

School Choice Legislation

Section	Statute	CS/SB 7070	HB 7075, CS/HB 7095, HB 7061, HB 5101
<p>CS/SB 7070 Section 1</p> <p>HB 7075 Section 3</p>	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.</p>	<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>CS/SB 7070 Section 2</p> <p>HB 5101 Section 2</p>	212.1832	<p>Credit for Contributions to Eligible Nonprofit scholarship-funding organizations (formerly Hope Scholarship Program).</p> <p>Technical.</p>	<p>HB 5101; Section 2</p> <p>Technical and references all scholarship programs in chapter 1002.</p>
<p>HB 7075 Section 4</p> <p>CS/SB 7070 Section 3</p>	1002.20	<p>K-12 Student and Parent Rights</p> <p>Refers parents to choice options established in chapter 1002 instead of listing the program.</p>	<p>K-12 Student and Parent Rights</p> <p>Refers parents to choice options established in chapter 1002 instead of listing the program.</p>
<p>CS/HB 7095 Section 1</p>	1002.31	NA	<p>Controlled Open Enrollment; Public School Parental Choice</p> <p>Requires each school board to report number of applications received and percentage of applications</p>

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			granted per school year for participation in controlled open enrollment.
<p>CS/HB 7095 Section 2</p> <p>CS/SB 7070 Section 4</p>	<p>1002.33</p>	<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 incurred by the district in connection with complaints to the Office of Civil rights or the Equal Employment Opportunity Commission.</p>	<p>Charter Schools</p> <p>(5) Sponsor; Duties - Removes requirement for sponsor to submit number of draft applications received before May 1 and contact information of applicant in annual report.</p> <p>Requires the report to reflect number of applications (vs final applications) received before February 1 rather than August 1.</p> <p>Requires sponsor to submit information for applications submitted previous year annually, by November 1 instead of August 31.</p> <p>DOE must compile annual report by sponsor and post on DOE’s website by January 15 of each year.</p> <p>(6) Application Process and Review - Removes language requiring sponsor to review application before August 1.</p> <p>(10) Eligible Students - Expands the ability of charter schools to limit student enrollment and target the following student populations: students living in a development in which a developer, including any affiliated business entity or charitable foundation contributes to the formation, acquisition, construction or operation of one or more charter schools or charter school facilities and related property in an amount equal to or having a total appraised value of at least \$5</p>

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			<p>million to be used as a charter school to mitigate the educational impact crated by the development.</p> <p>(18) Facilities - Clarifies and expands for charter schools land and entities that may operate under the preexisting zoning and land use designation without obtaining a special exception, etc. to include houses of worship, and land (not just space), on which facilities are located, or adjacent properties.</p>
<p>CS/SB 7070 Section 5</p> <p>CS/HB 7095 Section 3</p>	<p>1002.333</p>	<p>Persistently Low-Performing Schools (Schools of Hope Program)</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>Authorizes School of Hope to use funds for the following (in addition to existing)</p> <p>Authorizes a School of Hope to hire personnel until the school reaches full enrollment in accordance with the performance-based agreement pursuant to subsection (5).</p> <p>Providing funds for 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</p>	<p>Persistently Low-Performing Schools (Schools of Hope Program)</p> <p>(1) Definitions - Defines Florida Opportunities zones as a population census tract that has been designated by the US Treasury Department pursuant to the IRS.</p> <p>Modifies the definition of “Persistently low performing schools” from those schools with 3 consecutive grades lower than a “C” to schools with three grades lower than a “C” within the last 5 years.</p> <p>Adds students who reside in Florida Opportunities Zones to school of hope charter school operations.</p> <p>(4) Establishment of Schools of Hope – Authorizes establishment in Florida Opportunity Zone.</p> <p>(7) Facilities - Provides that no later than January 1, rather than October 1, DOE must annually provide to district a list of all underused, vacant, or surplus facilities owned/operated by school district as reported in FISH. School district may provide evidence to DOE within 30 days that list contains errors or omissions. No later than April 1, annually, DOE must publish a</p>

