
taught to the discipline chair or department chair of the
postsecondary institution before the start of each term. The
content of each syllabus must meet the same standards required
for all college-level courses offered by that postsecondary
4. Adhere to the professional rules, guidelines, and expectations stated in the postsecondary institution’s faculty or adjunct faculty handbook. Any exceptions must be included in the dual enrollment articulation agreement.

5. Adhere to the rules, guidelines, and expectations stated in the postsecondary institution’s student handbook which apply to faculty members. Any exceptions must be noted in the dual enrollment articulation agreement.

(b) Each president, or designee, of a postsecondary institution offering a college credit dual enrollment course must:

1. Provide a copy of the institution’s current faculty or adjunct faculty handbook to all faculty members teaching a dual enrollment course.

2. Provide to all faculty members teaching a dual enrollment course a copy of the institution’s current student handbook, which may include, but is not limited to, information on registration policies, the student code of conduct, grading policies, and critical dates.

3. Designate an individual or individuals to observe all faculty members teaching a dual enrollment course, regardless of the location of instruction.

4. Use the same criteria to evaluate faculty members teaching a dual enrollment course as the criteria used to evaluate all other faculty members.

5. Provide course plans and objectives to all faculty members teaching a dual enrollment course.

(7) The following curriculum standards apply to college
credit dual enrollment:

(a) Dual enrollment courses taught on the high school campus must meet the same competencies required for courses taught on the postsecondary institution campus. To ensure equivalent rigor with courses taught on the postsecondary institution campus, the postsecondary institution offering the course is responsible for providing in a timely manner a comprehensive, cumulative end-of-course assessment or a series of assessments of all expected learning outcomes to the faculty member teaching the course. Completed, scored assessments must be returned to the postsecondary institution and held for 1 year.

(b) Instructional materials used in dual enrollment courses must be the same as or comparable to those used in courses offered by the postsecondary institution with the same course prefix and number. The postsecondary institution must advise the school district of instructional materials requirements as soon as that information becomes available but no later than one term before a course is offered.

(c) Course requirements, such as tests, papers, or other assignments, for dual enrollment students must be at the same level of rigor or depth as those for all nondual enrollment postsecondary students. All faculty members teaching dual enrollment courses must observe the procedures and deadlines of the postsecondary institution for the submission of grades. A postsecondary institution must advise each faculty member teaching a dual enrollment course of the institution’s grading guidelines before the faculty member begins teaching the course.

(d) Dual enrollment courses taught on a high school campus
may not be combined with any noncollege credit high school
course.

(8) Career dual enrollment shall be provided as a
curricular option for secondary students to pursue in order to
earn industry certifications adopted pursuant to s. 1008.44, which
count as credits toward the high school diploma. Career
dual enrollment shall be available for secondary students
seeking a degree and industry certification through a career
education program or course. Each career center established
under s. 1001.44 shall enter into an agreement with each high
school in any school district it serves. Beginning with the 2019-2020
school year, the agreement must be completed annually and
submitted by the career center to the Department of
Education by October 1. The agreement must:

(a) Identify the courses and programs that are available to
students through career dual enrollment and the clock hour
credits that students will earn upon completion of each course
and program.

(b) Delineate the high school credit earned for the
completion of each career dual enrollment course.

(c) Identify any college credit articulation agreements
associated with each clock hour program.

(d) Describe how students and their parents or legal
guardians will be informed of career dual enrollment
opportunities and related workforce demand, how students can
apply to participate in a career dual enrollment program and
register for courses through his or her high school, and the
postsecondary career education expectations for participating
students.
(e) Establish any additional eligibility requirements for participation and a process for determining eligibility and monitoring the progress of participating students.

(f) Delineate costs incurred by each entity and determine how transportation will be provided for students who are unable to provide their own transportation.

(9) Each district school board shall inform all secondary students and their parents or legal guardians of dual enrollment as an educational option and mechanism for acceleration. Students and their parents or legal guardians shall be informed of student eligibility requirements, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation. In addition, students and their parents or legal guardians shall be informed that dual enrollment course grades are included in the student’s college grade point average, become a part of the student’s permanent academic record, and may affect the student’s future financial aid eligibility. A school may not enroll a student in a dual enrollment course without an acknowledgment form on file, which must be signed by both the student and the student’s parent or legal guardian, indicating they have been informed of the dual enrollment educational option and its provisions. District school boards shall annually assess the demand for dual enrollment and provide that information to each partnering postsecondary institution. Alternative grade calculation, weighting systems, and information regarding student education options that discriminate against dual enrollment courses are prohibited.

(10) The Commissioner of Education shall appoint faculty
committees representing public school, Florida College System institution, and university faculties to identify postsecondary courses that meet the high school graduation requirements of s. 1003.4282 and to establish the number of postsecondary semester credit hours of instruction and equivalent high school credits earned through dual enrollment pursuant to this section that are necessary to meet high school graduation requirements. Such equivalencies shall be determined solely on comparable course content and not on seat time traditionally allocated to such courses in high school. The Commissioner of Education shall recommend to the State Board of Education those postsecondary courses identified to meet high school graduation requirements, based on mastery of course outcomes, by their course numbers, and all high schools shall accept these postsecondary education courses toward meeting the requirements of s. 1003.4282.

