A bill to be entitled
An act relating to the Florida Best and Brightest
programs and Funding for School Districts in the
Florida Education Finance Program (FEFP);
repealing s. 1012.731, F.S., relating to the
Florida Best and Brightest Teacher Program;
repealing s. 1012.732, F.S., relating to the
Florida Best and Brightest Principal Program;
amending s. 1011.62, F.S.; providing an effective
date.

Be It Enacted by the Legislature of the State of Florida:

Section 1. Section 1012.731, Florida Statutes, is repealed.
Section 2. Section 1012.732, Florida Statutes, is repealed.
Section 3. Subsections (7), (8), (11), (14), (16), (17),
and (18) of section 1011.62, Florida Statutes, are amended,
establishes a new subsection (18), and present subsections (9),
(10), (11), (12), (13), (14), (15), (16), (17), and (18) are
redesignated as subsections (8), (9), (10), (11), (12), (13),
(14), (15), (16), and (17):

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:

(7) DETERMINATION OF SPARSITY SUPPLEMENT.—
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(a) Annually, in an amount to be determined by the
Legislature through the General Appropriations Act, there shall
be added to the basic amount for current operation of the FEFP
qualified districts a sparsity supplement which shall be
computed as follows:

\[
\text{Sparsity Factor} = \frac{2700 + \text{district}}{1 - 0.1101} - 0.1101
\]

sparsity Index

except that districts with a sparsity index of 1,000 or
less shall be computed as having a sparsity index of 1,000, and
districts having a sparsity index of 7,308 and above shall be
computed as having a sparsity factor of zero. A qualified
district’s full-time equivalent student membership shall equal
or be less than that prescribed annually by the Legislature in
the appropriations act. The amount prescribed annually by the
Legislature shall be no less than 17,000, but no more than
24,000.

(b) The district sparsity index shall be computed by
dividing the total number of full-time equivalent students in
all programs in the district by the number of senior high school
centers in the district, not in excess of three, which centers
are approved as permanent centers by a survey made by the
Department of Education. For districts with a full-time
equivalent student membership of at least 20,000, but no more
than 24,000, the index shall be computed by dividing the total
number of full-time equivalent students in all programs by the
number of permanent senior high school centers in the district,
not in excess of four.
(c) If the sparsity supplement calculated in paragraphs (a) and (b) for an eligible district is less than $100 per full-time equivalent student, the district’s supplement shall be increased to $100 per FTE or to the minimum amount per FTE designated in the General Appropriations Act.

(d) Each district’s allocation of sparsity supplement funds shall be adjusted in the following manner:

1. A maximum discretionary levy per FTE value for each district shall be calculated by dividing the value of each district’s maximum discretionary levy by its FTE student count.

2. A state average discretionary levy value per FTE shall be calculated by dividing the total maximum discretionary levy value for all districts by the state total FTE student count.

3. A total potential funds per FTE for each district shall be calculated by dividing the total potential funds, not including Florida School Recognition Program funds and the minimum guarantee funds, for each district by its FTE student count.

4. A state average total potential funds per FTE shall be calculated by dividing the total potential funds, not including Florida School Recognition Program funds and the minimum guarantee funds, for all districts by the state total FTE student count.

5. For districts that have a levy value per FTE as calculated in subparagraph 1. higher than the state average calculated in subparagraph 2., a sparsity wealth adjustment shall be calculated as the product of the difference between the
state average levy value per FTE calculated in subparagraph 2. and the district’s levy value per FTE calculated in subparagraph 1. and the district’s FTE student count and -1. However, no district shall have a sparsity wealth adjustment that, when applied to the total potential funds calculated in subparagraph 3., would cause the district’s total potential funds per FTE to be less than the state average calculated in subparagraph 4.

6. Each district’s sparsity supplement allocation shall be calculated by adding the amount calculated as specified in paragraphs (a) and (b) and the wealth adjustment amount calculated in this paragraph.

(8) DECLINE IN FULL-TIME EQUIVALENT STUDENTS. In those districts where there is a decline between prior year and current year unweighted FTE students, a percentage of the decline in the unweighted FTE students as determined by the Legislature shall be multiplied by the prior year calculated FEFP per unweighted FTE student and shall be added to the allocation for that district. For this purpose, the calculated FEFP shall be computed by multiplying the weighted FTE students by the base student allocation and then by the district cost differential. If a district transfers a program to another institution not under the authority of the district’s school board, including a charter technical career center, the decline is to be multiplied by a factor of 0.15. However, if the funds provided for the Florida Education Finance Program in the General Appropriations Act for any fiscal year are reduced by a subsequent appropriation for that fiscal year, the percent of the decline in the unweighted FTE students to be funded shall be
determined by the Legislature and designated in the subsequent
appropriation.