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		<p>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> <p>Removes requirement for the State Board to provide awards for up to 25 schools.</p>	<p>final list of all underused, vacant, or surplus facilities owned/operated by each district.</p> <p>(10) Schools of Hope Program - Modifies expenses allowed for School of Hope funds to include hiring and compensating executive directors and regional directors. Allows for funds to be used in staff hiring's until the school reaches full enrollment as opposed to limiting funds to services beyond the school day and year.</p> <p>Allows for funds for eligible capital outlay expenditures until the school is eligible to receive charter school capital outlay funding.</p> <p>Allows for funds to be used towards initial leasing of a school facility in the event that a suitable district owned facility is unavailable or not leased in a timely manner.</p> <p>Awards continue during implementation of turnaround plan for 1 school year after school exists turnaround status. Awards for traditional public school that is required to submit a subsequent turnaround plan by the SBE and a plan subsequently submitted.</p> <p>Adds services that may be included to include health services, drug-prevention programs, and food and clothing banks.</p> <p>Authorizes school district to enter into contract with nonprofit organization to implement wrap-around services as part of an integrated student support services model.</p>

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			<p>Reduces the amount of full-time equivalent turnaround awards from \$2,000 to \$500. Adds requirement for awards to continue for 1 school year after the school exits turnaround status.</p> <p>Adds requirement for turnaround implementation plan to include identification of public and private funds that will be used to sustain the plan beyond the grant award and provide assurance that the grant award will not supplant existing funds provided to the school.</p> <p>Increases number of awards for up to 75 schools instead of just 25 schools. Also, plans must demonstrate they it will continue beyond term of award.</p>
<p>CS/SB 7070 Section 7</p> <p>HB 5101 Section 4</p>	<p>1002.385</p>	<p>The Gardiner Scholarship</p> <p>Removes language re to 3 percent for administrative expenses.</p>	<p>HB 5101; section 4</p> <p>Identical.</p>
<p>CS/SB 7070 Section 6</p> <p>HB 7075 Section 1</p>	<p>1002.394</p>	<p>Family Empowerment Scholarship Program</p> <p>Creates the Family Empowerment Scholarship.</p> <p>Student eligible for scholarship if:</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. Student remains eligible to participate under graduation or attains 21 years of age, regardless of household income level. 	<p>Family Empowerment Scholarship Program</p> <p>Provides definitions.</p> <p>Initial scholarship eligibility – Awarded to student who was counted as FTE student during previous state fiscal year, received scholarship from eligible scholarship-funding organization during previous school year, or is eligible to enter kindergarten and who:</p> <ul style="list-style-type: none"> • Is on direct certification list; • Is currently placed, or during previous year was placed, in foster care;

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		<ul style="list-style-type: none"> • Sibling is eligible if resides in same household. • Student eligible to enroll in kindergarten or has spent prior year in attendance at Florida public school. Must have been reported during preceding October and February FEFP counts, which includes time spent in DJJ program if funded under FEFP. • Military dependent who transfers, foster child is exempt from prior public school attendance. • Parent obtained acceptance for admission of student to private school eligible for program and parent requested scholarship at least 60 days before date of first payment. <p>A scholarship recipient is eligible to participate until the student graduates from high school or attains the age of 21 years, whichever occurs first.</p> <p>Student not eligible if enrolled in a public school, enrolled in DJJ commitment program, receives any other educational scholarship, participates in home education program, participates in private tutoring program or participates in virtual school that receives state funding.</p> <p>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>School district must notify student and parent about locations and times to take statewide assessment if</p>	<ul style="list-style-type: none"> • Is sibling of student participating in scholarship program; or • Has household income level that does not exceed: <ul style="list-style-type: none"> ○ 300% of federal poverty level for 2019/20 school year. ○ 325% of federal poverty level for 2020/21 school year. ○ 375% of federal poverty level beginning with 2022/23 school year and thereafter. <p>Priority is given to students whose household income does not exceed 185% of federal poverty level or who are in foster care or out-of-home care.</p> <p>Program Prohibitions; Limitations – Students are not eligible to participate in program if already receiving scholarship; is home schooled; etc.</p> <p>Number of new scholarships authorized in any school year may not exceed 1% of total public school enrollment for that school year.</p> <p>Authorized Uses of Program Funds – tuition and fees associated with eligible private school.</p> <p>Term of the Program – Remains in force until student returns to public school or graduates from high school, whichever occurs first.</p> <p>School District Obligations – Must report all students who are receiving a scholarship separately from other students reported in FEFP.</p> <p>District must notify student and parent about locations and times for administration of all statewide</p>

