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Page	Section	Issue	Pro	Con
1	1	Duties of Auditor General Florida School of Deaf and Blind added as auditable	X	X
2	2 (1002.71)	Funding – financial and attendance reporting Student count cannot be amended after September 30	X	X
2	3 (1003.52)	Department of Juvenile Justice FDOE no longer runs Florida School for Boys in Okeechobee	X	X
3-42	4 (1011.62)	Funding school operations Lines 120-234 SAI funds in FEFP must be in part allocated each year to lowest 300 schools; Calculation adjustment for small, isolated schools Lines 263-265 DE can be from any accredited US institution Lines 277-530 Removes teacher bonus caps for IB, AP, AICE, and CAPE without funding	Removes teacher bonus cap for Ap/IB DE expanded to any US accredited school	SAI Funds in part to lowest 300& smallest schools
25	4	Sparsity supplement Adjustment in formula for districts with 20,000 to 24,000 students	Sparsity Funding up from 20,000 to 24,000 + 4 high schools	
25	4	Research-based reading instruction allocation (Lowest 300) Further defines requirements for extra hour of reading instruction in these schools; districts should promote teachers receive reading endorsement		Lowest 300 reading extra hour more defined
30	4	Virtual education contribution Statute clarification: 1002.455 s. 1002.455(3)	X	X
31	4	Digital classrooms allocation Lines 731-757 Changes allocation formula and use of these funds "Each school district shall receive a minimum digital classrooms allocation in the amount provided in the General Appropriations Act. The remaining balance of the digital classrooms allocation shall be allocated based on each school	Digital Classroom Plan removed	

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		district's proportionate share of the state's total unweighted full-time equivalent student enrollment"...		
37	4	Federally connected student supplement Provides for a recalculation of funds based on the February FTE count	X	X
40	4	Quality assurance guarantee Clarification of paragraph numbers	X	X
40	4 (1006.07-1006.148)	Safe schools allocation Priority given to have SROs <u>"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, two-thirds shall be allocated to school districts based on the most recent official Florida Crime Index provided by the Department of Law Enforcement and one-third shall be allocated based on each school district's proportionate share of the state's total unweighted full-time equivalent student enrollment."</u>	X	Safe Schools Allocation: 2/3 based on area crime index
41	4	Total annual state allocation for FEFP <u>"An under allocation in a prior year caused by a school district's error may not be the basis for a positive allocation adjustment for the current year."</u>	X	X
42	5 (1013.738)	High Growth District Capital Outlay Assistance Grant Program <ul style="list-style-type: none"> • may only be used for the purposes identified in s. 1011.71(2) • district must have levied max mills for last 5 years • district must receive revenue from a current voted 1025 school capital outlay sales surtax or a portion of the local 1026 government infrastructure surtax as authorized in s. 212.055 		High Growth: Up from 15,000 to 24,000 for eligibility

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		<ul style="list-style-type: none"> • district growth must have been 1% bigger than statewide average for last 5 years • FTE larger than 24,000 • Other changes in calculation of funds allocation 		
45	6 (1011.78)	<p><i>Student attire incentive payment</i> Deletes these requirements for student attire -- solid-colored clothing and fabrics for pants, skirts, shorts, or similar clothing and short- or long-sleeved shirts with collars.</p>	<p><i>Easier to qualify for student attire dollars</i></p>	
45	7 (1003.631)	<p>Schools of Excellence mandates that a school of excellence be a part of the principal autonomy program which attempts to usurp superintendent powers under the constitution</p>		<p>Instead of principal autonomy, give \$ to high performing principals</p>
47	8 (1012.56)	<p><i>Educator certification requirements</i></p> <ul style="list-style-type: none"> • Department must respond to applicant within 90 days • Department must respond to employer about eligibility with 14 days and issue a temporary certificate to applicant; must provide electronic notification to employer and and statement of eligibility to applicant • Each method by which an applicant can complete the qualifications for a professional certificate must be included in the required electronic statement of status of eligibility to applicant • An applicant who completes the PD program and is rated highly effective as determined by his or her performance evaluation under s. 1012.34 is not required to take or achieve a passing score on the professional education competency examination in order to be awarded a professional certificate • At least 1 year before an individual's temporary certificate is set to expire, the 	<p><i>Teachers with HE evaluation do not have to pass competency exam</i></p> <p><i>Temporary cert extended for one year for HE teachers</i></p>	<p><i>Charters can certify own teachers with “competency-based programs”</i></p>