(89) RESEARCH-BASED READING INSTRUCTION ALLOCATION.—

1(a) The research-based reading instruction allocation is
created to provide comprehensive reading instruction to students
in kindergarten through grade 12. Each school district that has
one or more of the 300 lowest-performing elementary schools
based on a 3-year average of the state reading assessment data
must use the school’s portion of the allocation to provide an
additional hour per day of intensive reading instruction for the
students in each school. The additional hour may be provided
within the school day. Students enrolled in these schools who
earned a level 4 or level 5 score on the statewide, standardized
English Language Arts assessment for the previous school year
may participate in the additional hour of instruction.

Exceptional student education centers may not be included in the
300 schools. The intensive reading instruction delivered in this
additional hour shall include: research-based reading
instruction that has been proven to accelerate progress of
students exhibiting a reading deficiency; differentiated
instruction based on screening, diagnostic, progress monitoring,
or student assessment data to meet students’ specific reading
needs; explicit and systematic reading strategies to develop
phonemic awareness, phonics, fluency, vocabulary, and
comprehension, with more extensive opportunities for guided
practice, error correction, and feedback; and the integration of
social studies, science, and mathematics-text reading, text
discussion, and writing in response to reading.
(b) Funds for comprehensive, research-based reading instruction shall be allocated annually to each school district in the amount provided in the General Appropriations Act. Each eligible school district shall receive the same minimum amount as specified in the General Appropriations Act, and any remaining funds shall be distributed to eligible school districts based on each school district’s proportionate share of K-12 base funding.

(c) Funds allocated under this subsection must be used to provide a system of comprehensive reading instruction to students enrolled in the K-12 programs, which may include the following:

1. An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who have demonstrated effectiveness in teaching reading as required in paragraph (a).

2. Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency.

3. Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data, and improve teacher delivery of effective reading instruction, intervention, and reading in the content areas based on student need.

4. Professional development for school district teachers in scientifically based reading instruction, including strategies
to teach reading in content areas and with an emphasis on
technical and informational text, to help school district
teachers earn a certification or an endorsement in reading.

5. Summer reading camps, using only teachers or other
district personnel who are certified or endorsed in reading
consistent with s. 1008.25(7)(b)3., for all students in
kindergarten through grade 2 who demonstrate a reading
deficiency as determined by district and state assessments, and
students in grades 3 through 5 who score at Level 1 on the
statewide, standardized English Language Arts assessment.

6. Supplemental instructional materials that are grounded
in scientifically based reading research as identified by the
Just Read, Florida! Office pursuant to s. 1001.215(8).

7. Intensive interventions for students in kindergarten
through grade 12 who have been identified as having a reading
deficiency or who are reading below grade level as determined by
the statewide, standardized English Language Arts assessment.

1(d)1. Annually, by a date determined by the Department of
Education but before May 1, school districts shall submit a K-12
comprehensive reading plan for the specific use of the research-
based reading instruction allocation in the format prescribed by
the department for review and approval by the Just Read,
Florida! Office created pursuant to s. 1001.215. The plan
annually submitted by school districts shall be deemed approved
unless the department rejects the plan on or before June 1. If a
school district and the Just Read, Florida! Office cannot reach
agreement on the contents of the plan, the school district may
appeal to the State Board of Education for resolution. School
districts shall be allowed reasonable flexibility in designing their plans and shall be encouraged to offer reading intervention through innovative methods, including career academies. The plan format shall be developed with input from school district personnel, including teachers and principals, and shall provide for intensive reading interventions through integrated curricula, provided that, beginning with the 2020-2021 school year, the interventions are delivered by a teacher who is certified or endorsed in reading. Such interventions must incorporate strategies identified by the Just Read, Florida! Office pursuant to s. 1001.215(8). No later than July 1 annually, the department shall release the school district’s allocation of appropriated funds to those districts having approved plans. A school district that spends 100 percent of this allocation on its approved plan shall be deemed to have been in compliance with the plan. The department may withhold funds upon a determination that reading instruction allocation funds are not being used to implement the approved plan. The department shall monitor and track the implementation of each district plan, including conducting site visits and collecting specific data on expenditures and reading improvement results. By February 1 of each year, the department shall report its findings to the Legislature.

