FLORIDA SCHOOL BOARDS ASSOCIATION

2027 LEGISLATIVE PLATFORM

1 Encourage Public-Private Career and Technical Education Partnerships

In order to better meet Florida's growing workforce needs, create a dedicated DOE State Grant for CTE programs. Provide program funding for districts that partner with employers to build innovative CTE programs, share facility and equipment costs, and offer paid work-based learning. Grant superintendents statutory authority to establish school district CTE and technical college instructor pay based on industry experience, since instructors can often earn considerably more in the fields they teach. Both changes directly serve Florida's workforce needs.

2 Improve Administrative Efficiencies

Eliminate outdated and unnecessary statutory requirements for public school districts. Legislation to address this passed the Senate unanimously in 2026 but was not enacted. We ask the Legislature to reconsider passing legislation that optimizes school district administrative efficiency, including:

- Reporting once. Districts file assessment calendars with the Department of Education and separately publish them for parents. One publication should satisfy both requirements.
- Streamlining construction requirements. Removing the architect requirement for minor renovations and the separate life-cycle cost analysis would reduce project cost and delay.
- Simplifying facilities planning. Districts prepare 5-, 10-, and 20-year facilities plans to prescribed specifications. A general plan requirement would preserve accountability, and the existing five-year audit would remain.
- Buying on the district's schedule. Extending the instructional materials purchase window would allow districts to purchase at the best available price.

3 Return FEFP Funding to Only Include Public School Students

Separate scholarship funding from traditional public school funding to ensure transparency and accountability in the Florida Education Finance Program (FEFP). Create a dedicated funding mechanism for Family Empowerment Scholarships.

4 Increase the Base Student Allocation (BSA)

The Base Student Allocation should reflect the increased costs associated with educating students in Florida. Our proposed increase would ensure school districts' ability to address those costs, allowing for innovative academic strategies, teacher recruitment and retention, insurance, and cybersecurity protection.

5 Adjust FEFP Allocations at a Level that Reflects Current Increased Costs

Since 2016, the Transportation and ESE Guaranteed allocations in the FEFP have not been funded at a level that supports the school districts' expenditures for these services. For example: statewide, the Transportation Allocation covers roughly 42% of school districts' costs related to transporting students. The ESE Guaranteed allocation per eligible student has decreased by more than 20% from 2016-2026.

6 Increase the Instructional Personnel Salary Allocation and Expand Its Flexibility

Currently, the Classroom Teacher and Other Instructional Personnel Salary Increase Allocation (formerly the "TSIA") is directed by the Legislature to provide for school districts and charter schools to issue salary increases to full-time classroom teachers and certified prekindergarten teachers funded in the Florida Education Finance Program with at least 10 years of full-time teaching experience in a Florida public school. Increase the allocation and allow school districts the flexibility to decide how these funds can best be used for school-based personnel.

7 Provide School Districts with Predictable and Stabilized Funding

School districts sign annual teacher and staff contracts and commit to other annual obligations and operating expenses before the school year begins, and those costs do not decrease if enrollment changes throughout the year. FSBA supports legislation that provides school districts with predictable and stabilized funding.

8 Adjust School Grades and "Persistently Low-Performing" Criteria

Traditional public schools and charter schools are subject to Florida's school grading system as the primary mechanism for measuring school performance. The Legislature has established specific criteria to identify persistently low-performing schools, triggering additional requirements, oversight, and potential consequences for those schools. At the same time, the school grading formula has been modified multiple times, creating uncertainty and making it increasingly difficult for schools to achieve and maintain higher grades. We ask that the Legislature:

(1) Revisit both the school grading system and the definition of persistently low-performing schools to establish clear, consistent, and predictable standards;

(2) Limit further expansion of the definition and provide greater stability in the performance metrics used to evaluate schools;

(3) Provide a consistent accountability framework that would allow schools and districts to better understand expectations, develop long-term improvement strategies, and focus resources on improving student outcomes rather than adapting to continually changing performance criteria grades.