

School Choice Legislation

Section	Statute	SB 7070	HB 7075 and HB 7095
HB 7075 – Section 3	212.099	NA	<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>
HB 7075 Section 4	1002.20	NA	<p>K-12 Student and Parent Rights</p> <p>Refers parents to choice options established in chapter 1002 instead of listing the program.</p>
HB 7095 – Section 1	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 granted per school year for participation in controlled open enrollment.</p>
HB 7095 – Section 2	1002.33	NA	<p>Charter Schools (5) Sponsor; Duties</p> <p>Removes requirement for sponsor to submit number of draft applications received before May 1 and contact information of applicant in annual report.</p>

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			<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</p> <p>Removes language requiring sponsor to review application before August 1.</p> <p>(10) Eligible Students</p> <p>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 million to be used as a charter school to mitigate the educational impact crated by the development.</p>

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			<p>(18) Facilities</p> <p>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>SB - Section 1</p> <p>HB 7095 - Section 3</p>	<p>1002.333</p>	<p>Schools of Hope Program</p> <p>Removes Schools of Hope Program awards for traditional public schools.</p> <p>Removes requirement for the State Board to provide awards for up to 25 schools</p>	<p>Schools of Hope, Low performing schools</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</p>

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			<p>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 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</p>

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			<p>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> <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>SB – Section 2</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>Family Empowerment Scholarship Program</p> <p>Provides definitions.</p>

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		<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 260 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. • 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</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; • 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>

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		<p>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 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</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 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>

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		<p>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 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 participating private school. Parents are responsible for transporting the child to and from testing sites designated by the school</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> <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>district if the parent chooses to have their child undergo the statewide assessment.</p> <p>Scholarship established for up to 15,000 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</p>	

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		<p>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 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>HB 7075 – Section 2</p>	<p>1002.395</p>	<p>NA</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>SB - Section 3</p> <p>HB 7095 - Section 4</p> <p>HB 7075 – Section 5</p>	<p>1002.40</p>	<p>Hope Scholarship Unallocated Funds</p> <p>Beginning with the 2019-2020 fiscal year, up to 50 percent of unallocated prior fiscal year contributions received by a scholarship-funding organization from motor vehicle tax credits under the Hope Scholarship Program may be used to fund the Florida Tax Credit (FTC) Scholarship if the state contributions are insufficient to fund the students eligible for the program. Scholarship funding organizations must separately account for each eligible student who receives an FTC scholarship from the unallocated Hope Scholarship funds.</p>	<p>Students returning to Public School Programs</p> <p>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 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>HB 7095 – Section 5</p>	<p>1002.421</p>	<p>NA</p>	<p>State School Choice Scholarship Program Accountability and Oversight</p> <p>Relating to Private School Eligibility and Obligations – removes exemption for certified</p>

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			<p>personnel from the fingerprinting requirements in this section.</p>
<p>HB 7095 Section 6</p>	<p>1003.621</p>	<p>NA</p>	<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>
<p>S- Section 4 HB 7095 – Section 7</p>	<p>S - 1003.64 H – 1004.6499</p>	<p>Community School Grant Program</p> <p>Establishes Community School Grant Program (program) in DOE to fund and support the implementation of community school programs.</p> <p>Defines “Center for Community Schools” as the center established in UCF and “Community organization” as nonprofit organization in existence for at least 3 years and services individuals within county in which community school is located.</p> <p>Program intended to improve student success and well-being by engaging and supporting parents and community organizations in their effort to positively impact student learning and development.</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,</p>

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		<p>Specifies that a community school is a public school that receives a grant under the program and that partners, at a minimum, with a community organization, a university or college, and a health care provider to implement programs, beyond the standard hours of instruction, which may include but are not limited to:</p> <ul style="list-style-type: none"> • Student enrichment activities; • Wellness services; and • Family engagement programs. <p>Requires a community school program director to coordinate with a district school board, college or university, community organizations and health care providers to:</p> <ul style="list-style-type: none"> • Facilitate the implementation of community school programs; and • Comply with specified reporting requirements. <p>The bill specifies that a Center for Community Schools (center) director, must:</p> <ul style="list-style-type: none"> • Disseminate information about community schools to community organizations, district school boards, public college and universities, and regionally accredited not-for-profit independent college and universities. • Coordinate, facilitate, and oversee the implementation of the community schools 	<p>and evaluation of each participating school, and provide for family engagement and expanded learning opportunities and support.</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;