(a10) Early admission is a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. A student must enroll in a minimum of 12 college credit hours per semester or the equivalent to participate in the early admission program; however, a student may not be required to enroll in more than 15 college credit hours per semester or the equivalent. Students enrolled pursuant to this subsection are exempt from the payment of registration, tuition, and laboratory fees.

(a11) Career early admission is a form of career dual enrollment through which eligible secondary students enroll full time in a career center or a Florida College System institution
in postsecondary programs leading to industry certifications, as
listed in the CAPE Postsecondary Industry Certification Funding
List pursuant to s. 1008.44, which are creditable toward the
high school diploma and the certificate or associate degree.
Participation in the career early admission program is limited
to students who have completed a minimum of 4 semesters of full-
time secondary enrollment, including studies undertaken in the
ninth grade. Students enrolled pursuant to this section are
exempt from the payment of registration, tuition, and laboratory
fees.

(12) The State Board of Education shall adopt rules for any
dual enrollment programs involving requirements for high school
graduation.

(13) (a) The dual enrollment program for a home education
student, including, but not limited to, students with
disabilities, consists of the enrollment of an eligible home
education secondary student in a postsecondary course creditable
toward an associate degree, a career certificate, or a
baccalaureate degree. To participate in the dual enrollment
program, an eligible home education secondary student must:
   1. Provide proof of enrollment in a home education program
      pursuant to s. 1002.41.
   2. Be responsible for his or her own transportation unless
      provided for in the articulation agreement.
   3. Sign a home education articulation agreement pursuant to
      paragraph (b).

(b) Each public postsecondary institution eligible to
participate in the dual enrollment program pursuant to s.
1011.62(1)(i) must enter into a home education articulation
agreement with each home education student seeking enrollment in a dual enrollment course and the student’s parent or legal guardian. By October August 1 of each year, the eligible postsecondary institution shall complete and submit the home education articulation agreement to the Department of Education. The home education articulation agreement must include, at a minimum:

1. A delineation of courses and programs available to dually enrolled home education students. Courses and programs may be added, revised, or deleted at any time by the postsecondary institution. Any course or program limitations may not exceed the limitations for other dually enrolled students.

2. The initial and continued eligibility requirements for home education student participation, not to exceed those required of other dually enrolled students. A home education student must meet the same minimum score requirement on a common placement test which is required of other dually enrolled students. A high school grade point average may not be required for home education students who meet the minimum score on a common placement test adopted by the State Board of Education which indicates that the student is ready for college-level coursework; however, home education student eligibility requirements for continued enrollment in dual enrollment courses must include the maintenance of the minimum postsecondary grade point average established by the postsecondary institution for other dually enrolled students.

3. The student’s responsibilities for providing his or her own transportation.

4. A copy of the statement on transfer guarantees developed
by the Department of Education under subsection (15).

(14) The Department of Education shall approve any course for inclusion in the dual enrollment program that is contained within the statewide course numbering system. However, developmental education and physical education and other courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, may not be so approved but must be evaluated individually for potential inclusion in the dual enrollment program. This subsection may not be construed to mean that an independent postsecondary institution eligible for inclusion in a dual enrollment or early admission program pursuant to subsection (23) s. 1011.62 must participate in the statewide course numbering system developed pursuant to s. 1007.24 to participate in a dual enrollment program.

(15) The Department of Education shall develop a statement on transfer guarantees to inform students and their parents or legal guardians, prior to enrollment in a dual enrollment course, of the potential for the dual enrollment course to articulate as an elective or a general education course into a postsecondary education certificate or degree program. The statement shall be provided to each district school superintendent, who shall include the statement in the information provided to all secondary students and their parents or legal guardians as required pursuant to this subsection. The statement may also include additional information, including, but not limited to, dual enrollment options, guarantees, privileges, and responsibilities.

(16) Students who meet the eligibility requirements of this section and who choose to participate in dual enrollment
programs are exempt from the payment of registration, tuition, and laboratory fees.

(17) Instructional materials assigned for use within dual enrollment courses shall be made available to dual enrollment students from Florida public high schools, private schools, and home education programs free of charge. This subsection does not prohibit a Florida College System institution from providing instructional materials at no cost to a home education student or student from a private school. Instructional materials purchased by a district school board or Florida College System institution board of trustees on behalf of dual enrollment students shall be the property of the board against which the purchase is charged.

(18) School districts and Florida College System institutions must weigh dual enrollment courses the same as advanced placement, International Baccalaureate, and Advanced International Certificate of Education courses when grade point averages are calculated. Alternative grade calculation systems, alternative grade weighting systems, and information regarding student education options that discriminate against dual enrollment courses are prohibited.

(19) The Commissioner of Education may approve dual enrollment agreements for limited course offerings that have statewide appeal. Such programs shall be limited to a single site with multiple county participation.

(20) A postsecondary institution shall assign letter grades to each student enrolled in a dual enrollment course. The letter grade assigned by the postsecondary institution shall be posted to the student’s high school transcript by the school district.
(21) Each district school superintendent and each public postsecondary institution president shall develop a comprehensive dual enrollment articulation agreement for the respective school district and postsecondary institution. The superintendent and president shall establish an articulation committee for the purpose of developing the agreement. Each state university president may designate a university representative to participate in the development of a dual enrollment articulation agreement. A dual enrollment articulation agreement shall be completed and submitted annually by the postsecondary institution to the Department of Education on or before October 1. The agreement must include, but is not limited to:

(a) A ratification or modification of all existing articulation agreements.

