

CS/SB 7070 – K-12 Education – School Choice

Section	Statute	CS/SB 7070 Enrolled
Section 1 Line 285	s. 212.099	<p>Credit for Contributions to Eligible Nonprofit Scholarship-Funding Organizations (formerly Florida Sales Tax Credit Scholarship Program)</p> <p>Revises the use of sales tax credits by maintaining the priority for the Florida Tax Credit scholarships and eliminating the priority for the Gardiner Scholarship Program scholarships which would have been effective for 2019/20 Fiscal Year.</p> <p>Allows contributions by motor vehicles purchasers to be used for Florida Tax Credit scholarships in addition to Hope Scholarships.</p> <p>Removes 3 percent cap on administrative expenses. Remains subject to limitations of s. 1002.395(6)(j)1. (Administrative expenses may not exceed 3 percent of the total amount of all scholarships awarded by an eligible scholarship-funding organization.)</p>
Section 2 Line 429	s. 212.1832	<p>Credit for Contributions to Eligible Nonprofit Scholarship-Funding Organizations (formerly Hope Scholarship Program).</p> <p>Technical.</p>
Section 3 Line 455	s. 1002.20	<p>K-12 Student and Parent Rights</p> <p>Refers parents to choice options established in chapter 1002 instead of listing the scholarship program.</p>
Section 4 Line 482	s. 1002.33	<p>Charter Schools</p> <p>(7) Charter – Provides that a charter may include a provision requiring the charter school be held responsible for all costs associated with, but not limited to, mediation, damages, and attorney fees incurred by the school district in connection with complaints to the Office of Civil Rights or the Equal Employment Opportunity Commission..</p>
Section 5 Line 505	s. 1002.333	<p>Persistently Low-Performing Schools (Schools of Hope Program)</p>

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		<p>Defines “Florida Opportunity Zone” as a population census tract that has been designated by the US Department of Treasury as a Qualified Opportunity Zone pursuant to IRS s. 1400z-1(b)(1)(B).</p> <p>Defines “Persistently low-performing school” as a school that has earned three grades lower than a “C” in at least 3 of the previous 5 years and has not earned a grade of “B” or higher in the most recent 2 school years.</p> <p>Modifies and expand the definition of a “School of Hope” to include a charter school operated by a hope operator which serves students who reside in a Florida Opportunity Zone and located in a Florida Opportunity Zone.</p> <p>Expands scope of a School of Hope to include location in a Florida Opportunity Zone.</p> <p>Expands requirements of district to enter into performance-based agreement with hope operator to open schools to serve students residing in a Florida Opportunity Zone.</p> <p>Authorizes a School of Hope to receive funds from the Schools of Hope Program to hire personnel until the school reaches full enrollment in accordance with the performance-based agreement.</p> <p>Authorizes a School of Hope to receive funds from the Schools of Hope Program to fund the initial leasing costs of a school facility in the event the department determines that a suitable district-owned facility is unavailable or not leased in a timely manner pursuant to paragraph (7)(d).</p> <p>In the event a School of Hope is dissolved or is otherwise terminated, all property, furnishings, and equipment purchased with public funds shall automatically revert to full ownership by the district school board, subject to complete satisfaction of any lawful liens or encumbrances. Any unencumbered public funds from the School of Hope, district school board property and improvements, furnishings, and equipment purchased with public funds, or financial or other records pertaining to the School of Hope, in the possession of any person, entity, or holding company, other than the charter school, shall be held in trust upon the district school board’s request, until any appeal status is resolved.</p> <p>Removes language authorizing a traditional public school to be eligible to receive up to \$2,000 per FTE in Hope funds.</p>

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Section	Statute	CS/SB 7070 Enrolled
		<p>Removes requirement for the SBE to provide awards for up to 25 schools.</p> <p>Incorporates students residing in Florida Opportunity Zones within the authority and obligations of the SBE.</p>
<p>Section 6 Line 691</p>	<p>s. 1002.394</p>	<p>Family Empowerment Scholarship Program</p> <p>Creates the Family Empowerment Scholarship.</p> <p>(1) Purpose – Scholarship program is established to provide children of families which have limited financial resources with educational options to achieve success in their education.</p> <p>(2) Definitions – Provides definitions.</p> <p>(3) Initial Scholarship Eligibility -</p> <ul style="list-style-type: none"> • Student is on the direct certification list, • Student’s household income does not exceed 300 percent of the federal poverty level; or • Student is currently placed, or during the previous fiscal year was placed, in foster care or in out-of-home care. A student who initially receives a scholarship 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. <p>Priority is given to students whose household income levels do not exceed 185 percent of the federal poverty level or who are in foster care or out-of-home care.</p> <p>A sibling of a student who is participating in the scholarship program is eligible for a scholarship if the student resides in the same household as the sibling.</p> <p>The student is eligible to enroll in kindergarten or has spent the prior school year in attendance at a Florida public school. 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 FEFP surveys in kindergarten through grade 12, which includes time spent in a DJJ commitment program if funded under the FEFP.</p>

