The Committee on Education (Farmer) recommended the following:

**Senate Substitute for Amendment (826696) (with title amendment)**

Delete everything after the enacting clause and insert:

Section 1. Paragraph (b) of subsection (6) of section 1002.33, Florida Statutes, is amended to read:

1002.33 Charter schools.—

(6) APPLICATION PROCESS AND REVIEW.—Charter school applications are subject to the following requirements:

(b) A sponsor shall receive and review all applications for
a charter school using the evaluation instrument developed by
the Department of Education. A sponsor shall receive and
consider charter school applications received on or before
August 1 of each calendar year for charter schools to be opened
at the beginning of the school district’s next school year, or
to be opened at a time agreed to by the applicant and the
sponsor. A sponsor may not refuse to receive a charter school
application submitted before August 1 and may receive an
application submitted later than August 1 if it chooses.
Beginning in 2018 and thereafter, a sponsor shall receive and
consider charter school applications received on or before
February 1 of each calendar year for charter schools to be
opened 18 months later at the beginning of the school district’s
school year, or to be opened at a time agreed to by the
applicant and the sponsor. A sponsor may not refuse to receive a
charter school application submitted before February 1 and may
receive an application submitted later than February 1 if it
chooses. A sponsor may not charge an applicant for a charter any
fee for the processing or consideration of an application, and a
sponsor may not base its consideration or approval of a final
application upon the promise of future payment of any kind.
Before approving or denying any application, the sponsor shall
allow the applicant, upon receipt of written notification, at
least 7 calendar days to make technical or nonsubstantive
corrections and clarifications, including, but not limited to,
corrections of grammatical, typographical, and like errors or
missing signatures, if such errors are identified by the sponsor
as cause to deny the final application.

1. In order to facilitate an accurate budget projection

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process, a sponsor shall be held harmless for FTE students who are not included in the FTE projection due to approval of charter school applications after the FTE projection deadline. In a further effort to facilitate an accurate budget projection, within 15 calendar days after receipt of a charter school application, a sponsor shall report to the Department of Education the name of the applicant entity, the proposed charter school location, and its projected FTE.

2. In order to ensure fiscal responsibility, an application for a charter school shall include a full accounting of expected assets, a projection of expected sources and amounts of income, including income derived from projected student enrollments and from community support, and an expense projection that includes full accounting of the costs of operation, including start-up costs.

3.a. A sponsor shall by a majority vote approve or deny an application no later than 90 calendar days after the application is received, unless the sponsor and the applicant mutually agree in writing to temporarily postpone the vote to a specific date, at which time the sponsor shall by a majority vote approve or deny the application. If the sponsor fails to act on the application, an applicant may appeal to the State Board of Education as provided in paragraph (c). If an application is denied, the sponsor shall, within 10 calendar days after such denial, articulate in writing the specific reasons, based upon good cause, supporting its denial of the application and shall provide the letter of denial and supporting documentation to the applicant and to the Department of Education.

b. An application submitted by a high-performing charter
school identified pursuant to s. 1002.331 or a high-performing charter school system identified pursuant to s. 1002.332 may be denied by the sponsor only if the sponsor demonstrates by clear and convincing evidence that:

(I) The application does not materially comply with the requirements in paragraph (a);

(II) The charter school proposed in the application does not materially comply with the requirements in paragraphs (9)(a)-(f);

(III) The proposed charter school’s educational program does not substantially replicate that of the applicant or one of the applicant’s high-performing charter schools;

(IV) The applicant has made a material misrepresentation or false statement or concealed an essential or material fact during the application process; or

(V) The proposed charter school’s educational program and financial management practices do not materially comply with the requirements of this section.

Material noncompliance is a failure to follow requirements or a violation of prohibitions applicable to charter school applications, which failure is quantitatively or qualitatively significant either individually or when aggregated with other noncompliance. An applicant is considered to be replicating a high-performing charter school if the proposed school is substantially similar to at least one of the applicant’s high-performing charter schools and the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of replicated
schools.

c. If the sponsor denies an application submitted by a high-performing charter school or a high-performing charter school system, the sponsor must, within 10 calendar days after such denial, state in writing the specific reasons, based upon the criteria in sub-subparagraph b., supporting its denial of the application and must provide the letter of denial and supporting documentation to the applicant and to the Department of Education. The applicant may appeal the sponsor’s denial of the application in accordance with paragraph (c).

4. For budget projection purposes, the sponsor shall report to the Department of Education the approval or denial of an application within 10 calendar days after such approval or denial. In the event of approval, the report to the Department of Education shall include the final projected FTE for the approved charter school.

5. Upon approval of an application, the initial startup shall commence with the beginning of the public school calendar for the district in which the charter is granted. A charter school may defer the opening of the school’s operations for up to 2 years to provide time for adequate facility planning. The charter school must provide written notice of such intent to the sponsor and the parents of enrolled students at least 30 calendar days before the first day of school.

Section 2. Subsection (1) of section 1002.331, Florida Statutes, is amended to read:

1002.331 High-performing charter schools.—
(1) A charter school is a high-performing charter school if it:
(a) Received at least two school grades of “A” and no school grade below “B,” pursuant to s. 1008.34, during each of the previous 3 school years or received at least two consecutive school grades of “A” in the most recent 2 school years.

(b) Received an unqualified opinion on each annual financial audit required under s. 218.39 in the most recent 3 fiscal years for which such audits are available.

(c) Did not receive a financial audit that revealed one or more of the financial emergency conditions set forth in s. 218.503(1) in the most recent 3 fiscal years for which such audits are available. However, this requirement is deemed met for a charter school-in-the-workplace if there is a finding in an audit that the school has the monetary resources available to cover any reported deficiency or that the deficiency does not result in a deteriorating financial condition pursuant to s. 1002.345(1)(a)3.

For purposes of determining initial eligibility, the requirements of paragraphs (b) and (c) only apply to the most recent 2 fiscal years if the charter school earns two consecutive grades of “A.” A virtual charter school established under s. 1002.33 is not eligible for designation as a high-performing charter school.