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		<p>that receive a grant to administer the program.</p> <ul style="list-style-type: none"> • Submit an annual report to the Commissioner of Education by August 15 of each year. • Publish on the center’s website the application form for: <ul style="list-style-type: none"> o Implementing a community school program; and o Certification by the center as a community school • Publish and process criteria for: Approving the application for implementing a community school program; and awarding the certification. • Establish a process to administer the program funds. • Promote best practices and provide technical assistance about community schools to community school program directors. <p>The bill establishes reporting requirements which specify that a community school program director must submit annually by July 1, at a minimum, the following information:</p> <ul style="list-style-type: none"> • An assessment of the effectiveness of the community school program in improving student success outcomes; • Any issues encountered in the design and execution of the community school program; 	<ul style="list-style-type: none"> • 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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		<ul style="list-style-type: none"> • Recommendations for policy funding and investments to improve the implementation and oversight of community school programs and remove any barriers to the expansion of community schools; • The number of students, families and community members served under the program; and • Any other information requested by the center director. The center director must review the report submitted and by August 15 of each year and provide to the commissioner: • A summary of the information reported by each school that receives a program grant; and • Recommendations for policy and funding investments to improve the implementation and oversight of community school programs and remove barriers, if any, to the expansion of community schools. <p>Requires the commissioner to review the summary and recommendations submitted by the center director and by September 30 of each year, submit an annual report to the Governor and Legislature.</p>	
S- Section 5	1008.33	<p>Authority to Enforce Public School Improvement</p> <p>Allows a district-managed turnaround plan to include a proposal for the district to implement</p>	NA

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		<p>an extended school day, a summer program, or a combination of an extended school day and a summer program.</p> <p>Creates the Florida Best and brightest Teacher and Principal allocation - The bill reconfigures both the Florida Best and Brightest Teacher Program and the Florida Best and Brightest Principal Program.</p> <p>The Best and Brightest Teacher Program is revised to authorize three types of awards – recruitment, retention and recognition – each with distinct criteria for determining eligibility. The Best and Brightest Principal Program is based on the academic improvement of the school. The funding for both programs is provided from a new categorical within the FEFP.</p> <p>The Best and Brightest Teacher Program is restructured to focus on recruitment, retention, and recognition of teachers. The bill removes a teacher’s performance on the SAT or ACT as a factor in determining eligibility for the award. The bill establishes the following awards:</p> <ul style="list-style-type: none"> • Recruitment awards for newly hired teachers who are a content expert, based on criteria established by the department, in mathematics, science, computer science, reading, or civics. 	

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		<ul style="list-style-type: none"> • Retention awards for teachers rated as “highly effective” or “effective” the preceding year, and currently teaching in a school that has demonstrated academic improvement, as evidenced by the school improving an average of three 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. This award is funded from the remaining balance of the appropriation after payment of other awards. <p>Each district must also provide eligible principals an award from the allocation.</p> <p>If the district’s calculated awards exceed the allocation, the district may prorate the award.</p> <p>Turnaround School Supplemental Services Allocation – Created to provide district-managed turnaround schools, schools that earn three consecutive grades below a “C,” and school that have improved to a “C” and are no longer in turnaround status, with funds to offer services designed to improve overall academic</p>	

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		<p>and community welfare of schools’ students and families.</p> <p>Services may include, but are not limited to, tutorial and after-school program, student counseling, nutrition education, parental counseling, and extended day and year.</p> <p>Before distribution of the allocation, district must develop and submit a plan to the school board for approval no later than August 1 of each fiscal year.</p> <p>Specifies plan requirements.</p> <p>Each district must submit its approved plans to the Commissioner by September 1 of each fiscal year.</p> <p>Subject to an appropriation, each district’s allocation is based on UWFTE student enrollment at the eligible school and a per-FTE funding amount of \$500 or as provided in the GAA. The supplement provided in the GAA is based on the most recent school grades and shall serve as a proxy for the official calculation.</p> <p>Subject to appropriation, each school shall remain eligible for a maximum of 4 continuous fiscal years. A school that improves to a “C” or higher remains eligible for a maximum of 2</p>	

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		continuous fiscal years after exiting turnaround status.	
S – Section 7	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>	NA
S- Section 8	1012.56	<p>Mastery of General Knowledge</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>	

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		<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>	
S - Section 9	1012.59	<p>Certification Fees</p> <p>Modifies requirement that the SBE establish in rule various certification fees. Removes the provision that examination fees must be sufficient to cover the actual cost of developing and administering the examination and requires that the rule specify the following fees:</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. The retake fee for the full battery of subtests may not exceed the fee for the initial registration. • Retake for each subtest of an examination. The retake fee for each subtest must be prorated based on the number of subtests within the examination. 	NA

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S – Section 10	1012.731	<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. • Retention awards for teachers rated as “highly effective” or “effective” the preceding year, and currently teaching in a school that has demonstrated academic improvement, as evidenced by the school improving 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. 	

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		<p>All award amounts for the program will be specified annually in the General Appropriations Act (GAA). The recognition awards must be provided from remaining funds available after the payment of all other teacher recruitment and retention awards and principal awards.</p>	
S – Section 11	1012.732	<p>Florida Best and Brightest Principal Program</p> <p>Amends the Florida Best and Brightest Principal Program to be based on school performance. 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 demonstrated academic improvement, as evidenced by the school improving 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 annually in the GAA.</p>	NA
S – Section 12	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</p>	NA

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		<p>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>	
S – Section 13	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, 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 	NA

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		<p>station limits along with the sanctions imposed on school districts for violating limits.</p> <ul style="list-style-type: none"> • 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. 	
HB 7075 – Section 6	Rulemaking	NA	Authorizes Department of Revenue to adopt emergency rules.

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S – Section 14	Effective Date	July 1, 2019	July 1, 2019.
HB 7095 – Section 8			HB 7075 – upon becoming a law.
HB 7075 – Section 7			

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