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		<p>student chooses to participate. Upon request of DOE, district must coordinate with DOE to provide to private school such assessments and related materials.</p> <p>School districts are responsible for implement 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>District must publish information about Family Empowerment Scholarship Program on the district’s website homepage.</p> <p>Provides for obligations of DOE.</p> <p>Private schools participating in the program must comply with standards of the school choice scholarship programs pursuant to s. 1002.421</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.</p> <p>Parent/Student Responsibilities - 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 application school district when the parent withdraws their child from a public school to attend a</p>	<p>assessments if student chooses to participate in such assessments.</p> <p>Private School Eligibility and Obligations – School may be sectarian or nonsectarian and must, among other requirements, annually administer or make provisions for students participating in the program in grades 3 through 10 to take one of nationally norm-referenced tests identified by DOE or statewide assessments. Students with disabilities for whom standardized testing is not appropriate are exempt.</p> <p>The school may also administer the statewide assessments to all students and if so, but submit a request to DOE by March 1 in order to administer the assessment in the subsequent school year.</p> <p>DOE Obligations include cross-checking list of participating scholarship students/ maintaining list of norm-referenced tests, require specified quarterly reports by scholarship-funding organization; notify such scholarship-funding organizations of specified information regarding number of awards, etc.</p> <p>Establishes parent and student obligations.</p> <p>Establishing obligations of eligible nonprofit scholarship-funding organizations.</p> <p>Funding and Payment – Eligible student shall be reported to DOE by scholarship-funding organization and shall be funded through FEFP. Amount calculated based upon grade level and school district in which the student resides as 97% of district average for basic program.</p>

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		<p>participating private school. 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>Scholarship 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 in accordance with percentage increase in state’s public school student enrollment.</p> <p>Calculated amount is 95% of UFTE at district level for that state fiscal year and adjusted with each FEFP calculation through calculation based on October Survey.</p> <p>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 only the amount calculated for the scholarship from the district’s total funding entitlement under the FEFP.</p> <p>Following notification by DOE of student documentation, the CFO must make scholarship payments, quarterly. Payments is 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 shall endorse the warrant to the private school.</p> <p>The inclusion of eligible private schools does not expand the regulatory authority of the state or any</p>	<p>Following notification, DOE must transfer from GR funds only, the amount calculated above to scholarship-funding organization for quarterly deposit into student’s account.</p> <p>Auditor General must conduct annual operational audit of each scholarship-funding organization.</p>

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		<p>school district to impose additional regulation of private schools.</p> <p>SBE must adopt rules.</p> <p>Provides a schedule for 2019-2020 school year.</p> <p>This subsection expires June 30, 2020.</p>	
<p>CS/SB 7070 Section 8</p> <p>HB 7075 Section 2</p>	<p>1002.395</p>	<p>Florida Tax Credit Scholarship Program</p> <p>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 scholarship to eligible students for 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>Florida Tax Credit Scholarship Program</p> <p>Requires scholarship-funding organization to provide scholarship to eligible students to include transportation to a Florida public school (no longer has to be to school located outside the district). Adds as a priority new applicants whose household income levels are greater than 185% of poverty level but do not exceed 260 % of federal poverty level.</p> <p>Expands report required by DOE to include Family Empowerment and Hope Scholarship.</p> <p>Specifies that beginning with 2019/20 school year, scholarship amount is calculated based upon grade level and school district in which student resides as 97% of district average for basic program.</p>

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		<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 WFTE funding for the 2018-2019 fiscal year.</p> <p>2. 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 95 percent of the unweighted FTE funding amount at the district level for that state fiscal year and shall be adjusted with each FEFP calculation through the calculation based on the October survey.</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>	
<p>CS/SB 7070 Section 9</p> <p>CS/HB 7095 Section 4</p> <p>HB 7075 Section 5</p>	<p>1002.40</p>	<p>Hope Scholarship Unallocated Funds</p> <p>The calculated amount for a student to attend eligible private school is 95 percent of the UWFE funding amount at the district level for that state fiscal year and shall be adjusted with each FEFP calculation through the calculation based on the October survey.</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</p>	<p>Students returning to Public School Programs</p> <p>CS/HB 7095 - Clarifies that a student who enrolls in a public-school program within the district is considered to have returned to a public school for the purpose of determining the end of the scholarship’s term. A scholarship student who enrolls in a public school located outside of the district in which the incident occurred may convert the scholarship to a transportation scholarship for up to \$750.00.</p> <p>Language that would have repealed the requirement to contract with an entity to provide an evaluation reviewing schools that have 10 or more students</p>