Section 3. Present subsections (11) and (12) of section 1002.333, Florida Statutes, are redesignated as subsections (12) and (13), respectively, a new subsection (11) is added to that section, and subsections (1) and (2), paragraph (a) of subsection (4), paragraphs (b), (g), and (i) of subsection (5), paragraph (a) of subsection (7), subsection (9), and paragraph...
(b) of subsection (10) of that section are amended, to read:

1002.333 Persistently low-performing schools.—

(1) DEFINITIONS.—As used in this section, the term:

(a) “Hope operator” means an entity identified by the department pursuant to subsection (2).

(b) “Persistently low-performing school” means a school that has completed 2 school years of a district-managed turnaround plan required under s. 1008.33(4)(a) and has not improved its school grade to a “C” or higher, earned three consecutive grades lower than a “C,” pursuant to s. 1008.34, and a school that was closed pursuant to s. 1008.33(4) within 2 years after the submission of a notice of intent.

(c) “School of hope” means:

1. A charter school operated by a hope operator which serves students from one or more persistently low-performing schools is located in the attendance zone of a persistently low-performing school or within a 5-mile radius of such school, whichever is greater; and is a Title I eligible school; or

2. A school operated by a hope operator pursuant to s. 1008.33(4)(b)3.b. s. 1008.33(4)(b)3.

(2) HOPE OPERATOR.—A hope operator is a nonprofit organization with tax exempt status under s. 501(c)(3) of the Internal Revenue Code which operates three or more charter schools that serve students in grades K-12 in Florida or other states with a record of serving students from low-income families and is designated by the State Board of Education as a hope operator based on a determination that:

(a) The past performance of the hope operator meets or exceeds the following criteria:
1. The achievement of enrolled students exceeds the district and state averages of the states in which the operator’s schools operate;

2. The average college attendance rate at all schools currently operated by the operator exceeds 80 percent, if such data is available;

3. The percentage of students eligible for a free or reduced price lunch under the National School Lunch Act enrolled at all schools currently operated by the operator exceeds 70 percent;

4. The operator is in good standing with the authorizer in each state in which it operates;

5. The audited financial statements of the operator are free of material misstatements and going concern issues; and

6. Other outcome measures as determined by the State Board of Education;

(b) The operator was awarded a United States Department of Education Charter School Program Grant for Replication and Expansion of High-Quality Charter Schools within the preceding 3 years before applying to be a hope operator;

(c) The operator receives funding through the National Fund of the Charter School Growth Fund to accelerate the growth of the nation’s best charter schools; or

(d) The operator is selected by a district school board in accordance with s. 1008.33.

An entity that meets the requirements of paragraph (b), paragraph (c), or paragraph (d) before the adoption by the state board of measurable criteria pursuant to paragraph (a) shall be
designated as a hope operator. After the adoption of the
measurable criteria, an entity, including a governing board that
operates a school established pursuant to s. 1008.33(4)(b)3.b.
s. 1008.33(4)(b)3.b., shall be designated as a hope operator if it
meets the criteria of paragraph (a).

(4) ESTABLISHMENT OF SCHOOLS OF HOPE.—A hope operator
seeking to open a school of hope must submit a notice of intent
to the school district in which a persistently low-performing
school has been identified by the State Board of Education
pursuant to subsection (10).

(a) The notice of intent must include all of the following:

1. An academic focus and plan.
2. A financial plan.
3. Goals and objectives for increasing student achievement
   for the students from low-income families.
4. A completed or planned community outreach plan.
5. The organizational history of success in working with
   students with similar demographics.
6. The grade levels to be served and enrollment
   projections.
7. The specified proposed location or geographic area
   proposed for the school and its proximity to the persistently
   low-performing school or the plan to use the district-owned
   facilities of the persistently low-performing school.
8. A staffing plan.
9. An operations 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.
(5) PERFORMANCE-BASED AGREEMENT.—The following shall comprise the entirety of the performance-based agreement:

(b) The location or geographic area proposed for the school of hope and its proximity to the persistently low-performing school.

(f) The grounds for termination, including failure to meet the requirements for student performance established pursuant to paragraph (d)(e), generally accepted standards of fiscal management, or material violation of terms of the agreement. The nonrenewal or termination of a performance-based agreement must comply with the requirements of s. 1002.33(8).

(h) A provision establishing the initial term as 5 years. The agreement must be renewed, upon the request of the hope operator, unless the school fails to meet the requirements for student performance established pursuant to paragraph (d)(e) or generally accepted standards of fiscal management or the school of hope materially violates the law or the terms of the agreement.

(7) FACILITIES.—

(a) A school of hope that meets the definition under subparagraph (1)(c)1. shall use facilities that comply with the Florida Building Code, except for the State Requirements for Educational Facilities. A school of hope that uses school district facilities must comply with the State Requirements for Educational Facilities only if the school district and the hope operator have entered into a mutual management plan for the reasonable maintenance of such facilities. The mutual management plan shall contain a provision by which the district school board agrees to maintain the school facilities in the same
manner as its other public schools within the district.

2. A school of hope that meets the definition under subparagraph (1)(c)2. and that receives funds from the hope supplemental services allocation under s. 1011.62(16) shall use the district-owned facilities of the persistently low-performing school that the school of hope operates. A school of hope that uses district-owned facilities must enter into a mutual management plan with the school district for the reasonable maintenance of the facilities. The mutual management plan must contain a provision specifying that the district school board agrees to maintain the school facilities in the same manner as other public schools within the district.

The local governing authority shall not adopt or impose any local building requirements or site-development restrictions, such as parking and site-size criteria, student enrollment, and occupant load, that are addressed by and more stringent than those found in the State Requirements for Educational Facilities of the Florida Building Code. A local governing authority must treat schools of hope equitably in comparison to similar requirements, restrictions, and site planning processes imposed upon public schools. The agency having jurisdiction for inspection of a facility and issuance of a certificate of occupancy or use shall be the local municipality or, if in an unincorporated area, the county governing authority. If an official or employee of the local governing authority refuses to comply with this paragraph, the aggrieved school or entity has an immediate right to bring an action in circuit court to enforce its rights by injunction. An aggrieved party that
receives injunctive relief may be awarded reasonable attorney
fees and court costs.

(9) FUNDING.—
(a) Schools of hope shall be funded in accordance with s.
1002.33(17).
(b) Schools of hope shall receive priority in the
department’s Public Charter School Grant Program competitions.
(c) Schools of hope shall be considered charter schools for
purposes of s. 1013.62, except charter capital outlay may not be
used to purchase real property or for the construction of school
facilities.
(d) Schools of hope that meet the definition under
subparagraph (1)(c)1. are eligible to receive funds from the
Schools of Hope Program.
(e) Schools of hope that meet the definition under
subparagraph (1)(c)2. are eligible to receive
funds from the
hope supplemental services allocation established under s.
1011.62(16).