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		<p>However, a dependent child of a member of the US 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.</p> <p>DOE must notify the school district of the parent’s intent upon receipt of the parent’s request for a scholarship.</p> <p>(4) Term of Scholarship – 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, 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 DJJ 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.</p> <p>(5) Scholarship Prohibitions – A student is not eligible for a scholarship if enrolled in a public school, enrolled in a DJJ commitment program, receiving any other scholarship, participating in a home education program, participating in a private tutoring program, or participating in a virtual school.</p> <p>(6) School District Obligations - By July 15th 2019, and by April 1st each year thereafter, each school district shall inform all free or reduced lunch students of their eligibility to apply to the Family Empowerment scholarship. Must use form provided by DOE. Notice limited to once per year.</p> <p>A school district must notify a student and parent about locations and times to take statewide assessments if the student chooses to participate. Upon request of DOE, the district must coordinate with DOE to provide to private school such assessments and related materials.</p> <p>School districts are responsible for implementing test administrations at participating private schools, including: training private school staff on test security and administration procedures, distributing, retrieving and provisions for submissions for test information, enrollment, requiring assistance, monitoring, and investigations.</p> <p>The school district must publish information about the Family Empowerment Scholarship Program on the district’s website homepage.</p>

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		<p>(7) DOE Obligations - Specifies obligations of DOE including publishing information on DOE’s website about the program and cross checking the list of participating students with public school enrollment lists.</p> <p>(8) Private School Eligibility and Obligations - Private schools participating in the program must comply with standards of the school choice scholarship programs pursuant to s. 1002.421 and may be sectarian or nonsectarian. The private school must provide DOE all required documentation. The private school must annually administer or make provision for student in grades 3 through 10 to take one of the nationally norm-reference tests identified by DOE or take the statewide assessments.</p> <p>Annually administer or make provision for students participating in program in 3rd through 10th grade to take a nationally norm-referenced tests or take statewide assessments. The private school may also administer the statewide assessments.</p> <p>(9) Parent and Student Responsibilities for Program Participation - Parents who wish to participate in the programs must select the private school and apply for the scholarship at least 60 days before the date of the first scholarship payment. Parents must inform the applicable school district when the parent withdraws their child from a public school to attend a participating private school.</p> <p>Before enrolling in a private school, a student and his or her parent or guardian must meet with the private school’s principal or the principal’s designee to review the school’s academic programs and policies, customized educational programs, code of student conduct, and attendance policies.</p> <p>Parents are responsible for transporting the child to and from testing sites designated by the school district if the parent chooses to have their child undergo the statewide assessment.</p> <p>(10) Obligations of Eligible Scholarship-Funding Organizations – The organization must verify household income level of students and submit verified list to DOE. The organization may use an amount not to exceed 1 percent of the total amount of Family Empowerment Scholarships awarded for administrative expenses. Such expense amount is considered within the 3 percent limit on the total amount an organization may use to administer scholarships under this chapter. f</p>