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		<p>the student is admitted, subject to the requirements of ss. 1002.21 and 1002.22 and 20 U.S.C. s. 1232g, and the applicable rules and regulations issued pursuant to such 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 can be used to fund other scholarships.</p>	<p>transferred to another school using the Hope scholarship is reinserted.</p> <p>HB 7075 – Clarifies that the maximum award is calculated based upon the grade level and school district in which student resides as 97% of district average for basic program.</p> <p>HB 7075 – Notwithstanding specified section, no more than 5% of net eligible contributions may be carried forward to the following fiscal year by scholarship-funding organization.</p>
<p>CS/SB 7070 Section 10</p>	<p>1002.411</p>	<p>Reading Scholarship Accounts</p> <p>Amount of scholarship shall be provided in the General Appropriations Act.</p>	<p>NA</p>
<p>CS/HB 7095 Section 5</p>	<p>1002.421</p>	<p>NA</p>	<p>State School Choice Scholarship Program Accountability and Oversight</p>

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			Relating to Private School Eligibility and Obligations – removes exemption for certified personnel from the fingerprinting requirements in this section.
CS/HB 7095 Section 6	1003.621	NA	<p>Academically High-Performing School District</p> <p>Modifies eligibility to include earning at least two grades of “A” and no grade below “B” during the previous 3 school years or earned 2 consecutive grades of “A” in the most recent 2 school years.</p> <p>Maintains designation as long as does not earn a grade below a “B” during the same 3-year period.</p>
CS/SB 7070 Section 11 CS/HB 7095 Section 7	S - 1003.64 H – 1004.6499	<p>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> <p>(a) “Center” means the Center for Community Schools at the University of Central Florida.</p> <p>(b) “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</p>	<p>The Center for Community Scholars</p> <p>Creates the Center for Community Scholars at the University of Central Florida to provide assistance and evaluation for the establishment and implementation of community school models. The bill defines “community organization” and designates it as the lead partner in the community school model that facilitates the use of grant funds.</p> <p>The “community school model” is developed by the Center and utilizes a long-term partnership among a school district, community organization, a college or university, and a healthcare provider. The bill requires the model to include a governance structure that includes members from the partnership and provides that it may include community leaders. The model must also establish standards for effective implementation, reporting, and evaluation of each participating school, and provide for family engagement and expanded learning opportunities and support.</p>

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		<p>and facilitates the use of grant funds under this section.</p> <p>(c) “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. (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: (a) 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.</p>	<p>Subject to available funds, the Center may use grants to facilitate the implementation of the CPS model in Florida.</p> <p>The bill requires that the Center:</p> <ul style="list-style-type: none"> • Require a participating public school to establish long-term partnerships and, within a year of receiving grant funding, to execute a memorandum of understanding with partners. Grand awards contingent upon attainment of required matching funds; and • Prioritize planning grant awards for schools where community school model has not been established and based on demonstration of technical and financial ability to sustain model beyond initial grant award. • The Center must publish on its website information on each community organization receiving a grant to implement a community school, including: • For each year awarded, the amount of funds awarded through the Center for each school and the amount of matching funds provided by the community organization; • Long-term partners listed in the memorandum of understanding; • Services and community engagement activities provided; • the number of students, families, and community members served; and • The academic progress of students enrolled at the school, to include student progression data, attendance, behavior, and student achievement and learning gains on statewide, standardized assessments.

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		<p>(b) Prioritize awards based on demonstration of the \ technical and financial ability to sustain the community school 986 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> <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> <p>(a) 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.</p> <p>(b) The long-term partners who have entered into a memorandum of understanding for implementing the community school model pursuant to paragraph (2)(c).</p> <p>(c) A description of the services and community engagement activities provided through the community school model.</p> <p>(d) The number of students, families, and community members served through the community school model.</p> <p>(e) 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 as determined pursuant to s. 1008.34.</p>	