10) SCHOOLS OF HOPE PROGRAM.—The Schools of Hope Program
is created within the Department of Education.
(b) A traditional public school that is required to submit
a plan for implementation pursuant to s. 1008.33(4) is eligible
to receive funding for services authorized up to $2,000 per
full-time equivalent student from the hope supplemental services
allocation established under s. 1011.62(16). Schools of Hope
Program based upon the strength of the school’s plan for
implementation and its focus on evidence-based interventions
that lead to student success by providing wrap-around services
that leverage community assets, improve school and community
collaboration, and develop family and community partnerships. Wrap-around services include, but are not limited to, tutorial and after-school programs, student counseling, nutrition education, parental counseling, and adult education. Plans for implementation may also include models that develop a culture of attending college, high academic expectations, character development, dress codes, and an extended school day and school year. At a minimum, a plan for implementation must:

1. Establish wrap-around 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 the school district will identify, recruit, retain, and reward instructional personnel. The state board may waive the requirements of s. 1012.22(1)(c)5., and suspend the requirements of s. 1012.34, to facilitate implementation of the plan.

5. Identify a knowledge-rich curriculum that the school will use that focuses on developing a student’s background knowledge.

6. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

(11) SCHOOLS OF HOPE MANAGEMENT.—A hope operator or the owner of a school of hope may not serve as the principal of any school that he or she manages.

Section 4. Section 1002.334, Florida Statutes, is created
to read:

1002.334 Franchise model schools.—

(1) As used in this section, the term “franchise model school” means a persistently low-performing school, as defined in s. 1002.333(1)(b), which is led by a highly effective principal in addition to the principal’s currently assigned school. If a franchise model school achieves a grade of “C” or higher, the school may retain its status as a franchise model school at the discretion of the school district.

(2) A school district that has one or more persistently low-performing schools may use a franchise model school as a school turnaround option pursuant to s. 1008.33(4)(b).4.

(3) A franchise model school principal:

(a) Must be rated as highly effective pursuant to s. 1012.34;

(b) May lead two or more schools, including a persistently low-performing school or a school that was considered a persistently low-performing school before becoming a franchise model school;

(c) May allocate resources and personnel between the schools under his or her administration; however, he or she must expend hope supplemental services allocation funds, authorized under s. 1011.62(16), at the franchise model school; and

(d) Is eligible to receive a Best and Brightest Principal award under s. 1012.732.

Section 5. Section 1007.273, Florida Statutes, is amended to read:

1007.273 Structured high school acceleration programs
Collegiate high school program.
(1) Each Florida College System institution shall work with each district school board in its designated service area to establish one or more structured programs, including, but not limited to, collegiate high school programs. As used in this section, the term "structured program" means a structured high school acceleration program.

(1)(2) PURPOSE.—At a minimum, structured collegiate high school programs must include an option for public school students in grade 11 or grade 12 participating in the structured program, for at least 1 full school year, to earn CAPE industry certifications pursuant to s. 1008.44, and to successfully complete at least 30 credit hours through the dual enrollment program under s. 1007.271. The structured program must prioritize dual enrollment courses that are applicable toward general education core courses or common prerequisite course requirements under s. 1007.25 over dual enrollment courses applicable as electives toward at least the first year of college for an associate degree or baccalaureate degree while enrolled in the structured program. A district school board may not limit the number of eligible public school students who may enroll in such structured programs.

(2)(3) REQUIRED STRUCTURED PROGRAM CONTRACTS.—

(a) Each district school board and its local Florida College System institution shall execute a contract to establish one or more structured collegiate high school programs at a mutually agreed upon location or locations. Beginning with the 2015-2016 school year, If the local Florida College System institution does not establish a structured program with a district school board in its designated service area, another
Florida College System institution may execute a contract with that district school board to establish the **structured** program. The contract must be executed by January 1 of each school year for implementation of the **structured** program during the next school year. By August 1, 2018, a contract entered into before January 1, 2018, for the 2018-2019 school year must be modified to include the provisions of paragraph (b).

(b) The contract must:

1. (a) Identify the grade levels to be included in the **structured collegiate high school** program, which must, at a minimum, include grade 12.

2. (b) Describe the **structured collegiate high school** program, including a list of the meta-major academic pathways approved pursuant to s. 1008.30(4), which are available to participating students through the partner Florida College System institution or other eligible partner postsecondary institutions; the delineation of courses that must, at a minimum, include general education core courses and common prerequisite course requirements pursuant to s. 1007.25; and industry certifications offered, including online course availability; the high school and college credits earned for each postsecondary course completed and industry certification earned; student eligibility criteria; and the enrollment process and relevant deadlines.

3. (c) Describe the methods, medium, and process by which students and their parents are annually informed about the availability of the **structured collegiate high school program**, the return on investment associated with participation in the **structured program**, and the information described in...
subparagraphs 1. and 2.; paragraphs (a) and (b).

4. (d) Identify the delivery methods for instruction and the instructors for all courses;

5. (e) Identify student advising services and progress monitoring mechanisms;

6. (f) Establish a program review and reporting mechanism regarding student performance outcomes; and

7. (g) Describe the terms of funding arrangements to implement the structured collegiate high school program pursuant to paragraph (5)(a).

(3) STUDENT PERFORMANCE CONTRACT AND NOTIFICATION.—

(a) (4) Each student participating in a structured collegiate high school program must enter into a student performance contract which must be signed by the student, the parent, and a representative of the school district and the applicable Florida College System institution, state university, or other institution participating pursuant to subsection (4) (5). The performance contract must, at a minimum, specify include the schedule of courses, by semester, and industry certifications to be taken by the student, if any; student attendance requirements; and course grade requirements; and the applicability of such courses to an associate degree or a baccalaureate degree.