(b) A description of the process by which students and their parents are informed about opportunities for student participation in the dual enrollment program.

(c) A delineation of courses and programs available to students eligible to participate in dual enrollment.

(d) A description of the process by which students and their parents exercise options to participate in the dual enrollment program.

(e) The agreed-upon common placement test scores and corresponding grade point average that may be accepted for initial student eligibility if an exception to the minimum grade point average is authorized pursuant to subsection (3). A list of any additional initial student eligibility requirements for participation in the dual enrollment program.
(f) A delineation of the high school credit earned for the passage of each dual enrollment course.

(g) A description of the process for informing students and their parents of college-level course expectations.

(h) The policies and procedures, if any, for determining exceptions to the required grade point averages on an individual student basis.

(i) The registration policies for dual enrollment courses as determined by the postsecondary institution.

(j) Exceptions, if any, to the professional rules, guidelines, and expectations stated in the faculty or adjunct faculty handbook for the postsecondary institution.

(k) Exceptions, if any, to the rules, guidelines, and expectations stated in the student handbook of the postsecondary institution which apply to faculty members.

(l) The responsibilities of the school district regarding the determination of student eligibility before participating in the dual enrollment program and the monitoring of student performance while participating in the dual enrollment program.

(m) The responsibilities of the postsecondary institution regarding the transmission of student grades in dual enrollment courses to the school district.

(n) A funding provision that delineates costs incurred by each entity.

1. School districts shall pay public postsecondary institutions the in-state resident standard tuition rate per credit hour from funds provided in the Florida Education Finance Program when dual enrollment course instruction takes place on the postsecondary institution’s campus and the course is taken
during the fall or spring term. When dual enrollment is provided on the high school site by postsecondary institution faculty, the school district shall reimburse the costs associated with the postsecondary institution’s proportion of salary and benefits to provide the instruction. When dual enrollment course instruction is provided on the high school site by school district faculty, the school district is not responsible for payment to the postsecondary institution. A postsecondary institution may enter into an agreement with the school district to authorize teachers to teach dual enrollment courses at the high school site or the postsecondary institution. A school district may not deny a student access to dual enrollment unless the student is ineligible to participate in the program subject to provisions specifically outlined in this section.

2. Subject to annual appropriation in the General Appropriations Act, a public postsecondary institution shall receive an amount of funding equivalent to the standard tuition rate per credit hour for each dual enrollment course taken by a private school or home education student at the postsecondary institution during the fall and spring terms, pursuant to s. 1009.31.

3. Subject to annual appropriation in the General Appropriations Act, a public postsecondary institution shall receive an amount of funding equivalent to the standard tuition rate per credit hour for each dual enrollment course taken by a student during the summer term, pursuant to s. 1009.31.

(o) Any institutional responsibilities for student transportation, if provided.

(22) The Department of Education shall develop an
electronic submission system for dual enrollment articulation agreements and shall review, for compliance, each dual enrollment articulation agreement submitted pursuant to subsections (13), (21), and (24). The Commissioner of Education shall notify the district school superintendent and the Florida College System institution president if the dual enrollment articulation agreement does not comply with statutory requirements and shall submit any dual enrollment articulation agreement with unresolved issues of noncompliance to the State Board of Education.

(23) District school boards and Florida College System institutions may enter into additional dual enrollment articulation agreements with state universities for the purposes of this section. School districts may also enter into dual enrollment articulation agreements with eligible independent colleges and universities pursuant to s. 1011.62(1)(i). An independent college or university that is not for profit, is accredited by a regional or national accrediting agency recognized by the United States Department of Education, and confers degrees as defined in s. 1005.02 shall be eligible for inclusion in the dual enrollment or early admission program. By October 1 of each year, the district school board and the Florida College System institution shall complete and submit the dual enrollment articulation agreement with the state university or an eligible independent college or university, as applicable, to the Department of Education.

(24)(a) The dual enrollment program for a private school student consists of the enrollment of an eligible private school student in a postsecondary course creditable toward an associate
degree, a career certificate, or a baccalaureate degree. In addition, a private school in which a student, including, but not limited to, students with disabilities, is enrolled must award credit toward high school completion for the postsecondary course under the dual enrollment program. To participate in the dual enrollment program, an eligible private school student must:

1. Provide proof of enrollment in a private school pursuant to subsection (2).

2. Be responsible for his or her own instructional materials and transportation unless provided for in the articulation agreement.

3. Sign a private school articulation agreement pursuant to paragraph (b).

(b) Each public postsecondary institution eligible to participate in the dual enrollment program pursuant to s. 1011.62(1)(i) must enter into a private school articulation agreement with each eligible private school in its geographic service area seeking to offer dual enrollment courses to its students, including, but not limited to, students with disabilities. By October August 1 of each year, the eligible postsecondary institution shall complete and submit the private school articulation agreement to the Department of Education. The private school articulation agreement must include, at a minimum:

1. A delineation of courses and programs available to the private school student. The postsecondary institution may add, revise, or delete courses and programs at any time.

2. The initial and continued eligibility requirements for
private school student participation, not to exceed those
required of other dual enrollment students.

3. The student’s responsibilities for providing his or her
own instructional materials and transportation.

4. A provision clarifying that the private school will
award appropriate credit toward high school completion for the
postsecondary course under the dual enrollment program.