2. Each school district that has a school designated as one of the 300 lowest-performing elementary schools as specified in paragraph (a) shall specifically delineate in the comprehensive reading plan, or in an addendum to the comprehensive reading plan, the implementation design and reading intervention
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strategies that will be used for the required additional hour of
reading instruction. The term “reading intervention” includes
evidence-based strategies frequently used to remediate reading
deficiencies and also includes individual instruction, tutoring,
mentoring, or the use of technology that targets specific
reading skills and abilities.

(949) CALCULATION OF SUPPLEMENTAL ALLOCATION FOR JUVENILE
JUSTICE EDUCATION PROGRAMS.—The total K-12 weighted full-time
equivalent student membership in juvenile justice education
programs in each school district shall be multiplied by the
amount of the state average class-size-reduction factor
multiplied by the district’s cost differential. An amount equal
to the sum of this calculation shall be allocated in the FEFP to
each school district to supplement other sources of funding for
students in juvenile justice education programs.

(1011) VIRTUAL EDUCATION CONTRIBUTION.—The Legislature may
annually provide in the Florida Education Finance Program a
virtual education contribution. The amount of the virtual
education contribution shall be the difference between the
amount per FTE established in the General Appropriations Act for
virtual education and the amount per FTE for each district and
the Florida Virtual School, which may be calculated by taking
the sum of the base FEFP allocation, the discretionary local
effort, the state-funded discretionary contribution,
discretionary millage compression supplement, the research-based
reading instruction allocation, the Florida Classroom Teacher
Compensation Program, the Florida Classroom Teacher Bonus
allocation, the Florida School Principal Bonus allocation the
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253 best and brightest teacher and principal allocation, and the
254 instructional materials allocation, and then dividing by the
255 total unweighted FTE. This difference shall be multiplied by the
256 virtual education unweighted FTE for programs and options
257 identified in s. 1002.455 and the Florida Virtual School and its
258 franchises to equal the virtual education contribution and shall
259 be included as a separate allocation in the funding formula.

(142) FLORIDA DIGITAL CLASSROOMS ALLOCATION.—

(a) The Florida digital classrooms allocation is created
260 to support the efforts of school districts and schools,
261 including charter schools, to integrate technology in classroom
262 teaching and learning to ensure students have access to high-
263 quality electronic and digital instructional materials and
264 resources, and empower classroom teachers to help their students
265 succeed. Each school district shall receive a minimum digital
266 classrooms allocation in the amount provided in the General
267 Appropriations Act. The remaining balance of the digital
268 classrooms allocation shall be allocated based on each school
269 district’s proportionate share of the state’s total unweighted
270 full-time equivalent student enrollment.

(b) Funds allocated under this subsection must be used for
271 costs associated with:

1. Acquiring and maintaining the items on the eligible
272 services list authorized by the Universal Service Administrative
273 Company for the Schools and Libraries Program, more commonly
274 referred to as the federal E-rate program.
2. Acquiring computer and device hardware and associated operating system software that comply with the requirements of s. 1001.20(4)(a)1.b.

3. Providing professional development, including in-state conference attendance or online coursework, to enhance the use of technology for digital instructional strategies.

(1243) FEDERALLY CONNECTED STUDENT SUPPLEMENT.—The federally connected student supplement is created to provide supplemental funding for school districts to support the education of students connected with federally owned military installations, National Aeronautics and Space Administration (NASA) real property, and Indian lands. To be eligible for this supplement, the district must be eligible for federal Impact Aid Program funds under s. 8003 of Title VIII of the Elementary and Secondary Education Act of 1965. The supplement shall be allocated annually to each eligible school district in the General Appropriations Act. The supplement shall be the sum of the student allocation and an exempt property allocation.

(a) The student allocation shall be calculated based on the number of students reported for federal Impact Aid Program funds, including students with disabilities, who meet one of the following criteria:

1. The student has a parent who is on active duty in the uniformed services or is an accredited foreign government official and military officer. Students with disabilities shall also be reported separately for this category.
2. The student resides on eligible federally owned Indian land. Students with disabilities shall also be reported separately for this category.

3. The student resides with a civilian parent who lives or works on eligible federal property connected with a military installation or NASA. The number of these students shall be multiplied by a factor of 0.5.