(b) By September 1 of each school year, each district school board must notify each student enrolled in grades 9, 10, 11, and 12 in a public school within the school district about the structured program, including, but not limited to:

1. The method for earning college credit through participation in the structured program. The notification must
include website links to the dual enrollment course equivalency list approved by the State Board of Education; the common degree program prerequisite requirements published by the Articulation Coordinating Committee pursuant to s. 1007.01(3)(f); the industry certification articulation agreements adopted by the State Board of Education in rule; and the approved meta-major academic pathways of the partner Florida College System institution and other eligible partner postsecondary institutions participating pursuant to subsection (4); and

2. The estimated cost savings to students and their families resulting from students successfully completing 30 credit hours applicable toward general education core courses or common prerequisite course requirements before graduating from high school versus the cost of earning such credit hours after graduating from high school.

(4) (5) AUTHORIZED STRUCTURED PROGRAM CONTRACTS.—In addition to executing a contract with the local Florida College System institution under this section, a district school board may execute a contract to establish a structured collegiate high school program with a state university or an institution that is eligible to participate in the William L. Boyd, IV, Florida Resident Access Grant Program, that is a nonprofit independent college or university located and chartered in this state, and that is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to grant baccalaureate degrees. Such university or institution must meet the requirements specified under subsections (2) (3) and (3) (4). A charter school may execute a contract directly with the local Florida College System institution or another institution as
authorized under this section to establish a structured program at a mutually agreed upon location.

(5) FUNDING.—

(a) The structured collegiate high school program shall be funded pursuant to ss. 1007.271 and 1011.62. The State Board of Education shall enforce compliance with this section by withholding the transfer of funds for the school districts and the Florida College System institutions in accordance with s. 1008.32. Annually, by December 31, the State Board of Education shall enforce compliance with this section by withholding the transfer of funds for the Florida College System institutions in accordance with s. 1008.32.

(b) 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 under s. 1007.271 generates a 0.5 full-time equivalent (FTE) bonus. A student who enrolls in the structured program and successfully completes an additional 30 college credit hours during a school year, resulting in at least 60 college credit hours through the dual enrollment program under s. 1007.271 applicable toward fulfilling the requirements for an associate in arts degree or an associate in science degree or a baccalaureate degree pursuant to the student performance contract under subsection (3), before graduating from high school, generates an additional 0.5 FTE bonus. Each district school board that is a contractual partner with a Florida College System institution or other eligible postsecondary institution shall report to the commissioner the total FTE bonus for each structured program for the students from that school district. The total FTE bonus
shall be added to each school district’s total weighted FTE for funding in the subsequent fiscal year.

(c) For any industry certification a student attains under this section, the FTE bonus shall be calculated and awarded in accordance with s. 1011.62(1)(o).

(6) REPORTING REQUIREMENTS.—

(a) By September 1 of each school year, each district school superintendent shall report to the commissioner, at a minimum, the following information on each structured program administered during the prior school year:
   1. The number of students in public schools within the school district who enrolled in the structured program, and the partnering postsecondary institutions pursuant to subsections (2) and (4);
   2. The total and average number of dual enrollment courses completed, high school and college credits earned, standard high school diplomas and associate and baccalaureate degrees awarded, and the number of industry certifications attained, if any, by the students who enrolled in the structured program;
   3. The projected student enrollment in the structured program during the next school year; and
   4. Any barriers to executing contracts to establish one or more structured programs.

(b) By November 30 of each school year, the commissioner must report to the Governor, the President of the Senate, and the Speaker of the House of Representatives the status of structured programs, including, at a minimum, a summary of student enrollment and completion information pursuant to this subsection; barriers, if any, to establishing such programs; and
recommendations for expanding access to such programs statewide.

Section 6. Paragraph (c) of subsection (3) and subsection (4) of section 1008.33, Florida Statutes, are amended to read:

1008.33 Authority to enforce public school improvement.—

(3)

(c) The state board shall adopt by rule a differentiated matrix of intervention and support strategies for assisting traditional public schools identified under this section and rules for implementing s. 1002.33(9)(n), relating to charter schools.

1. The intervention and support strategies must address efforts to improve student performance through one or more of the following strategies: and may include:

a. Improvement planning;
b. Leadership quality improvement;c. Educator quality improvement;d. Professional development;
e. Curriculum review, pacing, and alignment across grade levels to improve background knowledge in social studies, science, and the arts; and
f. The use of continuous improvement and monitoring plans and processes.

2. In addition, the state board may prescribe reporting requirements to review and monitor the progress of the schools. The rule must define the intervention and support strategies for school improvement for schools earning a grade of “D” or “F” and the roles for the district and department.

(4)(a) The state board shall apply intensive intervention and support strategies tailored to the needs of schools earning
two consecutive grades of “D” or a grade of “F.” In the first full school year after a school initially earns two consecutive grades of “D” or a grade of “F,” the school district must immediately implement intervention and support strategies prescribed in rule under paragraph (3)(c) and, by September 1, provide the department with the memorandum of understanding negotiated pursuant to s. 1001.42(21) and, by October 1, a district-managed turnaround plan for approval by the state board. The district-managed turnaround plan may include a proposal for the district to implement an extended school day, a summer program, or a combination of an extended school day and summer program. Upon approval by the state board, the school district must implement the plan for the remainder of the school year and continue the plan for 1 full school year. The state board may allow a school an additional year of implementation before the school must implement a turnaround option required under paragraph (b) if it determines that the school is likely to improve to a grade of “C” or higher after the first full school year of implementation.

(b) Unless an additional year of implementation is provided pursuant to paragraph (a), a school that has completed 2 school years of a district-managed turnaround plan required under paragraph (a) and has not improved its school grade to a “C” or higher, pursuant to s. 1008.34, earns three consecutive grades below a “C” must implement one of the following options:

1. Reassign students to another school and monitor the progress of each reassigned student.

2. Close the school and reopen the school as one or more charter schools, each with a governing board that has a
demonstrated record of effectiveness. Such charter schools are eligible for funding from the hope supplemental services allocation established under s. 1011.62(16).