5. A provision expressing that the private school of
enrollment is exempt from the payment of costs associated with
tuition and fees, including registration and laboratory fees,
will not be passed along to the student.

(25) For students with disabilities, a postsecondary
institution eligible to participate in dual enrollment pursuant
to s. 1011.62(1)(i) shall include in its dual enrollment
articulation agreement, services and resources that are
available to students with disabilities who register in a dual
enrollment course at the eligible institution and provide
information regarding such services and resources to the Florida
Center for Students with Unique Abilities. The Department of
Education shall provide to the center the Internet website link
to dual enrollment articulation agreements specific to students
with disabilities. The center shall include in the information
that it is responsible for disseminating to students with
disabilities and their parents or legal guardians pursuant to s.
1004.6495, dual enrollment articulation agreements and
opportunities for meaningful campus experience through dual
enrollment.

(26) By November 30, 2021, and annually thereafter, the
commissioner must report to the Governor, the President of the
Senate, and the Speaker of the House of Representatives the
status of dual enrollment programs, including, at a minimum, a
summary of student enrollment and completion for public school,
private school, and home education program students enrolled at
public and private postsecondary institutions.

(27) The State Board of Education shall adopt rules for any
dual enrollment programs involving requirements for high school
graduation.

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

1007.273 Early college program Collegiate high school
program.—

(1) Each Florida College System institution shall work with
each district school board in its designated service area to
establish one or more early college collegiate high school
programs. As used in this section, the term “early college
program” means a structured high school acceleration program in
which a cohort of students is taking postsecondary courses full
time toward an associate degree. The early college program must
prioritize courses applicable as general education core courses
under s. 1007.25 for an associate degree or a baccalaureate
degree.

(2) At a minimum, collegiate high school programs must
include an option for public school students in grade 11 or
grade 12 participating in the program, for at least 1 full
school year, to earn CAPE industry certifications pursuant to s.
1008.44 and to successfully complete 30 credit hours through the
dual enrollment program under s. 1007.271 toward the first year
of college for an associate degree or baccalaureate degree while
enrolled in the program.

(2)(3) Each district school board and its local Florida College System institution shall execute a contract to establish one or more early college collegiate high school programs at a mutually agreed-upon location or locations. Beginning with the 2015-2016 school year, if the Florida College System institution does not establish an early college program with a district school board in its designated service area, another Florida College System institution may execute a contract with that district school board to establish the early college program. The contract must be executed by January 1 of each school year for implementation of the program during the next school year. The contract must:

(a) Identify the grade levels to be included in the early college program collegiate high school program which must, at a minimum, include grade 12.

(b) Describe the early college collegiate high school program, including the delineation of courses that must, at a minimum, include general education core courses pursuant to s. 1007.25; and industry certifications offered, including online course availability; the high school and college credits earned for each postsecondary course completed and industry certification earned; student eligibility criteria; and the enrollment process and relevant deadlines.

(c) Describe the methods, medium, and process by which students and their parents or legal guardians are annually informed about the availability of the early college collegiate high school program, the return on investment associated with participation in the early college program, and the information
described in paragraphs (a) and (b).

(d) Identify the delivery methods for instruction and the instructors for all courses.

(e) Identify student advising services and progress monitoring mechanisms.

(f) Establish a program review and reporting mechanism regarding student performance outcomes.

(g) Describe the terms of funding arrangements to implement the early college collegiate high school program pursuant to subsection (5).

(3)(4) Each student participating in an early college collegiate high school program must enter into a student performance contract, which must be signed by the student, the parent or legal guardian, and a representative of the school district and the applicable Florida College System institution partner, state university, or other eligible postsecondary institution partner participating pursuant to subsection (4)(5). The performance contract must, at a minimum, specify include the schedule of courses, by semester, and industry certifications to be taken by the student, if any; student attendance requirements; and course grade requirements; and the applicability of such courses to an associate degree or a baccalaureate degree.

(4)(5) In addition to executing a contract with the local Florida College System institution under this section, a district school board may execute a contract to establish an early college collegiate high school program with a state university or an institution that is eligible to participate in the William L. Boyd, IV, Effective Access to Student Education
Grant Program, that is a nonprofit independent college or university located and chartered in this state, and that is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to grant baccalaureate degrees. Such university or institution must meet the requirements specified under subsections (2) and (3) subsections (3) and (4). A charter school may execute a contract directly with the local Florida College System institution or another institution as authorized under this section to establish an early college program at a mutually agreed-upon location.

(5) The early college collegiate high school program shall be funded pursuant to ss. 1007.271 and 1011.62. The State Board of Education shall enforce compliance with this section by withholding the transfer of funds for the school districts and the Florida College System institutions in accordance with s. 1008.32.

(6) By November 30, 2021, and annually thereafter, the commissioner must report the status of early college programs, including, at a minimum, a summary of student enrollment in public and private postsecondary institutions and completion information, to the Governor, the President of the Senate, and the Speaker of the House of Representatives.

Section 4. Section 1009.31, Florida Statutes, is created to read:

1009.31 Dual Enrollment Scholarship Program.—

(1) The Legislature finds and declares that dual enrollment is an integral part of the education system in this state and should be available for all eligible secondary students without cost to the student. There is established the Dual Enrollment
The department shall administer the Dual Enrollment Scholarship Program in accordance with rules of the State Board of Education.

