**SB 2508 by Appropriations – K-12 Education**

**Section 1 – Amends s. 1002.333 relating to Persistently low-performing schools**. Revises the definition of “persistently low-performing school” to mean a school that has completed 2 school years of a district-managed turnaround plan and has not improved its grade to a “C” or higher.

Revises the definition of “school of hope” and requires that the school be located in the attendance zone of a persistently low-performing school. Removes the authority to be within a 5–mile radius of such school.

A “school of hope” could also be a school operated pursuant to a district selection as a district turnaround option for persistently low-performing schools that did not improve. This school would be eligible for hope funds.

A hope operator seeking to open a school of hope must submit a notice of intent that includes all of the statutory criteria. New/modified criteria include the requirement to provide the specific location for the proposed school or the plan to use the district-owned facilities of the persistently low-performing school. An operators plan specifying the operator’s intent to undertake the operations of the persistently low-performing school in its entirety or through limited components of the operations.

Facilities – A school of hope that is located within the zoned-area must use facilities that comply with the Florida Building Code, except for SREF. A school of hope that is selected as one of the district-managed turnaround options and receives hope supplemental services must use the district-owned facilities of the persistently low-performing school. The school of hope must comply with SREF only if the district and hope operator have entered into a mutual management plan for the reasonable maintenance of the facilities. The mutual management plan must contain a provision specifying that the school board agree to maintain the school facilities in the same manner as other public schools within the district.

Funding – Schools of hope that open within the zone of the persistently low-performing school are eligible for receive funds form the Schools of Hope Program. Schools of hope that are selected by a district as a turnaround option are eligible to receive funds from the hope supplemental services allocation.

The $2,000 per FTE is replaced with a hope supplemental services allocation.

**Section 2. Creates s. 1002.334, F.S., relating to Franchise Model Schools**. A “franchise model school” is defined as a persistently low-performing school led by a highly effective principal in addition to the principal’s currently assigned school. If a franchise model school achieves a “C” or higher, the school may retain its status as a franchise model school at the discretion of the district. A district that has one ore more persistently low-performing schools may use a franchise model school as a school turnaround option. A franchise model school principal must be rated highly effective, may lead two or more schools as specified, may allocate resources and personnel between schools under his/her administration, but hope supplemental services allocation funds, must be spent at the franchise model school, and is eligible to receive a Best and Brightest Principal award.

**Section 3. Amends s. 1007.273, F.S., relating to Structured high school acceleration programs**. The language substantially modifies the collegiate high school program. The structured program must prioritize dual enrollment courses that are applicable toward general education core courses or common prerequisite course requirements over electives. A school board may not limit the number of eligible students who may enroll in structured programs. The language specifies that each school board and its local Florida College System institution must execute a contract to establish one ore more structured programs. If a local Florida College System institution does not establish a structured program with a school board in its service area, another institution may execute a contract with the school board.

By August 1, 2018, a contract entered into before January 1, 2018 for the 2018-2019 school year must be modified to include new contract provisions.

By September 1 of each school year, each school board must notify each student enrolled in grades 9, 10, 11 and 12 about the structured program including the method for earning college credit through the program and estimated cost savings of participation.

A charter school may execute a contract directly with the local Florida College System institution or another institution to establish a structured program.

Funding – A student who enrolls in the structured program and successfully completes at least 30 college credit hours during a school year through the dual enrollment program generates a 0.5 FTE bonus. A student who completes an additional 30 hours, resulting in at least 60 college credit hours, generates an additional 0.5 FTE bonus. Each school board must report to the commissioner the total FTE bonus for each structured program. The total FTE bonus is added to each district’s total WFTE for funding in the subsequent year.

The language specifies reporting requirements to the commissioner.

**Section 4. Amends s. 1008.33, F.S., relating to authority to enforce public school improvement**. Language is added to authorize a district-managed turnaround plan to include a proposal to implement an extended school day, a summer program, or a combination of an extended school day and summer program.

Unless the SBE authorizes an additional implementation year, a school that has completed 2 school years of a district-managed turnaround plan and has not improved to a “C” or higher must implement one of several options. Some of the current options are modified. If the district closes the school and reopens as a charter school, such charter school is eligible for funding for the hope supplemental services allocation. A district-managed charter school is eligible for funding from the hope supplemental services allocation.