3. Contract with an outside entity that has a demonstrated record of effectiveness to operate the school. An outside entity may include:

   a. A district-managed charter school in which all instructional personnel are not employees of the school district, but are employees of an independent governing board composed of members who did not participate in the review or approval of the charter. A district-managed charter school is eligible for funding from the hope supplemental services allocation established in s. 1011.62(16); or

   b. A hope operator that submits to a school district a notice of intent of a performance-based agreement pursuant to s. 1002.333. A school of hope established pursuant to this subparagraph is eligible for funding from the hope supplemental services allocation for up to 5 years, beginning in the school year in which the school of hope is established, if the school of hope:

      (I) Is established at the district-owned facilities of the persistently low-performing school;

      (II) Gives priority enrollment to students who are enrolled in, or are eligible to attend and are living in the attendance area of, the persistently low-performing school that the school of hope operates, consistent with the enrollment lottery exemption provided under s. 1002.333(5)(c); and

      (III) Meets the requirements of its performance-based agreement pursuant to s. 1002.333.
4. Implement a franchise model school in which a highly effective principal, pursuant to s. 1012.34, leads the persistently low-performing school in addition to the principal’s currently assigned school. The franchise model school principal may allocate resources and personnel between the schools he or she leads. The persistently low-performing school is eligible for funding from the hope supplemental services allocation established under s. 1011.62(16).

(c) Implementation of the turnaround option is no longer required if the school improves to a grade of “C” or higher.

(d) If a school earning two consecutive grades of “D” or a grade of “F” does not improve to a grade of “C” or higher after 2 full school years of implementing the turnaround option selected by the school district under paragraph (b), the school district must implement another turnaround option. Implementation of the turnaround option must begin the school year following the implementation period of the existing turnaround option, unless the state board determines that the school is likely to improve to a grade of “C” or higher if additional time is provided to implement the existing turnaround option.

Section 7. Present subsections (16) and (17) of section 1011.62, Florida Statutes, are redesignated as subsections (19) and (20), respectively, new subsections (16) and (17) and subsection (18) are added to that section, and paragraph (a) of subsection (4) and subsection (14) of that section are amended, to read:

1011.62 Funds for operation of schools.—If the annual allocation from the Florida Education Finance Program to each
district for operation of schools is not determined in the annual appropriations act or the substantive bill implementing the annual appropriations act, it shall be determined as follows:

(4) COMPUTATION OF DISTRICT REQUIRED LOCAL EFFORT.—The Legislature shall prescribe the aggregate required local effort for all school districts collectively as an item in the General Appropriations Act for each fiscal year. The amount that each district shall provide annually toward the cost of the Florida Education Finance Program for kindergarten through grade 12 programs shall be calculated as follows:

(a) Estimated taxable value calculations.—

1.a. Not later than 2 working days before July 19, the Department of Revenue shall certify to the Commissioner of Education its most recent estimate of the taxable value for school purposes in each school district and the total for all school districts in the state for the current calendar year based on the latest available data obtained from the local property appraisers. The value certified shall be the taxable value for school purposes for that year, and no further adjustments shall be made, except those made pursuant to paragraphs (c) and (d), or an assessment roll change required by final judicial decisions as specified in paragraph (19)(b)(16)(b). Not later than July 19, the Commissioner of Education shall compute a millage rate, rounded to the next highest one one-thousandth of a mill, which, when applied to 96 percent of the estimated state total taxable value for school purposes, would generate the prescribed aggregate required local effort for that year for all districts. The Commissioner of Education
shall certify to each district school board the millage rate, computed as prescribed in this subparagraph, as the minimum millage rate necessary to provide the district required local effort for that year.

b. The General Appropriations Act shall direct the computation of the statewide adjusted aggregate amount for required local effort for all school districts collectively from ad valorem taxes to ensure that no school district’s revenue from required local effort millage will produce more than 90 percent of the district’s total Florida Education Finance Program calculation as calculated and adopted by the Legislature, and the adjustment of the required local effort millage rate of each district that produces more than 90 percent of its total Florida Education Finance Program entitlement in the July calculation.

2. On the same date as the certification in sub-subparagraph 1.a., the Department of Revenue shall certify to the Commissioner of Education for each district:
   a. Each year for which the property appraiser has certified the taxable value pursuant to s. 193.122(2) or (3), if applicable, since the prior certification under sub-subparagraph 1.a.
   b. For each year identified in sub-subparagraph a., the taxable value certified by the appraiser pursuant to s. 193.122(2) or (3), if applicable, since the prior certification under sub-subparagraph 1.a. This is the certification that reflects all final administrative actions of the value adjustment board.
(14) QUALITY ASSURANCE GUARANTEE.—The Legislature may annually in the General Appropriations Act determine a percentage increase in funds per K-12 unweighted FTE as a minimum guarantee to each school district. The guarantee shall be calculated from prior year base funding per unweighted FTE student which shall include the adjusted FTE dollars as provided in subsection (19) (16), quality guarantee funds, and actual nonvoted discretionary local effort from taxes. From the base funding per unweighted FTE, the increase shall be calculated for the current year. The current year funds from which the guarantee shall be determined shall include the adjusted FTE dollars as provided in subsection (19) (16) and potential nonvoted discretionary local effort from taxes. A comparison of current year funds per unweighted FTE to prior year funds per unweighted FTE shall be computed. For those school districts which have less than the legislatively assigned percentage increase, funds shall be provided to guarantee the assigned percentage increase in funds per unweighted FTE student. Should appropriated funds be less than the sum of this calculated amount for all districts, the commissioner shall prorate each district’s allocation. This provision shall be implemented to the extent specifically funded.

(16) HOPE SUPPLEMENTAL SERVICES ALLOCATION.—The hope supplemental services allocation is created to provide district-managed turnaround schools, as required under s. 1008.33(4)(a), charter schools authorized under s. 1008.33(4)(b)2., district-managed charter schools authorized under s. 1008.33(4)(b)3.a., schools of hope authorized under s. 1008.33(4)(b)3.b., and franchise model schools as authorized under s. 1008.33(4)(b)4.,
with funds to offer services designed to improve the overall academic and community welfare of the schools’ students and their families.

(a) Services funded by the allocation may include, but are not limited to, tutorial and after-school programs, student counseling, nutrition education, and parental counseling. In addition, services may also include models that develop a culture that encourages students to complete high school and to attend college or career training, set high academic expectations, inspire character development, and include an extended school day and school year.

(b) Prior to distribution of the allocation, a school district, for a district turnaround school and persistently low-performing schools that use a franchise model; a hope operator, for a school of hope; or the charter school governing board for a charter school, as applicable, shall develop and submit a plan for implementation to its respective governing body for approval no later than August 1 of the fiscal year.