(3) (a) Beginning in the 2020 fall term, the program shall reimburse eligible postsecondary institutions for tuition and related instructional materials costs for dual enrollment courses taken by private school or home education program secondary students during the fall or spring terms.

(b) Beginning in the 2021 summer term, the program shall reimburse eligible postsecondary institutions for tuition and related instructional materials costs for dual enrollment courses taken by public school, private school, or home education program secondary students during the summer term.

(4) A student participating in a dual enrollment program must meet the minimum eligibility requirements specified in s. 1007.271 in order for the institution to receive a reimbursement.

(5) Annually, by March 15, each participating institution must report to the department its eligible secondary students from private schools or home education programs who were enrolled during the previous fall or spring terms. Annually, by July 15, each participating institution must report to the department its eligible public school, private school, or home education program students who were enrolled during the summer term. For each dual enrollment course in which the student is enrolled, the report must include a unique student identifier, the postsecondary institution name, the postsecondary course
number, the postsecondary course name, and the number of
postsecondary course credits earned by the student.

(6)(a) Florida College System institutions shall be
reimbursed for college credit instruction at the in-state
resident tuition rate established in s. 1009.23(3)(a).

(b) State universities and independent postsecondary
institutions shall be reimbursed at the standard tuition rate
established in s. 1009.24(4)(a).

(c) Workforce education instruction leading to a career
certificate or an applied technology diploma shall be reimbursed
at the standard tuition rate established in s. 1009.22(3)(c).

(d) Institutions shall be reimbursed for instructional
materials costs based on a rate as specified in the General
Appropriations Act.

(7) For dual enrollment courses taken during the fall and
spring terms, the department must reimburse institutions by
April 15 of the same year. For dual enrollment courses taken
during the summer term, the department must reimburse
institutions by August 15 of the same year, before the beginning
of the next academic year.

(8) Reimbursement for dual enrollment courses is contingent
upon an appropriation in the General Appropriations Act each
year. If the statewide reimbursement amount is greater than the
appropriation, the institutional reimbursement amounts specified
in subsection (6) shall be prorated among the institutions that
have reported eligible students to the department by the
deadlines specified in subsection (5).

(9) The State Board of Education shall adopt rules to
implement this section.
Section 5. Paragraph (i) of subsection (1) and subsections (11), (16), and (17) of section 1011.62, Florida Statutes, are amended, and subsection (22) is added to that section, to read:

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

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

(i) Calculation of full-time equivalent membership with respect to dual enrollment instruction.—

1. Full-time equivalent students.—Students enrolled in dual enrollment instruction pursuant to s. 1007.271 may be included in calculations of full-time equivalent student memberships for basic programs for grades 9 through 12 by a district school board. Instructional time for dual enrollment may vary from 900 hours; however, the full-time equivalent student membership value shall be subject to the provisions in s. 1011.61(4). Dual enrollment full-time equivalent student membership shall be calculated in an amount equal to the hours of instruction that would be necessary to earn the full-time equivalent student membership for an equivalent course if it were taught in the school district. Students in dual enrollment courses may also be calculated as the proportional shares of full-time equivalent enrollments they generate for a Florida College System
institution or university conducting the dual enrollment instruction. Early admission students shall be considered dual enrollments for funding purposes. Students may be enrolled in dual enrollment instruction provided by an eligible independent college or university and may be included in calculations of full-time equivalent student memberships for basic programs for grades 9 through 12 by a district school board. However, those provisions of law which exempt dual enrolled and early admission students from payment of instructional materials and tuition and fees, including laboratory fees, shall not apply to students who select the option of enrolling in an eligible independent institution. An independent college or university, which is not for profit, is accredited by a regional or national accrediting agency recognized by the United States Department of Education, and confers degrees as defined in s. 1005.02 shall be eligible for inclusion in the dual enrollment or early admission program. Students enrolled in dual enrollment instruction shall be exempt from the payment of tuition and fees, including laboratory fees. No student enrolled in college credit mathematics or English dual enrollment instruction shall be funded as a dual enrollment unless the student has successfully completed the relevant section of the entry-level examination required pursuant to s. 1008.30.

2. Additional full-time equivalent student membership.—For students enrolled in an early college program pursuant to s. 1007.273, a value of 0.16 full-time equivalent student membership shall be calculated for each student who completes a general education core course through the dual enrollment program with a grade of “C” or better. For students who are not
enrolled in an early college program, a value of 0.08 full-time equivalent student membership shall be calculated for each student who completes a general education core course through the dual enrollment program with a grade of “C” or better. In addition, a value of 0.3 full-time equivalent student membership shall be calculated for any student who receives an associate degree through the dual enrollment program with a 3.0 grade point average or better. This value shall be added to the total full-time equivalent student membership in basic programs for grades 9 through 12 in the subsequent fiscal year. This section shall be effective for credit earned by dually enrolled students for courses taken in the 2020-2021 school year and each school year thereafter. If the associate degree described in this paragraph is earned in 2020-2021 following completion of courses taken in the 2020-2021 school year, then courses taken toward the degree as part of the dual enrollment program before 2020-2021 may not preclude eligibility for the 0.3 additional full-time equivalent student membership bonus. Each school district shall allocate at least 50 percent of the funds received from the dual enrollment bonus FTE funding, in accordance with this paragraph, to the schools that generated the funds to support student academic guidance and postsecondary readiness.