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		<p>department shall electronically notify the individual of the date on which his or her certificate will expire and provide a list of each method by which the qualifications for a professional certificate can be completed.</p> <ul style="list-style-type: none"> • Temporary certificate can be extended for one additional year if teacher is rater highly effective • charter school and charter management organization can also provide a competency-based certification program for candidates to achieve certification • teacher mentorship is now required and an induction component must, at a minimum, provide weekly opportunities for mentoring and induction activities, including common planning time, ongoing professional development targeted to a teacher's needs, opportunities for a teacher to observe other teachers, co-teaching experiences, and reflection and follow-up discussions • principal who is highly effective must be provided flexibility in selecting professional development activities under this paragraph, but part of FDOE approved plan 		
56	9 (1004.04)	<p><i>Teacher preparation program</i> Must include scientifically researched and evidence-based reading instructional strategies that improve reading performance for all students, including explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and multisensory intervention strategies</p>	X	X
57	10 (1004.85)	<p><i>Postsecondary educator preparation institutes</i></p> <ul style="list-style-type: none"> • Must include scientifically researched and 	X	X

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		<p>evidence-based reading instructional strategies that improve reading performance for all students, including explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and multisensory intervention strategies</p> <ul style="list-style-type: none"> • Must include mentorship program • An applicant for renewal of a professional certificate in any area of certification identified by State Board of Education rule that includes reading instruction or intervention for any students in kindergarten through grade 6, with a beginning validity date of July 1, 2020, or thereafter, must earn a minimum of 2 college credits or the equivalent in-service points in same reading strategies 		
59	11 (1012.585) 12 (1012.586)	<p><i>Renewal of professional certificate / Educator certificate changes</i></p> <p>To reduce duplication, the department may recommend the consolidation of endorsement areas and requirements to the State Board of Education.</p> <p>(b) By July 1, 2018, and at least once every 5 years thereafter, the department shall conduct a review of existing subject coverage or endorsement requirements in the elementary, reading, and exceptional student educational areas. The review must include reciprocity requirements for out-of-state certificates and requirements for demonstrating competency in the reading instruction professional development topics listed in s. 1012.98(4)(b)11. At the conclusion of each review, the department shall recommend to the state board changes to the subject coverage or endorsement requirements based upon any identified instruction or intervention strategies proven to improve student</p>	X	X

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		reading performance. This paragraph does not authorize the state board to establish any new certification subject coverage.		
63	13 (1012.98)	School Community Professional Development Act <ul style="list-style-type: none"> • Must provide training to teacher mentors • Provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills 	Provide training for mentors	No funding (and Title II may be eliminated)
69	14 (683.1455)	American Founders' Month – September	X	X
70	15 (1000.03)	Civic literacy - priority of K-20 education system Priority of Florida K-20 system Students are that students are prepared to become civically engaged and knowledgeable adults who make positive contributions to their communities.	X	X
70	16 (1001.215)	Just Read, Florida! Office Work with Lastinger Center at UF to update Florida's reading PD for teachers and coaches as well as periodically review and update the certification processes	X	X
73	17 (1003.44)	Instruction related to American Founders' Month All public schools in the state are encouraged to coordinate, at all grade levels, instruction related to our nation's founding fathers with "American Founders' Month"	X	X
73	18 (1007.25)	College/university – civic literacy competency Civic literacy components required at college level	X	X
75	19 (943.22)	Community college – amended statute number Definition of community college degree updated to say-	X	X

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		having been granted a degree pursuant to <u>s.</u> 1007.25(11) s. 1007.25(10)		
75	20 (1001.64)	College system board of trustees Clarification of statute reference to provide educational background (off by 1 number)	X	X
76-118	21 (1002.33)	Charter schools Lines 2150-2166 mandates that school districts use a standard contract and any amendments to the contract are deemed to violate a charter schools flexibility per statute Lines 2673-2674 Allows charter schools to bypass any land use or zoning requirements of local jurisdictions. This preempts the authority of local jurisdictions and doesn't permit local community participation on land use or zoning decisions that potentially affect their property uses and values. Doesn't allow for local governments or local citizens to evaluate the impacts on their communities caused by charter schools on issues such as traffic capacity and consistency with approved uses already in place. School districts are not given the same flexibility. Lines 2709-2785 Caps the administration fees a school district may charge a charter for educational services. If a district provides additional services to a charter outside what is contemplated with the administrative fee, it would result in school districts having to subsidize charter school programs and potentially affect a district's ability to provide adequate educational services for students enrolled in its district. Lines 2808-2815 / 2839-2859 Permits charter schools to "grade" school districts on their performance but does not allow for school districts to do the same to charters Lines 2860-2887 (b) A charter school system's governing board may be designated a local educational agency for the		Can bypass local land use requirements District can't charge additional fees above 5% Charter complete survey re: district services Must use standard contract, but anything we require above can be deemed a limitation of flexibility Charters can be own LEAs and receive Federal funding directly