(c) At a minimum, the plans required under paragraph (b) must:

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; and

6. Provide focused instruction to improve student academic
proficiency, which may include additional instruction time
beyond the normal school day or school year.

(d) Each school district and hope operator shall submit
approved plans to the commissioner by September 1 of each fiscal
year.

(e) For the 2018-2019 fiscal year, a school that is
selected to receive funding in the 2017-2018 fiscal year
pursuant to s. 1002.333(10)(c) shall receive $2,000 per FTE. A
district-managed turnaround school required under s.
1008.33(4)(a), charter school authorized under s.
1008.33(4)(b)2., district-managed charter school authorized
under s. 1008.33(4)(b)3.a., school of hope authorized under s.
1008.33(4)(b)3.b., and franchise model school authorized under
s. 1008.33(4)(b)4. are eligible for the remaining funds based on
the school’s unweighted FTE, up to $2,000 per FTE or as provided
in the General Appropriations Act.

(f) For the 2019-2020 fiscal year and thereafter, each
school district’s allocation shall be based on the unweighted
FTE student enrollment at the eligible schools and a per-FTE
funding amount of up to $2,000 per FTE or as provided in the
General Appropriations Act. If the calculated funds for
unweighted FTE student enrollment at the eligible schools exceed
the per-FTE 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.
(17) MENTAL HEALTH ASSISTANCE ALLOCATION.—The mental health assistance allocation is created to provide supplemental funding to assist school districts in establishing or expanding comprehensive school-based mental health programs that increase awareness of mental health issues among children and school-age youth; train educators and other school staff in detecting and responding to mental health issues; and connect children, youth, and families who may experience behavioral health issues with appropriate services. These funds may be allocated annually in the General Appropriations Act to each eligible school district and developmental research school based on each entity’s proportionate share of Florida Education Finance Program base funding. The district funding allocation must include a minimum amount as specified in the General Appropriations Act. Upon submission and approval of a plan that includes the elements specified in paragraph (b), charter schools are also entitled to a proportionate share of district funding for this program. The allocated funds may not supplant funds that are provided for this purpose from other operating funds and may not be used to increase salaries or provide bonuses.

(a) Prior to the distribution of the allocation:

1. The district must annually develop and submit a detailed plan outlining the local program and planned expenditures to the district school board for approval.

2. A charter school must annually develop and submit a detailed plan outlining the local program and planned expenditures of the funds in the plan to its governing body for approval. After the plan is approved by the governing body, it must be provided to its school district for submission to the
(b) The plans required under paragraph (a) must include, at a minimum, all of the following elements:

1. A collaborative effort or partnership between the school district and at least one local community program or agency involved in mental health to provide or to improve prevention, diagnosis, and treatment services for students;

2. Programs to assist students in dealing with bullying, trauma, and violence;

3. Strategies or programs to reduce the likelihood of at-risk students developing social, emotional, or behavioral health problems or substance use disorders;

4. Strategies to improve the early identification of social, emotional, or behavioral problems or substance use disorders and to improve the provision of early intervention services;

5. Strategies to enhance the availability of school-based crisis intervention services and appropriate referrals for students in need of mental health services; and

6. Training opportunities for school personnel in the techniques and supports needed to identify students who have trauma histories and who have or are at risk of having a mental illness, and in the use of referral mechanisms that effectively link such students to appropriate treatment and intervention services in the school and in the community.

(c) The districts shall submit approved plans to the commissioner by August 1 of each fiscal year.

(d) Beginning September 30, 2019, and by each September 30 thereafter, each entity that receives an allocation under this
subsection shall submit to the commissioner, in a format prescribed by the department, a final report on its program outcomes and its expenditures for each element of the program.

(18) FUNDING COMPRESSION ALLOCATION.—The Legislature may provide an annual funding compression allocation in the General Appropriations Act. The allocation is created to provide additional funding to school districts and developmental research schools whose total funds per FTE in the prior year were less than the statewide average. Using the most recent prior year FEFP calculation for each eligible school district, the total funds per FTE shall be subtracted from the state average funds per FTE, not including any adjustments made pursuant to paragraph (19)(b). The resulting funds per FTE difference, or a portion thereof, as designated in the General Appropriations Act, shall then be multiplied by the school district’s total unweighted FTE to provide the allocation. If the calculated funds are greater than the amount included in the General Appropriations Act, they must be prorated to the appropriation amount based on each participating school district’s share.

Section 8. Subsection (5) of section 1011.69, Florida Statutes, is amended to read:

1011.69 Equity in School-Level Funding Act.—

(5) After providing Title I, Part A, Basic funds to schools above the 75 percent poverty threshold, which may include high schools above the 50 percent threshold as allowed by federal law, school districts shall provide any remaining Title I, Part A, Basic funds directly to all eligible schools as provided in this subsection. For purposes of this subsection, an eligible
school is a school that is eligible to receive Title I funds, including a charter school. The threshold for identifying eligible schools may not exceed the threshold established by a school district for the 2016-2017 school year or the statewide percentage of economically disadvantaged students, as determined annually.

(a) Prior to the allocation of Title I funds to eligible schools, a school district may withhold funds only as follows:

1. One percent for parent involvement, in addition to the one percent the district must reserve under federal law for allocations to eligible schools for parent involvement;

2. A necessary and reasonable amount for administration;

3. which includes The district’s approved indirect cost rate, not to exceed a total of 8 percent; and

4. A reasonable and necessary amount to provide:

a. Homeless programs;

b. Delinquent and neglected programs;

c. Prekindergarten programs and activities;

d. Private school equitable services; and

e. Transportation for foster care children to their school of origin or choice programs; and

5. A necessary and reasonable amount for eligible schools to provide:

a. Extended learning opportunities, such as summer school, before-school and after-school programs, and additional class periods of instruction during the school day; and

b. Supplemental academic and enrichment services, staff development, and planning and curriculum, as well as wrap-around services.
(b) All remaining Title I funds shall be distributed to all eligible schools in accordance with federal law and regulation. To maximize the efficient use of resources, school districts may allow eligible schools, not including charter schools, to an eligible school may use funds under this subsection for district-level to participate in discretionary educational services provided by the school district.