3. Qualifying courses.—For the purposes of this paragraph, general education core courses are those that are identified in rule by the State Board of Education and in regulation by the Board of Governors pursuant to s. 1007.25(3).

(11) VIRTUAL EDUCATION CONTRIBUTION.—The Legislature may annually provide in the Florida Education Finance Program a virtual education contribution. The amount of the virtual...
education contribution shall be the difference between the amount per FTE established in the General Appropriations Act for virtual education and the amount per FTE for each district and the Florida Virtual School, which may be calculated by taking the sum of the base FEFP allocation, the discretionary local effort, the state-funded discretionary contribution, the discretionary millage compression supplement, the research-based reading instruction allocation, the teacher salary increase allocation, best and brightest teacher and principal allocation, and the instructional materials allocation, and then dividing by the total unweighted FTE. This difference shall be multiplied by the virtual education unweighted FTE for programs and options identified in s. 1002.455 and the Florida Virtual School and its franchises to equal the virtual education contribution and shall be included as a separate allocation in the funding formula.

(16) MENTAL HEALTH ASSISTANCE ALLOCATION.—The mental health assistance allocation is created to provide funding to assist school districts in establishing or expanding school-based mental health care; train educators and other school staff in detecting and responding to mental health issues; and connect children, youth, and families who may experience behavioral health issues with appropriate services. These funds shall be allocated annually in the General Appropriations Act or other law to each eligible school district. Each school district shall receive a minimum of $100,000, with the remaining balance allocated based on each school district’s proportionate share of the state’s total unweighted full-time equivalent student enrollment. Charter schools that submit a plan separate from the school district are entitled to a proportionate share of
district funding. The allocated funds may not supplant funds
that are provided for this purpose from other operating funds
and may not be used to increase salaries or provide bonuses.
School districts are encouraged to maximize third-party health
insurance benefits and Medicaid claiming for services, where
appropriate.

(a) Before the distribution of the allocation:

1. The school district shall must develop and submit a
detailed plan outlining the local program and planned
expenditures to the district school board for approval. The This
plan, which must include input from school and community
stakeholders, applies to all district schools, including charter
schools, unless a charter school elects to submit a plan
independently from the school district pursuant to subparagraph
2.

2. A charter school may develop and submit a detailed plan
outlining the local program and planned expenditures to its
governing body for approval. After the plan is approved by the
governing body, it must be provided to the charter school’s
sponsor.

(b) The plans required under paragraph (a) must be focused
on a multitiered system of supports to deliver evidence-based
mental health care assessment, diagnosis, intervention,
treatment, and recovery services to students with one or more
mental health or co-occurring substance abuse diagnoses and to
students at high risk of such diagnoses. The provision of these
services must be coordinated with a student’s primary mental
health care provider and with other mental health providers
involved in the student’s care. At a minimum, the plans must
include the following elements:

1. Direct employment of school-based mental health services providers to expand and enhance school-based student services and to reduce the ratio of students to staff in order to better align with nationally recommended ratio models. These providers include, but are not limited to, certified school counselors, school psychologists, school social workers, and other licensed mental health professionals. The plan also must establish strategies to increase the amount of time that school-based student services personnel spend providing direct services to students, which may include the review and revision of district staffing resource allocations based on school or student mental health assistance needs.

2. Contracts or interagency agreements with one or more local community behavioral health providers or providers of Community Action Team services to provide a behavioral health staff presence and services at district schools. Services may include, but are not limited to, mental health screenings and assessments, individual counseling, family counseling, group counseling, psychiatric or psychological services, trauma-informed care, mobile crisis services, and behavior modification. These behavioral health services may be provided on or off the school campus and may be supplemented by telehealth.

3. Policies and procedures, including contracts with service providers, which will ensure that students who are referred to a school-based or community-based mental health service provider for mental health screening for the identification of mental health concerns and ensure that the
assessment of students at risk for mental health disorders occurs within 15 days of referral. School-based mental health services must be initiated within 15 days after identification and assessment, and support by community-based mental health service providers for students who are referred for community-based mental health services must be initiated within 30 days after the school or district makes a referral.

4. Mental health policies and procedures that implement and support all of the following elements:
   a. Universal supports to promote psychological well-being and safe and supportive environments.
   b. Evidence-based strategies or programs to reduce the likelihood of at-risk students developing social, emotional, or behavioral health problems, depression, anxiety disorders, suicidal tendencies, or substance use disorders.
   c. Strategies to improve the early identification of social, emotional, or behavioral problems or substance use disorders; provide to improve the provision of early intervention services and to assist students in dealing with trauma and violence.
   d. Methods for responding to a student with suicidal ideation, including training in suicide risk assessment and the use of suicide awareness, prevention, and screening instruments developed under s. 1012.583; adoption of guidelines for informing parents of suicide risk; and implementation of board policies for initiating involuntary examination of students at risk of suicide.
   e. A school crisis response plan that includes strategies for the prevention of, preparation for, response to, and
recovery from a range of school crises. The plan must establish
or coordinate the implementation of district-level and school-
level crisis response teams whose membership includes, but is
not limited to, representatives of school administration and
school-based mental health service providers.

(c) School districts shall submit approved plans, including
approved plans of each charter school in the district, to the
commissioner by August 1 of each fiscal year.