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		<p>(11) Scholarship Funding and Payment – The scholarship is established for up to 18,000 students annually beginning with the 2019-2020 school year. Beginning in the 2020-2021 school year, the number of students may increase by 0.25 percent of the state’s total public school student enrollment.</p> <p>The calculated amount for a student to attend an eligible private school shall be based upon the grade level and school district in which the student resides as 95 percent of the funds per UWFTE in the FEFP for a student in the basic program established pursuant to s. 1011.62(1)(c)1., plus a per-FTE share of funds for all categorical programs, except for the ESE Guaranteed Allocation.</p> <p>The school district must report all students attending private school and such students are reported separately from other students reported for FEFP. Following notification of participants, DOE must make quarterly transfers from general revenue funds of only the amount calculated for the scholarship from the district’s total funding entitlement under the FEFP.</p> <p>Following notification each quarter of the number of program participants, DOE must transfer, from general revenue funds only, the calculated amount to a separate account for the scholarship program for quarterly disbursement to parents of participating students.</p> <p>Following notification by DOE of student documentation, the CFO must make scholarship quarterly payments. Payments are made by individual warrant made payable to the parent and mailed by DOE to the private school of the parent’s choice, and the parent must endorse the warrant to the private school.</p> <p>(12) Liability – No liability shall arise on the part of the sate based on the award or use of a Family Empowerment Scholarship.</p> <p>(13) Scope of Authority - The inclusion of eligible private schools does not expand the regulatory authority of the state or any school district to impose additional regulation of private schools.</p> <p>(14) Rules - SBE must adopt rules.</p> <p>(15) Implementation Schedule for the 2019-2020 School Year - Provides an implementation schedule for 2019-2020 school year. This subsection expires June 30, 2020.</p>

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Section	Statute	CS/SB 7070 Enrolled
Section 7 Line 1045	s. 1002.385	<p>The Gardiner Scholarship</p> <p>Removes language relating to 3 percent for administrative expenses.</p>
Section 8 Line 1065	s. 1002.395	<p>Florida Tax Credit Scholarship Program</p> <p>A student who initially received scholarship based on income eligibility before the 2019-2020 school year remains eligible to participate until he or she graduates from high school, attains the age of 21 years, or the student’s household income level exceeds 260 percent of the federal poverty level, whichever occurs first.</p> <p>Funding Organization must provide a scholarship to eligible students for the cost of transportation to a public school in which a student is enrolled that is different from the school to which the student was assigned. Removes requirement that must be outside the district.</p> <p>Modifies requirements for administrative expenses for scholarship organizations. May not exceed 3 percent of the total amount of all scholarship awarded by an eligible funding organization.</p> <p>Authorizes carry-forward contributions not expended.</p> <p>Scholarship Amount and Payment – For student who received scholarship in 2018-2019, the amount shall be the greater amount calculated pursuant to subparagraph 2. or a percentage of the UWFTE funding for the 2018-2019 fiscal year.</p> <p>For students initially eligible in the 2019-2020 school year or thereafter, the calculated amount for a student to attend an eligible private school shall be based upon the grade level and school district in which the student resides as 95 percent of the funds per UWFTE in the FEFP for a student in the basic program established pursuant to s. 1011.62(1)(c)1., plus a per-full-time equivalent share of funds for all categorical programs, except for the ESE Guaranteed Allocation.</p> <p>Scholarship amount awarded to student enrolled in a public school in which a student is enrolled and that is different from the school to which the student was assigned (rather than being located outside the districts) is limited to \$750.</p>

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Section 9 Line 1215	s. 1002.40	<p>Hope Scholarship Unallocated Funds</p> <p>For students initially eligible in the 2019-2020 school year or thereafter, the calculated amount for a student to attend an eligible private school shall be based upon the grade level and school district in which the student resides as 95 percent of the funds per UWFTE in the FEFP for a student in the basic program established pursuant to s. 1011.62(1)(c)1., plus a per-full-time equivalent share of funds for all categorical programs, except for the ESE Guaranteed Allocation.</p> <p>Notwithstanding s. 1002.395(6)(j)2., no more than 5 percent of net eligible contributions may be carried forward to the following state fiscal year by an eligible scholarship funding organization. For audit purposes, all amounts carried forward must be specifically identified for individual students by student name and by the name of the school to which the student is admitted, subject to federal and state statutory and rule requirements. Any amounts carried forward shall be expended for annual scholarships or partial-year scholarships in the following state fiscal year. Net eligible contributions remaining on June 30 of each year which are in excess of the 5 percent that may be carried forward shall be transferred to other eligible nonprofit scholarship funding organizations participating in the Hope Scholarship Program to provide scholarships for eligible students. All transferred funds must be deposited by each eligible nonprofit scholarship-funding organization receiving such funds into the scholarship account of eligible students. All transferred amounts received by an eligible nonprofit scholarship-funding organization must be separately disclosed in the annual financial audit requirement under s. 1002.395(6)(m). If no other eligible nonprofit scholarship-funding organization participates in the Hope Scholarship Program, net eligible contributions in excess of the 5 percent may be used to fund scholarships for students eligible under s. 1002.395(3).</p> <p>Eligible contributions may be used to fund Hope and the Florida Tax Credit Scholarships.</p>
Section 10 Line 1317	s. 1002.411	<p>Reading Scholarship Accounts</p> <p>Amount of scholarship shall be provided in the General Appropriations Act.</p>
Section 11 Line 1340	s. 1003.64	<p>Specifies that Part VII of chapter 1003, F.S., consisting of s. 1003.64, F.S., is created and entitled “Public School Innovation.”</p>