Section 9. Subsection (5) of section 1011.71, Florida Statutes, is amended to read:

1011.71 District school tax.—

(5) Effective July 1, 2008, A school district may expend, subject to the provisions of s. 200.065, up to $150 per unweighted full-time equivalent student from the revenue generated by the millage levy authorized by subsection (2) to fund, in addition to expenditures authorized in paragraphs (2)(a)-(j), expenses for the following:

(a) The purchase, lease-purchase, or lease of driver’s education vehicles; motor vehicles used for the maintenance or operation of plants and equipment; security vehicles; or vehicles used in storing or distributing materials and equipment.

(b) Payment of the cost of premiums, as defined in s. 627.403, for property and casualty insurance necessary to insure school district educational and ancillary plants. As used in this paragraph, casualty insurance has the same meaning as in s. 624.605(1)(d), (f), (g), (h), and (m). Operating revenues that are made available through the payment of property and casualty insurance premiums from revenues generated under this subsection may be expended only for nonrecurring operational expenditures
of the school district.

Section 10. Paragraph (c) of subsection (3) of section 1012.731, Florida Statutes, is amended to read:

1012.731 The Florida Best and Brightest Teacher Scholarship Program.—

(3)

(c) Notwithstanding the requirements of this subsection, for the 2017-2018, 2018-2019, and 2019-2020 school years, any classroom teacher who:

1. Was evaluated as highly effective pursuant to s. 1012.34 in the school year immediately preceding the year in which the scholarship will be awarded shall receive a scholarship of $1200, including a classroom teacher who received an award pursuant to paragraph (a).

2. Was evaluated as effective pursuant to s. 1012.34 in the school year immediately preceding the year in which the scholarship will be awarded a scholarship of up to $800. If the number of eligible classroom teachers under this subparagraph exceeds the total allocation, the department shall prorate the per-teacher scholarship amount.

This paragraph expires July 1, 2020.

Section 11. Subsections (2), (3), and (4) of section 1012.732, Florida Statutes, are amended to read:

1012.732 The Florida Best and Brightest Principal Scholarship Program.—

(2) There is created the Florida Best and Brightest Principal Scholarship Program to be administered by the Department of Education. The program shall provide categorical
funding for scholarships to be awarded to school principals, as defined in s. 1012.01(3)(c)1., who are serving as a franchise model school principal or who have recruited and retained a high percentage of best and brightest teachers.

(3) (a) A school principal identified pursuant to s. 1012.731(4)(c) is eligible to receive a scholarship under this section if he or she has served as school principal at his or her school for at least 2 consecutive school years including the current school year and his or her school has a ratio of best and brightest teachers to other classroom teachers that is at the 80th percentile or higher for schools within the same grade group, statewide, including elementary schools, middle schools, high schools, and schools with a combination of grade levels.

(b) A principal of a franchise model school, as defined in s. 1002.334, is eligible to receive a scholarship under this section.

(4) Annually, by February 1, the department shall identify eligible school principals and disburse funds to each school district for each eligible school principal to receive a scholarship.

(a) A scholarship of $10,000 must be awarded to each franchise model school principal who is every eligible under paragraph (3)(b).

(b) A scholarship of $5,000 must be awarded to each school principal assigned to a Title I school and a scholarship of $4,000 to each eligible school principal who is not assigned to a Title I school and who is eligible under paragraph (3)(a).

Section 12. Present paragraphs (a) through (d) of
subsection (1) of section 1013.31, Florida Statutes, are redesignated as paragraphs (b) through (e), respectively, and a new paragraph (a) is added to that subsection, to read:

1013.31 Educational plant survey; localized need assessment; PECO project funding.—

(1) At least every 5 years, each board shall arrange for an educational plant survey, to aid in formulating plans for housing the educational program and student population, faculty, administrators, staff, and auxiliary and ancillary services of the district or campus, including consideration of the local comprehensive plan. The Department of Education shall document the need for additional career and adult education programs and the continuation of existing programs before facility construction or renovation related to career or adult education may be included in the educational plant survey of a school district or Florida College System institution that delivers career or adult education programs. Information used by the Department of Education to establish facility needs must include, but need not be limited to, labor market data, needs analysis, and information submitted by the school district or Florida College System institution.

(a) Educational plant survey and localized need assessment for capital outlay purposes.—A district may only use funds from the following sources for educational, auxiliary, and ancillary plant capital outlay purposes without needing a survey recommendation:

1. The local capital outlay improvement fund, consisting of funds that come from and are a part of the district’s basic operating budget;
2. If a board decides to build an educational, auxiliary, or ancillary facility without a survey recommendation and the taxpayers approve a bond referendum, the voted bond referendum;

3. One-half cent sales surtax revenue;
4. One cent local governmental surtax revenue;
5. Impact fees; and
6. Private gifts or donations.

Section 13. Paragraph (e) is added to subsection (2) of section 1013.385, Florida Statutes, to read:

1013.385 School district construction flexibility.—
(2) A resolution adopted under this section may propose implementation of exceptions to requirements of the uniform statewide building code for the planning and construction of public educational and ancillary plants adopted pursuant to ss. 553.73 and 1013.37 relating to:
(e) Any other provisions that limit the ability of a school to operate in a facility on the same basis as a charter school pursuant to s. 1002.33(18) if the regional planning council determines that there is sufficient shelter capacity within the school district as documented in the Statewide Emergency Shelter Plan.

Section 14. Subsection (3) of section 1013.62, Florida Statutes, is amended, and paragraph (c) is added to subsection (1) of that section, to read:

1013.62 Charter schools capital outlay funding.—
(1) Charter school capital outlay funding shall consist of revenue resulting from the discretionary millage authorized in s. 1011.71(2) and state funds when such funds are appropriated in the General Appropriations Act.
(c) It is the intent of the Legislature that the public interest be protected by prohibiting personal financial enrichment by owners, operators, managers, real estate developers, and other affiliated parties of charter schools. Therefore, a charter school is not eligible for a funding allocation unless the chair of the governing board and the chief administrative officer of the charter school annually certify under oath that the funds will be used solely and exclusively for constructing, renovating, or improving charter school facilities that are:

1. Owned by a school district, a political subdivision of the state, a municipality, a Florida College System institution, or a state university;

2. Owned by an organization that is qualified as an exempt organization under s. 501(c)(3) of the Internal Revenue Code whose articles of incorporation specify that, upon the organization’s dissolution, the subject property will be transferred to a school district, a political subdivision of the state, a municipality, a Florida College System institution, or a state university; or