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		purpose of receiving federal funds Lines 2896-2899 The State Board of Education shall adopt rules, pursuant to ss. 120.536(1) and 120.54, to implement a standard charter model application form, standard application form for the replication of charter schools in a high-performing charter school system.		
119	22 (1002.3305)	College-preparatory Boarding Academy Pilot Program Eligible student now grades 5-12	X	X
120	23 (1002.331)	High-performing charter schools A high performing charter school may establish more than one charter school within the state under paragraph (a) in any year if it operates in the area of a persistently low-performing school and serves students from that school.	X	X
121	24 (1002.332)	High-performing charter school system Creates and defines sections of standard application to be administered by FDOE	X	X
124	25 (1003.498)	School district virtual course offerings Virtual course no longer must be completed in classroom setting at school		Blended learning no longer requires attendance in a classroom
125	26 (1007.35)	Florida Partnership for Minority and Underrepresented Student Achievement Changes out required exam from Pre-ACT to ACT Aspire	Adds ACT as option (just PSAT currently)	
127	27 (1008.34)	School grades designation School grades must include those of students who transferred to a private school; also counts for graduation rate if student transfers to private school with which the district has a contractual agreement	Will help our legitimate graduation rate and close this loophole	
129	28 (1008.341)	School improvement rating designation Allows student exam concordant scores to be used for grading alternative schools	X	X
130	29 (1011.71)	Sharing Capital Outlay with Charter Schools Requires a local school district to share its locally		District must share capital funding with charters

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		<p>derived capital outlay funds with charters on a per student basis, even if the charter has not proven a need for the capital outlay dollars as school districts are required to do.</p> <ul style="list-style-type: none"> • 3214-3229: Funds can be used for digital instruction software and operating systems, license fees or lease agreements for such materials too • 3267-3272: Funds can be used for sick or annual leave payout 		<p><i>without demonstrated need (no FISH report needed) to use for software or leave payout</i></p> <p><i>Charters can get weighted capital funding</i></p>
134	30 (1013.54)	<p>Satellite facilities by private industry and district school boards Clarification in statute reference</p>		
134	31 (1013.62)	<p>Charter school capital outlay funding 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.</p> <p><i>To be eligible to receive funds (changes):</i></p> <ul style="list-style-type: none"> • Have been accredited by a regional accrediting association as defined by State Board of Education rule • Conversion schools not eligible (3326-3328) <p>FORMULA FOR STATE FUNDS DISTRIBUTION</p> <p>Two student membership requirements:</p> <ul style="list-style-type: none"> • >75 % FRL* • > 25% ESE <p>If school does not meet either of the two requirements, they are calculated at 1.0 FTE.</p> <p>If the school meets one requirement, they are calculated at 1.25 FTE.</p> <p>If the school meets two requirements, they are</p>		<p>Funding Formula – If the school meets one requirement, they are calculated at 1.25 instead of 1.0</p>

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		<p>calculated at 1.5 FTE.</p> <p><i>* FRL or as determined by applying the multiplier authorized by the National School Lunch Act or by the Community Eligibility of Healthy, Hunger-Free Kids Act of 2010</i></p> <p>FORMULA FOR LOCAL MILLAGE DISTRIBUTION</p> <ol style="list-style-type: none"> 1. Reduce the total capital millage levied by each district's debt service as of March 1st of the previous year (2017 for 2018 calculation) 2. $x = \frac{\text{Adjusted millage}}{\text{District Cap. Out. FTE} + \text{charter unweighted FTE}}$ 3. x (each charter's FTE) 4. If applicable, reduce by subsection 2 (membership requirements) 5. District must distribute funds no later than February 1st of each fiscal year <p>ALLOWABLE USES</p> <ul style="list-style-type: none"> • To purchase or lease computers, device hardware or operating system software • For an opening day collection of media center at a new school <p>***No FISH capacity language included***</p>		
142	32 (1013.64)	PECO and Debt Service Trust Fund allocation	Pre-K included in FEFP for	Adults (TRAIL) loses FEFP