An additional option is a hope operator that submits to a district a notice of intent of a performance-based agreement. A school of hope established under this provision is eligible for funding from the hope supplemental services allocation for up to 5 years if the school:

* Is established at the district-owned facilities of the persistently low performing school;
* Gives priority enrollment to students enrolled in, or living in the attendance zone of the persistently low-performing school; and
* Meets the requirements of its performance-based agreement.

Another option is to implement a franchise model school.

If the school does not improve to a “C” or higher after 2 school year of implementing the turnaround options authorized above, the district must implement another turnaround option.

**Section 5. Amends s. 1011.62, F.S., relating to Funds for operation of schools**. The section establishes the Hope Supplemental Services Allocation to provide district-managed turnaround schools, charter school, district-managed charter school, schools of hope, and franchise model schools with funds to offer services designed to improve overall academic and community welfare of the schools’ students and their families. The types of services are specified. School eligible to receive the services must develop and submit a plan for approval to its respective governing body no later than August 1. Plan requirements are specified. Plans must be submitted to the commissioner by September 1.

For the 2018-2019 fiscal year, a school that is selected to receive funding in the 2017-2018 fiscal year shall receive $2,000 per FTE. Specified schools are eligible for the remaining funds based on the school’s UFTE up to $2,000 per FTE or as provided in the GAA. For the 2019-2020 fiscal year and thereafter, each district’s allocation shall be based on the UFTE student enrollment at the eligible schools and a per-FTE funding amount of up to $2,000 per FTE or as provided in the GAA. If the calculated funds exceed the appropriation, the allocation shall be prorated.

A Mental Health Assistance Allocation is created to provide supplemental funding to assist districts in establishing or expanding comprehensive school-based mental health programs. Prior to the distribution of the allocation, the district must annually develop and submit a detailed plan outlining the local program and planned expenditures to the school board for approval. A charter school must submit a plan to its governing body and after approval, it must be provided to the school district for submission to the commissioner. The language specifies the elements that must be included in the plan. Beginning September 30, 2019, and by each September 30 thereafter, each entity that receives an allocation must submit to the commissioner a final report in program outcomes and expenditures.

A Funding Compression Allocation is established authorizing the Legislature to provide an annual funding compression allocation in the GAA. The allocation is created to provide additional funding to districts and lab schools whose total funds per FTE in the prior year were less than the statewide average.

**Section 6. Amends s. 1011.71, F.S., relating to District school tax.** A school district is authorized to expend up to $150 (up from $100) on vehicles and property/casualty insurance premiums.

**Section 7. Amends s. 1012.731, F.S., relating to The Florida Best and Brightest Teacher Scholarship Program**. Repeals language authorizing the $1200 or $800 scholarship award for teachers.

**Section 8. Amends s. 1012.732, F.S., relating to The Florida Best and Brightest Principal Scholarship Program**. Authorizes franchise model school principals to receive the awards as well as those who have recruited and retained a high percentage of best and brightest teachers. A franchise model principal is eligible for a $10,000 scholarship; a $5,000 scholarship is awarded to each principal assigned to a Title I school and a $4,000 to each principal who is not assigned to a Title I school who has the required percentage of best and brightest teachers.

**Section 9. Amends s. 1013.31, F.S., relating to Education plant survey; localized need assessment; PECO project funding**. The language ensures that school districts may expend local dollars on new construction without a survey recommendation. These local dollars include:

* The local capital outlay improvement fund, consisting of funds that come from and are a part of the district’s basic operating budget.
* Voted bond referendum.
* One-half cent sales surtax revenue.
* One cent local governmental surtax revenue.
* Impact fees.
* Private gifts or donations.

**Section 10. Amends s. 1013.62, F.S., relating to Charter schools capital outlay funding**. The language modifies the calculation methodology that the DOE must use to determine the amount of revenue that a school district must distribute to each charter school if the school board levies the authorized local discretionary millage.

This section also provides that for each charter school within each district, the net capital outlay amount from local funds must be calculated in the same manner as the state funds appropriated in the GAA to eligible charter schools, except that the base charter school per weighted FTE allocation amount shall be determined by dividing the net total capital outlay amount from local funds by the total weighted FTE for all eligible charter schools within the district. This change weights the shared local capital outlay funds for charter schools with a student population in which 75 percent or greater are eligible for a free or reduced-price school meal, 25 percent or greater have a disability, or both. The per weighted FTE allocation amount from local funds must be multiplied by the weighted FTE for each charter school to determine each charter school’s capital outlay allocation from local funds.

The revised calculation may alter the amount of funds distributed in each charter school’s capital outlay allocation from local funds.

**Section 11**. July 1, 2018, effective date.