3. Owned by and leased, at a fair market value in the school district in which the charter school is located, from a person or entity that is not an affiliated party of the charter school. For the purposes of this subparagraph, the term “affiliated party of the charter school” means the applicant for the charter school pursuant to s. 1002.33; the governing board of the charter school or a member of the governing board; the charter school owner; the charter school principal; an employee of the charter school; an independent contractor of the charter school;
school or the governing board of the charter school; a relative, as defined in s. 1002.33(24)(a)2., of a charter school governing board member, a charter school owner, a charter school principal, a charter school employee, or an independent contractor of a charter school or charter school governing board; a subsidiary corporation, a service corporation, an affiliated corporation, a parent corporation, a limited liability company, a limited partnership, a trust, a partnership, or a related party that, individually or through one or more entities, shares common ownership or control and directly or indirectly manages, administers, controls, or oversees the operation of the charter school; or any person or entity, individually or through one or more entities that share common ownership, which directly or indirectly manages, administers, controls, or oversees the operation of any of the foregoing.

(3) If the school board levies the discretionary millage authorized in s. 1011.71(2), the department shall use the following calculation methodology to determine the amount of revenue that a school district must distribute to each eligible charter school:

(a) Reduce the total discretionary millage revenue by the school district’s annual debt service obligation incurred as of March 1, 2017, and any amount of participation requirement pursuant to s. 1013.64(2)(a)8. that is being satisfied by revenues raised by the discretionary millage.

(b) Divide the school district’s adjusted discretionary millage revenue by the district’s total capital outlay full-time equivalent membership and the total number of unweighted full-
time equivalent students of each eligible charter school to
determine a capital outlay allocation per full-time equivalent
student.

(c) Multiply the capital outlay allocation per full-time
equivalent student by the total number of full-time equivalent
students for all of each eligible charter school within the
district school to determine the total charter school capital
outlay allocation for each district charter school.

(d) If applicable, reduce the capital outlay allocation
identified in paragraph (c) by the total amount of state funds
allocated pursuant to subsection (2) to all each eligible
charter schools within a district school in subsection (2) to
determine the net total maximum calculated capital outlay
allocation from local funds. If state funds are not allocated
pursuant to subsection (2), the amount determined in paragraph
(c) is equal to the net total calculated capital outlay
allocation from local funds for each district.

(e) For each charter school within each district, the net
capital outlay amount from local funds shall be calculated in
the same manner as the state funds in paragraphs (2)(a)-(d),
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. The per weighted
FTE allocation amount from local funds shall be multiplied by
the weighted FTE for each charter school to determine each
charter school’s capital outlay allocation from local funds.

(f) School districts shall distribute capital outlay
funds to charter schools no later than February 1 of each year.
beginning on February 1, 2018, for the 2017-2018 fiscal year.

Section 15. This act shall take effect July 1, 2018.

And the title is amended as follows:
Delete everything before the enacting clause
and insert:

A bill to be entitled
An act relating to K-12 education; amending s. 1002.33, F.S.; extending the period of time for which a charter school may defer its opening for specified reasons; amending s. 1002.331, F.S.; revising the requirements for a charter school to be considered a high-performing charter school; amending s. 1002.333, F.S.; redefining the terms “persistently low-performing school” and “school of hope”; revising the contents of a school of hope notice of intent and performance-based agreement; revising school of hope facility requirements; specifying that certain schools of hope are eligible to receive hope supplemental service allocation funds; requiring the State Board of Education to provide awards to all eligible schools that meet certain requirements; prohibiting a school of hope operator or owner from serving as the principal of a school of hope that he or she manages; conforming cross-references; creating s. 1002.334, F.S.; defining the term “franchise model school”; authorizing specified schools to use a franchise model school as a turnaround option; specifying requirements
for a franchise model school principal; amending s. 1007.273, F.S.; defining the term “structured program”; providing additional options for students participating in a structured program; prohibiting a district school board from limiting the number of public school students who may participate in a structured program; revising contract requirements; requiring each district school board to annually notify students in certain grades of certain information about the structured program, by a specified date; revising provisions relating to funding; requiring the state board to enforce compliance with certain provisions by a specified date each year; providing reporting requirements; amending s. 1008.33, F.S.; revising the turnaround options available for certain schools; amending s. 1011.62, F.S.; creating the hope supplemental services allocation; providing the purpose of the allocation; specifying the services that may be funded by the allocation; providing that implementation plans may include certain models; providing requirements for implementation plans; providing for the allocation of funds in specified fiscal years; creating the mental health assistance allocation; providing the purpose of the allocation; providing for the annual allocation of such funds on a specified basis; prohibiting the use of allocated funds to supplant funds provided from other operating funds, to increase salaries, or to provide bonuses; providing requirements for school
districts and charter schools; providing that required plans must include certain elements; requiring school districts to annually submit approved plans to the Commissioner of Education by a specified date; requiring that entities that receive such allocations annually submit a final report on program outcomes and specific expenditures to the commissioner by a specified date; creating the funding compression allocation; providing the purpose of the allocation; authorizing funding for the annual allocation for specified purposes; providing the calculation for the allocation; amending s. 1011.69, F.S.; revising the types of funds school districts may withhold before allocating certain Title I funds to eligible schools; authorizing school districts to use such funds for specified purposes; amending s. 1011.71, F.S.; increasing the amount that a school district may expend from a specified millage levy for certain expenses; amending s. 1012.731, F.S.; deleting Florida Best and Brightest Teacher Scholarship Program scholarship awards authorized for specific school years; amending s. 1012.732, F.S.; specifying that a franchise model school principal is eligible to receive a Florida Best and Brightest Principal scholarship; requiring specified awards for eligible principals; amending s. 1013.31, F.S.; authorizing a district to use certain sources of funds for educational, auxiliary, and ancillary plant capital outlay purposes without needing a survey
recommendation; amending s. 1013.385, F.S.; providing additional exceptions to certain building code regulations for school districts; amending s. 1013.62, F.S.; providing legislative intent; prohibiting a charter school from being eligible for capital outlay funds unless the chair of the governing board and the chief administrative officer of the charter school annually certify certain information; defining the term “affiliated party of the charter school”; revising the Department of Education’s calculation methodology for a school district’s distribution of discretionary millage to its eligible charter schools; providing an effective date.