(b) The total number of federally connected students calculated under paragraph (a) shall be multiplied by a percentage of the base student allocation as provided in the General Appropriations Act. The total of the number of students with disabilities as reported separately under subparagraphs (a)1. and 2. shall be multiplied by an additional percentage of the base student allocation as provided in the General Appropriations Act. The base amount and the amount for students with disabilities shall be summed to provide the student allocation.

(c) The exempt property allocation shall be equal to the tax-exempt value of federal impact aid lands reserved as military installations, real property owned by NASA, or eligible federally owned Indian lands located in the district, multiplied by the millage authorized and levied under s. 1011.71(2).

(d) The amount allocated for each eligible school district shall be recalculated during the year using actual student membership, as amended, from the most recent February survey and the tax-exempt valuation from the most recent assessment roll.

QUALITY ASSURANCE GUARANTEE.—The Legislature may annually in the General Appropriations Act determine a
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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), 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) 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.

(1415) SAFE SCHOOLS ALLOCATION.— A safe schools allocation is created to provide funding to assist school districts in their compliance with ss. 1006.07-1006.12, with priority given to safe-school officers pursuant to s. 1006.12. Each school district shall receive a minimum safe schools allocation in an amount provided in the General Appropriations Act. Of the remaining balance of the safe schools allocation, one-third shall be allocated to school districts based on the most recent
official Florida Crime Index provided by the Department of Law Enforcement and two-thirds shall be allocated based on each school district’s proportionate share of the state’s total unweighted full-time equivalent student enrollment. Each school district must report to the Department of Education by October 15 that all public schools within the school district have completed the school security risk assessment using the Florida Safe Schools Assessment Tool developed pursuant to s. 1006.1493. If a district school board is required by s. 1006.12 to assign a school resource officer or school safety officer to a charter school, the charter school’s share of costs for such officer may not exceed the amount of funds allocated to the charter school under this subsection.

(1516) MENTAL HEALTH ASSISTANCE ALLOCATION.—The mental health assistance allocation is created to provide funding to assist school districts in establishing or expanding school-based mental health care; 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 shall be allocated annually in the General Appropriations Act or other law to each eligible school district. Each school district shall receive a minimum of $100,000, with the remaining balance allocated based on each school district’s proportionate share of the state’s total unweighted full-time equivalent student enrollment. Charter schools that submit a plan separate from the school district are entitled to a proportionate share of district funding. 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. School districts are encouraged to maximize third-party health insurance benefits and Medicaid claiming for services, where appropriate.

(a) Before the distribution of the allocation:
1. The school district must develop and submit a detailed plan, which includes the input of school and community stakeholders and is informed by a needs assessment, outlining the local program and planned expenditures to the district school board for approval. This plan must include all district schools, including charter schools, unless a charter school elects to submit a plan independently from the school district pursuant to subparagraph 2.

2. A charter school may develop and submit a detailed plan outlining the local program and planned expenditures to its governing body for approval. After the plan is approved by the governing body, it must be provided to the charter school’s sponsor.

(b) The plans required under paragraph (a) must be focused on a multitiered system of supports to deliver evidence-based mental health care assessment, diagnosis, intervention, treatment, and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses. The provision of these services must be coordinated with a student’s primary mental health care provider and with other mental health providers.
involved in the student’s care. At a minimum, the plans must include the following elements:

1. Direct employment of school-based mental health services providers to expand and enhance school-based student services and to reduce the ratio of students to staff in order to better align with nationally recommended ratio models. These providers include, but are not limited to, certified school counselors, school psychologists, school social workers, and other licensed mental health professionals. The plan also must identify, establish procedures, strategies to increase the amount of time that school-based student services personnel spend providing direct services to students, which may include the review and revision of district staffing resource allocations based on school or student mental health assistance needs.

2. Contracts or interagency agreements with one or more local community behavioral health providers or providers of Community Action Team services to provide a behavioral health staff presence and services at district schools. Services may include, but are not limited to, mental health screenings and assessments, individual counseling, family counseling, group counseling, psychiatric or psychological services, trauma-informed care, mobile crisis services, and behavior modification. These behavioral health services may be provided on or off the school campus and may be supplemented by telehealth.

3. Policies and procedures, including contracts with service providers, which will ensure that students who are referred to a school-based or community-based mental health
service provider for mental health screening for the
identification of mental health concerns and ensure that the
assessment of students at risk for mental health disorders
occurs within 15 days of referral. School-based mental health
services must be initiated within 15 days after identification
and assessment, and support by community-based mental health
service providers for students who are referred for community-based mental health services must be initiated within 30 days after the school or district makes a referral.