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		<p>Creates the Community School Grant Program</p> <p>It is the intent of the Legislature to improve student success by supporting parents and community organizations in their efforts to positively impact student learning and development.</p> <p>(1) Purpose.—The Community School Grant Program is established to fund and support the planning and implementation of community school programs, subject to legislative appropriation.</p> <p>(2) Definitions.—</p> <ul style="list-style-type: none"> • “Center” means the Center for Community Schools at the University of Central Florida. • “Community organization” means a nonprofit organization that has been in existence for at least 3 years and serves individuals within a county in which a public school implementing the community school model is located. The community organization serves as the lead partner in the community school model and facilitates the use of grant funds under this section. • “Community school model” means a school service model developed by the center which utilizes a long-term partnership among a school district, a community organization, a college or university, and a health care provider to establish, develop, and sustain a system for addressing student, family, and community needs during and outside of the school day. The model must establish a collaborative governance structure among the community partners for providing services and include standards for effective implementation, reporting, and evaluation at each participating school. The governance structure may include other community leaders such as parent-teacher organizations, community businesses, and faith leaders. The model must provide for family engagement and expanded learning opportunities and support for students. A community school may include, but is not limited to, a community partnership school. <p>(3) Grant Program.—Contingent upon available funds, the center may facilitate the implementation of its community school model in the state through grants that enable community organizations to establish long-term partnerships and secure resources for planning, staffing, and providing services to students and families through the community school model. The center shall:</p> <ul style="list-style-type: none"> • Require a participating public school to establish long-term partnerships through a memorandum of understanding. After receiving a grant award under this section, the center shall condition the award of grant funds in the subsequent years upon the matching funds secured through the long-term partnerships.

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		<ul style="list-style-type: none"> • Prioritize awards based on demonstration of the technical and financial ability to sustain the community school model beyond an initial grant award. For planning grant awards, priority must be given to school districts in which the community school model has not been established and which demonstrate the technical and financial ability to sustain the community school model. <p>(4) Reporting.—Beginning with September 1, 2020, and annually thereafter, the center shall publish on its website information on each community organization receiving a grant from the center to implement the community school model. The information must include:</p> <ul style="list-style-type: none"> • The amount of grant funds provided through the center for each participating school and the amount of matching funds provided by the community organization for each year the community organization has received a grant for that school. • The long-term partners who have entered into a memorandum of understanding for implementing the community school model. • A description of the services and community engagement activities provided through the community school model. • The number of students, families, and community members served through the community school model. • The academic progress of students enrolled at the public school, including student progression data, attendance, behavior, and student achievement and learning gains on statewide, standardized assessments.
<p>Section 12 Line 1418</p>	<p>s. 1004.04</p>	<p>Public Accountability and State Approval for Teacher Preparation Programs.</p> <p>Requires core curricula to include candidate instruction and assessment in Florida Educator Accomplished Practices across content areas and the use of state-adopted content standards to guide curricula and instruction.</p> <p>Requires strategies to differentiate instruction based on student needs.</p> <p>Requires instruction in use of character-based classroom management.</p> <p>Continued program approval will depend, among existing criteria, the results of the program completers' survey measuring their satisfaction with preparation for the realities of the classroom and the results of</p>