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CS/SB 7070 Section 12 HB 7061 Section 3	1004.04	<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 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>HB 7061 – Section 3 – Basically identical.</p>
CS/SB 7070 Section 13 HB 7061 Section 3	1004.85	<p>Postsecondary Educator Preparation Institutes</p> <p>Similar language as in Section 12.</p>	<p>HB 7061; section 3</p> <p>Similar language as in CS/SB 7070; section 12.</p>
CS/SB 7070 Section 14	1008.33	<p>Authority to Enforce Public School Improvement</p>	<p>NA</p>

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		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>CS/SB 7070 Section 15</p> <p>HB 5101 Section 9</p>	1011.62	<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>(17) Funding Compression Allocation – Deletes Sunset.</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 	<p>Funds for Operation of Schools – HB 5101; Section 9</p> <p>(1) Computation of the Basic Amount to be Included for Operation – Removes additional hour of reading instruction for 300 lowest-performing elementary schools in reading.</p> <p>(2) Determination of District Cost Differentials – Establishes DCD to account for variation among counties in the cost of wages and salaries for hiring comparable personnel. By January 1, 2020, and annually thereafter, the Office of Economic and Demographic Research shall develop a methodology for calculating the variation in the cost of wages and salaries and calculate each district’s wage level index using applicable county-level and occupational-level wage data. To improve the integrity of the calculation, the office shall seek input from a broad range of stakeholders, including, but not limited to, school districts and the Department of Economic Opportunity, to verify factors that result in the cost differences among counties. The office shall submit each district’s wage level index to the Department of Education,</p> <p>(6) Categorical Funds – Adds to current transfer authority the authority to transfer of funds from digital classroom allocation if such funds are urgently needed to maintain classroom instruction or improvement school safety.</p>

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		<ul style="list-style-type: none"> A recognition award from the remaining balance of the appropriation after the payment of all over awards. <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> <p>(a) 1. 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.</p> <p>2. 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</p>	<p>Adds to annual financial report the amount transferred from categorical funds for school safety need.</p> <p>(9) Research-Based Reading Instruction Allocation - Authorizes, but does not require, an extra hour of reading instruction for the 300 lowest performing elementary schools in reading. Requires professional development for reading coaches in addition to teachers.</p> <p>(11) Virtual Education Contribution – Incorporates the Best and Brightest Teachers Allocation and the Best and Brightest Principals Allocation.</p> <p>Repeals Funding Compression Allocation.</p>

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		<p>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> <p>(b) Before distribution of the allocation, the school district shall develop and submit a plan for implementation to its school board for approval no later than August 1 of each fiscal year.</p> <p>(c) At a minimum, the plan required under (b) must:</p> <ol style="list-style-type: none"> 1. Establish comprehensive support services that develop family and community partnerships; 2. Establish clearly defined and measurable high academic and character standards; 3. Increase parental involvement and engagement in the child’s education; 4. Describe how instructional personnel will be identified, recruited, retained, and rewarded; 5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards; 6. Provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year; and 7. Include a strategy for continuing to provide services after the school is no longer in turnaround status by virtue of achieving a grade of “C” or higher. <p>(d) Each school district shall submit its approved plans to the commissioner by September 1 of each fiscal year.</p> <p>(e) Subject to legislative appropriation, each school district’s allocation must be based on the unweighted FTE student enrollment at the eligible schools and a</p>	

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		<p>per-FTE funding amount of \$500 or as provided in the General Appropriations Act. The supplement provided in the General Appropriations Act shall be based on the most recent school grades and shall serve as a proxy for the official calculation. Once school grades are available for the school year immediately preceding the fiscal year coinciding with the appropriation, the supplement shall be recalculated for the official participating schools as part of the subsequent FEFP calculation. The commissioner may prepare a preliminary calculation so that districts may proceed with timely planning and use of the funds. If the calculated funds for the statewide allocation exceed the funds appropriated, the allocation of funds to each school district must be prorated based on each school district’s share of the total unweighted FTE student enrollment for the eligible schools.</p> <p>(f) Subject to legislative appropriation, each school shall remain eligible for the allocation for a maximum of 4 continuous fiscal years while implementing a turnaround option pursuant to s. 1008.33(4). In addition, a school that improves to a grade of “C” or higher shall remain eligible to receive the allocation for a maximum of 2 continuous fiscal years after exiting turnaround status.</p>	
<p>CS/SB 7070 Section 16</p>	<p>1011.71</p>	<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>	<p>NA</p>
<p>CS/SB 7070 Section 17</p>	<p>1012.56</p>	<p>Mastery of General Knowledge</p>	<p>HB 7016 – Section 6</p>