(d) By September 30 of each year Beginning September 30,
2019, and annually by September 30 thereafter, each school
district shall submit its district report to the department. By
November 1 of each year, the department shall submit a state
summary report to the Governor, the President of the Senate, and
the Speaker of the House of Representatives on Department of
Education a report on its program outcomes and expenditures for
the previous fiscal year. The school district report must
include program outcomes and expenditures for all public schools
in the district, including charter schools that submitted a
separate plan pursuant to subparagraph (16)(a)2. At a minimum,
the district and state reports also must that, at a minimum,
must include school district-level and school-level information,
including charter schools, which gives multiple-year trend data,
when available, for each of the number of each of the following
indicators:

1. The number of students who receive screenings or
assessments.

2. The number of students who are referred to either
school-based or community-based providers for services or
assistance.
3. The number of students who receive either school-based or community-based interventions, services, or assistance.

4. The number of school-based and community-based mental health providers, including licensure type, paid for from funds provided through the allocation.

5. The number and ratio to students of school social workers, school psychologists, and certified school counselors employed by the district or charter school and the total number of licensed mental health professionals directly employed by the district or charter school.

6. Contract-based collaborative efforts or partnerships with community mental health programs, agencies, or providers.

(17) FUNDING COMPRESSION ALLOCATION.—The Legislature may provide an annual funding compression allocation in the General Appropriations Act. The allocation is created to provide additional funding to school districts and developmental research schools whose total funds per FTE in the prior year were less than the statewide average. Using the most recent prior year FEFP calculation for each eligible school district, the total funds per FTE shall be subtracted from the state average funds per FTE, not including any adjustments made pursuant to paragraph (19)(b). The resulting funds per FTE difference, or a portion thereof, as designated in the General Appropriations Act, shall then be multiplied by the school district’s total unweighted FTE to provide the allocation. If the calculated funds are greater than the amount included in the General Appropriations Act, they must be prorated to the appropriation amount based on each participating school district’s share. This subsection expires July 1, 2020.
(22) TEACHER SALARY INCREASE ALLOCATION.—The Teacher Salary Increase Allocation is created to increase teacher salaries and improve this state’s relative teacher salary position when compared with teacher salaries in other states.

(a) Subject to annual appropriation, funds may be provided for each school district to increase the minimum base salary for full-time classroom teachers as defined in s. 1012.01(2)(a) or all instructional personnel as defined in s. 1012.01(2)(a)-(d), plus certified prekindergarten teachers, but not including substitute teachers, by no less than the amount designated in the General Appropriations Act. In addition, funds may also be provided in an amount designated in the General Appropriations Act for salary increases for all full-time instructional personnel as determined by the school board and the local bargaining unit.

(b) Funds for this purpose shall be allocated on each district’s share of the base FEFP allocation. Funds for the minimum base salary increase may be provided in multiple years in order to achieve a particular salary goal. As used in this subsection, the term “minimum base salary” means the base annual salary before payroll deductions and excluding additional supplements.

Section 6. Subsections (1) and (3) of section 1013.62, Florida Statutes, are amended to read:

1013.62 Charter schools capital outlay funding.—

(1) For the 2018-2019 fiscal year, Charter school capital outlay funding shall consist of state funds appropriated in the 2018-2019 General Appropriations Act; however, if the amount of state funds appropriated for charter school capital outlay in a
given fiscal year is less than $165 million, charter school capital outlay funding for that fiscal year shall consist of the appropriated state funds and revenue resulting from the discretionary millage authorized in s. 1011.71(2). Beginning in fiscal year 2019-2020, charter school capital outlay funding shall consist of state funds when such funds are appropriated in the General Appropriations Act and revenue resulting from the discretionary millage authorized in s. 1011.71(2) if the amount of state funds appropriated for charter school capital outlay in any fiscal year is less than the average charter school capital outlay funds per unweighted full-time equivalent student for the 2018-2019 fiscal year, multiplied by the estimated number of charter school students for the applicable fiscal year, and adjusted by changes in the Consumer Price Index issued by the United States Department of Labor from the previous fiscal year.

Nothing in this subsection prohibits a school district from distributing to charter schools funds resulting from the discretionary millage authorized in s. 1011.71(2).

(a) To be eligible to receive capital outlay funds, a charter school must:

1. a. Have been in operation for 2 or more years;
   b. Be governed by a governing board established in the state for 2 or more years which operates both charter schools and conversion charter schools within the state;
   c. Be an expanded feeder chain of a charter school within the same school district that is currently receiving charter school capital outlay funds;
   d. Have been accredited by a regional accrediting association as defined by State Board of Education rule; or
e. Serve students in facilities that are provided by a business partner for a charter school-in-the-workplace pursuant to s. 1002.33(15)(b).

2. Have an annual audit that does not reveal any of the financial emergency conditions provided in s. 218.503(1) for the most recent fiscal year for which such audit results are available.

3. Have satisfactory student achievement based on state accountability standards applicable to the charter school.

4. Have received final approval from its sponsor pursuant to s. 1002.33 for operation during that fiscal year.

5. Serve students in facilities that are not provided by the charter school’s sponsor.

(b) A charter school is not eligible to receive capital outlay funds if it was created by the conversion of a public school and operates in facilities provided by the charter school’s sponsor for a nominal fee, or at no charge, or if it is directly or indirectly operated by the school district.