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		<p>employers’ survey measuring satisfaction with the program and the program’s responsiveness to local school districts.</p> <p>Preservice field experience must fully prepare a candidate to manage a classroom, etc.</p>
<p>Section 13 Line 1541</p>	<p>s. 1004.85</p>	<p>Postsecondary Educator Preparation Institutes</p> <p>Similar language as in Section 12.</p>
<p>Section 14 Line 1611</p>	<p>s. 1008.33</p>	<p>Authority to Enforce Public School Improvement</p> <p>Allows a district-managed turnaround plan to 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.</p>
<p>Section 15 Line 1646</p>	<p>s. 1011.62</p>	<p>Funds for Operation of Schools</p> <p>(11) Virtual Education Contribution – incorporates best and brightest teacher and principal allocation.</p> <p>(13) Federally Connected Student Supplement – Deletes recalculation language.</p> <p>(18) The Florida Best and Brightest Teacher and Principal Allocation – The Florida Best and Brightest Teacher and Principal Allocation is created to recruit, retain, and recognize classroom teachers and instructional personnel 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.</p> <p>From the allocation, each district shall provide the following:</p> <ul style="list-style-type: none"> ● One-time recruitment award; ● A retention award; and ● A recognition award from the remaining balance of the appropriation after the payment of all over awards.

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		<p>From the allocation, each district must provide eligible principals an award.</p> <p>If a district’s calculated awards exceed the allocation, the district may prorate the awards.</p> <p>(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.</p> <ul style="list-style-type: none"> • 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. • A school district may enter into a formal agreement with a nonprofit organization that has tax-exempt status under s. 501(c)(3) of the Internal Revenue Code to implement an integrated student support service model that provides students and families with access to wrap-around services, including, but not limited to, health services, after-school programs, drug prevention programs, college and career readiness programs, and food and clothing banks. <p>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.</p> <p>At a minimum, the plan must:</p> <ul style="list-style-type: none"> • Establish comprehensive support services that develop family and community partnerships; • establish clearly defined and measurable high academic and character standards; • Increase parental involvement and engagement in the child’s education; • Describe how instructional personnel will be identified, recruited, retained, and rewarded; • Provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards; • Provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year; and

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		<ul style="list-style-type: none"> • 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. <p>Each school district shall submit its approved plans to the commissioner by September 1 of each fiscal year.</p> <p>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 FEEP 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.</p> <p>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.</p>
Section 16 Line 1872	s. 1011.71	<p>District School Tax</p> <p>Deletes requirement that an educational plant survey must be conducted to spend 1.5 discretionary millage on new construction and remodeling projects, etc.</p>
Section 17 Line 1902	s. 1012.56	<p>Mastery of General Knowledge</p> <p>Eligibility Criteria – Specifies that demonstration of mastery of general knowledge is required only if the person serves as a classroom teacher pursuant to s. 1012.01(3)(a).</p> <p>Requires a school district that employs an individual who does not achieve passing scores on any subtest of the general knowledge examination to provide information regarding the availability of state-level and district-</p>

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		<p>level supports and instruction to assist that individual in achieving a passing score. Such information must include, but is not limited to</p> <ul style="list-style-type: none"> • State-level test information guides; • School district test preparation resources; and • Preparation courses offered by state universities and FCS institutions <p>Removes the requirement that a teacher issued a temporary certificate must demonstrate mastery of general knowledge by achieving passing scores on all subtests within one calendar year of the date of employment.</p> <p>Removes the prohibition on a school district from continuing employment beyond one year for a teacher with a temporary certificate who has not demonstrated mastery of general knowledge.</p> <p>Retains the requirement for a teacher to demonstrate mastery of general knowledge as a condition for issuance of a professional certificate, but extends the time to demonstrate mastery of general knowledge for the validity period of the temporary certificate.</p> <p>Authorizes a temporary certificate to be extended for 2 years if the certificate holder is rated highly effective in the immediate prior year’s performance evaluation or has completed a 2-year mentorship program.</p>
<p>Section 18 Line 2078</p>	<p>s. 1012.59</p>	<p>Certification Fees</p> <p>Requires DOE to adopt rules that specify an examination fee for the following:</p> <ul style="list-style-type: none"> • Initial registration for first-time test takers. • Retake of the full battery of subtests of an examination, if applicable. Retake fee for the full battery of subtests may not exceed the fee for initial registration. • Retake for each subsection of an examination. Retake fee for each subtest must be prorated based on the number of subtests within the examination.
<p>Section 19 Line 2100</p>	<p>s. 1012.731</p>	<p>Florida Best and Brightest Teachers Program</p> <p>Restructures the Florida Best and Brightest Teacher Program to recruit, retain, and recognize teachers who meet the needs of the state and achieve success in the classroom.</p>