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<p>HB 7016 Section 6</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-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>Master of General Knowledge – Provides that a candidate satisfies this requirement with documentation by the mentor and principal that the applicant has failed to achieve the required passing scores on the general knowledge examination after receiving support from the school district, and that the candidate has successfully completed a professional development certification and education competency program under subsection (8) - Professional Development Certification and Education Competency Program.</p> <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>Requires districts to provide access to materials provided by DOE and support to prepare applicants for the general knowledge examination.</p> <p>If the applicant has failed to achieve the required passing score after receiving support from the school district, the school board may wait this requirement upon the applicant’s completion of a 2-year mentorship program and the recommendation of the mentor and principal.</p> <p>Requires DOE to provide free access to resources that prepare aspiring teachers to succeed on the general knowledge examination.</p>

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		<p>Authorizes a temporary certificate to be extended for 2 years if the certificateholder is rated highly effective in the immediate prior year’s performance evaluation or has completed a 2-year mentorship program.</p>	
<p>CS/SB 7070 Section 18</p> <p>HB 7061 Section 7</p>	<p>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>HB 7061; Section 7</p> <p>Requires that the fees must be apportioned to each part of a multipart examination. If an applicant fails one part of a multipart examination, he/she is required to retake only that portion of the examination.</p>
<p>CS/SB 7070 Section 19</p> <p>HB 5101 Section 12</p>	<p>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> <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. 	<p>HB 5101; Section 12</p> <p>Restructures the program. Provides an award of \$2,000 to a classroom teacher that is highly effective and \$1,100 for a classroom teacher that is effective.</p> <p>Requires that district employee who is no longer a classroom teacher may receive an award if the employee was a classroom teacher in the previous school year and was rated highly effective or effective.</p> <p>Removes a teacher’s performance on the SAT or ACT as a factor in determining eligibility for the award</p>

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		<ul style="list-style-type: none"> • 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 year, 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 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>CS/SB 7070 Section 20</p> <p>HB 5101 Section 13</p>	<p>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>HB 5101; Section 13</p> <p>Basically technical changes.</p> <p>Removes Florida School for the Deaf and Blind from being eligible.</p>

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		Award amounts for the program will be specified in the GAA.	
CS/SB 7070 Section 21	1013.31	<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 that FCO 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>	NA
CS/SB 7070 Section 22	1013.385	<p>School District Construction Flexibility</p> <p>Authorizes a school board, with a majority rather than a supermajority vote, to adopt a resolution to implement one or more of the exceptions to the educational facilities construction requirements. Removes language requiring a cost-benefit analysis, etc. before the vote.</p>	NA
CS/SB 7070 Section 23	1013.64	<p>Funds for Comprehensive Educational Plant Needs; Construction Cost Maximums for School District Capital Projects</p> <p>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,</p>	NA

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		<p>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>Removes restrictions and sanctions on district school boards related to educational facilities construction when using state funds by:</p> <ul style="list-style-type: none"> • Removing requirements for the DOE to make the determination on district compliance with the cost per student station limits along with the sanctions imposed on school districts for violating limits. • Removes the prohibition on district school boards from using funds from any sources for new construction of educational plant space with a total cost per student station in excess of the current limits specified in law. • Revises the components of the cost per student station calculation to include offsite improvement costs, the cost of complying with public shelter and hurricane hardening requirements, security enhancements, and capital construction items that are approved by the school safety specialist. • Requires DOE, in conjunction with EDR, to review and revise the cost per student station limits to reflect actual construction costs by December 1, 2019, and every 3 years thereafter. DOE must also collaborate with EDR to select an industry-recognized construction index to replace the CPI by December 1, 2019, adjusted annually to reflect changes in the construction index. 	

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CS/SB 7070 Section 24	Ch. 2018-6	Technical Amendment	NA
CS/SB 7070 Section 25 HB 7075 Section 6	Rulemaking	Authorizes Department of Revenue to adopt emergency rules.	Authorizes Department of Revenue to adopt emergency rules.
CS/SB 7070 Section 26 CS/HB 7095 Section 8 HB 7075 Section 7	Effective Date	Except as otherwise provided, July 1, 2019.	CS/HB 7095 - July 1, 2019. HB 7075 – upon becoming a law.

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