4. School board mental health policies and procedures to include the following:
   a. Universal supports to promote psychological well-being, and safe and supportive school environments;
   b. Evidence-based strategies or programs to reduce the likelihood of at-risk students developing social, emotional, or behavioral health problems, depression, anxiety disorders, suicidal tendencies, or substance use disorders.
   c. Strategies to improve the early identification of social, emotional, or behavioral problems or substance use disorders, to improve the provision of early intervention services, and to assist students in dealing with trauma and violence.
   d. Policies and procedures for responding to a student with suicidal ideation, including suicide risk assessment, guidelines for informing parents of suicide risk, and school board policies for initiating involuntary examination of students with suicide risk;
e. School Crisis Response Plan to include prevention, preparation for, response to, and recovery from a range of crises. The plan should include establishment of district- and school-level crisis response teams including, but not limited to, administration, school-based mental health service providers.

(c) School districts shall submit approved plans, including approved plans of each charter school in the district, to the commissioner by August 1 of each fiscal year.

(d) Beginning September 30, 2019, and annually by September 30 thereafter, each school district shall submit to the Department of Education a report on its program outcomes and expenditures for the previous fiscal year. The report must reflect program outcomes and expenditures for all charter schools in the district, including charter schools that submitted a separate plan. The report must that, at a minimum, must include the number of each of the following:

1. The number of students who receive screenings or assessments.

2. The number of students who are referred to either school-based or community-based providers for services or assistance.

3. The number of students who receive either school-based or community-based interventions, services, or assistance.

4. The number of school-based and community-based mental health providers, including licensure type, paid for from funds provided through the allocation.
5. The number and ratio of school social workers, school psychologists, and certified school counselors employed by the district; and the total number of licensed mental health professionals employed directly by the district.

56. Contract-based collaborative efforts or partnerships with community mental health programs, agencies, or providers.

(e) The amount of Mental Health Assistance Allocation funds appropriated subsequent to the 2019-2020 fiscal year that are in excess of the amount appropriated in the 2019-2020 fiscal year shall be used exclusively to fund additional school-based mental health services providers.

(1617) 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. This subsection expires July 1, 2022.
(18) THE FLORIDA BEST AND BRIGHTEST TEACHER AND PRINCIPAL
ALLOCATION.—

(a) The Florida Best and Brightest Teacher and Principal Allocation is created to recruit, retain, and recognize classroom teachers and instructional personnel who meet the criteria established in s. 1012.731 and reward principals who meet the criteria established in s. 1012.732. Subject to annual appropriation, each school district shall receive an allocation based on the district’s proportionate share of FEFP base funding. The Legislature may specify a minimum allocation for all districts in the General Appropriations Act.

(b) From the allocation, each district shall provide the following:

1. A one-time recruitment award, as provided in s. 1012.731(3)(a);

2. A retention award, as provided in s. 1012.731(3)(b); and

3. A recognition award, as provided in s. 1012.731(3)(c) from the remaining balance of the appropriation after the payment of all other awards authorized under ss. 1012.731 and 1012.732.

(c) From the allocation, each district shall provide eligible principals an award as provided in s. 1012.732(3).

If a district’s calculated awards exceed the allocation, the district may prorate the awards.

(17) The Florida Classroom Teacher Bonus Allocation is created to recognize classroom teachers who meet the criteria established in s. 1012.734. Subject to annual appropriation, each school district shall receive an allocation based on the
number of classroom teachers qualifying for the bonus. The calculation of for the allocation will be based on the prior year school grade data. The bonus award amount will be specified in the General Appropriations Act. If a school district’s appropriation for classroom teacher bonuses is insufficient to cover the full award amounts specified in the General Appropriations Act, school districts must prorate the award amounts equally among the tiers.

(18) The Florida School Principal Bonus Allocation is created to reward principals who meet the criteria established in s. 1012.733. Subject to annual appropriation, each school district shall receive an allocation based on the number of principals qualifying for the bonus. The calculation of for the allocation will be based on the prior year school grade data. The bonus award amount will be specified in the General Appropriations Act. If a school district’s appropriation for principal bonuses is insufficient to cover the full award amounts specified in the General Appropriations Act, school districts must prorate the award amounts equally among the tiers.

Section 2. This act shall take effect July 1, 2020.