(c) A charter school additionally is not eligible for a funding allocation unless the chair of the governing board and the chief administrative officer of the charter school annually certify under oath that the funds will be used solely and exclusively for constructing, renovating, leasing, purchasing, financing or improving charter school facilities that are:

1. Owned by a school district, political subdivision of the state, municipality, Florida College System institution, or state university; or

2. Owned by an organization, qualified as an exempt organization under s.501(c)(3) of the Internal Revenue Code, or
a tax support organization under section 509 of the Internal Revenue Code, whose articles of incorporation specify that upon the organization’s dissolution, the subject property, subject to any indebtedness secured thereby and the satisfaction of the organization’s other debts, will be transferred as indicated in the articles of incorporation to:

a. Another such exempt organization, including one organized for educational purposes.
b. A school district or other political subdivision of the state.
c. A municipality.
d. A Florida College System institution.
e. A state university; or

3. Owned by and leased from, at a fair market value, a person or entity that is not an affiliated party of the charter school. For purposes of this subparagraph, the term “affiliated party of the charter school” means the applicant for the charter school pursuant to s. 1002.33; the governing board of the charter school or a member of the governing board; the charter school principal; an individual employed by the charter school; or a relative, as defined in s. 1002.33(24)(a)2., of a charter school governing board member, a charter school principal or a charter school employee.

(3) If the school board levies the discretionary millage authorized in s. 1011.71(2), and the state funds appropriated for charter school capital outlay in any fiscal year are less than $165 million the average charter school capital outlay funds per unweighted full-time equivalent student for the 2018-2019 fiscal year, multiplied by the estimated number of charter
school students for the applicable fiscal year, and adjusted by
changes in the Consumer Price Index issued by the United States
Department of Labor from the previous fiscal year, the
department shall use the following calculation methodology to
determine the amount of revenue that a school district must
distribute to each eligible charter school:

(a) Reduce the total discretionary millage revenue by the
school district’s annual debt service obligation incurred as of
March 1, 2017, which has not been subsequently retired, and any
amount of participation requirement pursuant to s. 1013.64(2)(a)8. that is being satisfied by revenues raised by
the discretionary millage.

(b) Divide the school district’s adjusted discretionary
millage revenue by the district’s total capital outlay full-time
equivalent membership and the total number of unweighted full-
time equivalent students of each eligible charter school to
determine a capital outlay allocation per full-time equivalent
student.

(c) Multiply the capital outlay allocation per full-time
equivalent student by the total number of full-time equivalent
students of each eligible charter school to determine the
capital outlay allocation for each charter school.

(d) If applicable, reduce the capital outlay allocation
identified in paragraph (c) by the total amount of state funds
allocated to each eligible charter school in subsection (2) to
determine the maximum calculated capital outlay allocation.

(e) School districts shall distribute capital outlay funds
to charter schools no later than February 1 of each year, as
required by this subsection, based on the amount of funds
received by the district school board. School districts shall distribute any remaining capital outlay funds, as required by this subsection, upon the receipt of such funds until the total amount calculated pursuant to this subsection is distributed.

By October 1 of each year, each school district shall certify to the department the amount of debt service and participation requirement that complies with the requirement of paragraph (a) and can be reduced from the total discretionary millage revenue. The Auditor General shall verify compliance with the requirements of paragraph (a) and s. 1011.71(2)(e) during scheduled operational audits of school districts.

Section 7. Paragraph (b) of subsection (6) of section 1013.64, Florida Statutes, is 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 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 to pay for any portion of the cost of any new construction of educational plant space with a total cost per student station, including change orders, which exceeds:

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. The department, in conjunction with the Office of Economic and Demographic Research, shall review and adjust the cost per student station limits to reflect actual construction costs by January 1, 2020, and annually 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 January 1, 2020, 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.

3. Except for educational facilities and sites subject to a
lease-purchase agreement entered pursuant to s. 1011.71(2)(e), or funded solely through local impact fees, 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. 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.

Section 8. Paragraph (c) of subsection (10) of section 1003.4282, Florida Statutes, is amended to read:

1003.4282 Requirements for a standard high school diploma.—
(10) STUDENTS WITH DISABILITIES.—Beginning with students entering grade 9 in the 2014-2015 school year, this subsection applies to a student with a disability.

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

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

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

The State Board of Education shall adopt rules under ss. 120.536(1) and 120.54 to implement this subsection, including rules that establish the minimum requirements for students described in this subsection to earn a standard high school diploma. The State Board of Education shall adopt emergency rules pursuant to ss. 120.536(1) and 120.54.

Section 9. Paragraph (a) of subsection (1) of section 1003.436, Florida Statutes, is amended to read:

1003.436 Definition of “credit.”—

(1)(a) For the purposes of requirements for high school graduation, one full credit means a minimum of 135 hours of bona fide instruction in a designated course of study that contains student performance standards, except as otherwise provided through the Credit Acceleration Program (CAP) under s. 1003.4295(3). One full credit means a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements in a district school that has been authorized to implement block scheduling by the district school board. The State Board of Education shall determine the number of postsecondary credit hours earned
through dual enrollment pursuant to s. 1007.271 that satisfy the requirements of a dual enrollment articulation agreement according to s. 1007.271(21) and that equal one full credit of the equivalent high school course identified pursuant to s. 1007.271(10) e. 1007.271(9).

Section 10. This act shall take effect July 1, 2020.