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		<p>Removes a teacher’s performance on the SAT or ACT as a factor in determining eligibility for the award. The bill establishes the following best and brightest teacher awards:</p> <ul style="list-style-type: none"> • Recruitment awards for newly hired teachers who are a content expert, based on criteria established by DOE, in mathematics, science, computer science, reading, or civics. • Retention awards for teachers rated as “highly effective” or “effective” who have been rated highly effective or effective the preceding year and teach in a school for 2 consecutive school years, including the current year, which 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. • Recognition awards for instructional personnel (not just teachers) rated as “highly effective” and selected by the 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.
<p>Section 20 Line 2221</p>	<p>s. 1012.732</p>	<p>Florida Best and Brightest Principal Program</p> <p>Amends the Florida Best and Brightest Principal Program to be based on a school making noticeable academic improvement. A principal is eligible for an award if they have:</p> <ul style="list-style-type: none"> • Served as school principal for at least 4 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. <p>Award amounts for the program will be specified in the General Appropriations Act.</p>
<p>Section 21 Line 2276</p>	<p>s. 1013.31</p>	<p>Educational Plant Survey; Localized Need Assessment; PECO Project Funding</p> <p>Clarifies that an educational plant survey and localized need assessment for capital outlay purposes is not required when a district used local funds including the 1.5 discretionary millage.</p> <p>If a survey does not accurately reflect need, the Commissioner may only direct that fixed capital outlay funds provided from general revenue or state trust funds be withheld from districts until such time as the survey accurately projects facility’s needs.</p>

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Section 22 Line 2335	s. 1013.385	<p>School District Construction Flexibility</p> <p>Provides more flexibility for school construction by only requiring a majority vote rather than a supermajority vote of the school board to adopt a resolution to implement one or more of the exceptions to SREF. Deletes language requiring a cost-benefit analysis and the requirement that specified public workshops be conducted.</p>
Section 23 Line 2357	1013.64	<p>Funds for Comprehensive Educational Plant Needs; Construction Cost Maximums for School District Capital Projects</p> <p>Special Facilities Construction Program – inserts language to provide that during the 2019-2020 school year, a school district that sustained hurricane damage in the 2018-2019 school year may request funding from the special Facility Construction Account for a new project before the completion of the district’s participation requirement for an outstanding project.</p> <p>Special Facilities Construction Program – Modifies that language to require that upon construction, the total cost per student station, including change orders, must not exceed the cost per student station unless approved by the Special Facility Construction Committee. At the discretion of the committee, costs that exceed the cost per student station for special facilities may include legal and administrative fees, the cost of site improvements or related offsite improvements, the cost of complying with public shelter and hurricane hardening requirements, cost overruns created by a disaster as defined in s. 252.34(2), costs of security enhancements approved by the school safety specialist, and unforeseeable circumstances beyond the district’s control.</p> <p>Special Facilities Construction Program - Modifies the criteria that must be met by a school district to have their funding request considered by the Special Facility Construction Committee. This allows districts to apply for funding based on the district school board approval of Phase I plans, instead of the Phase III plans, as being in compliance with the building and life safety codes. The modification will allow school districts to receive a response to their request for funding prior to further investment in Phase II and Phase III plans.</p> <p>Cost per Student Station requirements – Clarifies that PECO and other state funds, including the nonvoted 1.5 mill levy may not be used to pay for any portion of the cost of any new construction of educational plant space that exceeds the applicable cost per student station.</p>

CS/SB 7070 – K-12 Education – School Choice

Section	Statute	CS/SB 7070 Enrolled
		<p>Requires DOE, in conjunction with EDR, to 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 DOE for computation of the statewide average costs per student station for each instructional level. DOE 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.</p> <p>School districts must continue to maintain accurate documentation related to the costs of all new construction reported to DOE. The Auditor General must review such documentation and verify compliance. Language requiring DOE to make the final determination on district compliance based on the recommendation of the Auditor General is removed.</p> <p>The language prohibiting a school board from using funds from any source for new construction that is more than the current adjusted cost per student station amounts is retained but an exception is added for educational facilities and sites subject to a lease-purchase agreement entered pursuant to s. 1011.71(2)(e).</p> <p>Sanction language is removed.</p> <p>The cost per student station is modified to exclude legal and administrative costs and site improvement costs. In addition, the exclusion of security costs below 2 percent from the cost of student station is removed.</p>
Section 24 Line 2634	Rulemaking	Authorizes Department of Revenue to adopt emergency rules.
Section 25 Line 2647	Effective Date	Except as otherwise provided, July 1, 2019.

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