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		<ul style="list-style-type: none"> • Adds PK to the FISH capacity calculation • Changes the second and third survey calculation to use only 0.5 FTE per student <p>Effective July 1, 2017, in addition to the funding sources listed in subparagraph 1., a district school board may not use funds from any sources for new construction of educational plant space with a total cost per student station, including change orders, which equals more than the current adjusted amounts provided in sub-subparagraphs 1.a.-c. which shall subsequently be adjusted annually to reflect increases or decreases in the Consumer Price Index. <u>However, if a contract has been executed for architectural and design services or for construction management services before July 1, 2017, a district school board may use funds from any source for the new construction of educational plant space and such funds are exempt from the total cost per student station requirements.</u></p>	<i>FISH?</i>	
149	33 (1003.4282)	<p>High school diploma requirement</p> <ul style="list-style-type: none"> • Eliminates Algebra II EOC • Eliminates requirement to pass PE test if participate in varsity sports for two full seasons • Online course requirement can be met by blended learning course (cannot be required to take outside of school day) • A student can earn credit for a course by passing an industry certification exam, even if never took the course 		Currently, CAPE funding tied to approved career-themed class + industry cert. If just taking exam, no class to tie it to for funding
153	34 (1003.4285)	<p>High school diploma designations Eliminates Algebra II EOC</p>		
154	35 (1008.22)	<p>Standardized assessments</p> <ul style="list-style-type: none"> • Eliminates Algebra II EOC • standardized ELA and mathematics assessments in grades 3 through 6 must be delivered only in a paper-based format, beginning with the 2017-2018 school year, and all such assessments must be paper- 	Grades 3-6 paper-based assessments	

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		<p>based no later than the 2018-2019 school year.</p> <ul style="list-style-type: none"> • EOC results available June 30 • Grade 3 ELA available May 31 • Uniform calendar of testing published on department’s website by January of each year • The grade 3 statewide, standardized ELA assessment and the writing portion of the statewide, standardized ELA assessment for grades 4 through 10 must be administered no earlier than April 1 each year within an assessment window not to exceed 2 weeks. • any other statewide, standardized assessment that is delivered in a paper-based format must be administered no earlier than May 1 each year within an assessment window not to exceed 2 weeks. • any other statewide, standardized assessment must be administered within a 4-week assessment window that opens no earlier than May 1 each year • provides further provisions to make sure returned data is understandable and actionable for parents, including data visualization tools • provides further requirements for publishing data • district evaluation results must be made available to teachers within 1 week and parents in 30 days 		
164	36 (1012.34)	<p><i>Personnel evaluation system</i> A study of the VAM is authorized. Optional for districts to use, but must have student growth measure.</p>	X	X
170	37	<p><i>Study – SAT/ACT in lieu of certain assessments</i></p>	X	X

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		Study authorized to determine feasibility of using SAT/ACT in lieu of FSA		
170 172	38	<p>School improvement and accountability / Early warning system</p> <ul style="list-style-type: none"> • must be at any school serving kids K-8 • adds deficiency warning for ELA or Math failure in a any grading period • adds deficiency warning in reading K-3 • school-based team must monitor early warning systems and have meetings with parents to manage interventions, even when student has no IEP • if a school has a D or F = Educational Emergency <ul style="list-style-type: none"> • frees them of contract restrictions • The negotiations shall result in a memorandum of understanding that addresses the selection, placement, and expectations of instructional personnel and provides principals with the autonomy described in s. 1012.28(8). For purposes of this subsection, an educational emergency exists in a school district if one or more schools in the district have a school grade of "D" or "F." • A district school board may not award an annual contract on the basis of any contingency or condition not expressly authorized in law by the Legislature or alter or limit its authority to award or not award an annual contract as provided in s. 1012.335. This paragraph applies only to a collective bargaining agreement entered into or renewed by a district school board on or after the effective date of this act. 	<p>Expands EWS from 6-8 to K-8</p> <p>Educational Emergency Provision</p>	
175	39 (1001.4205)	School board members visiting schools	X	X

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		Any school board member or charter board member can visit any school they govern unannounced at any time		
177	41 (1008.33)	<p>School improvement enforcement</p> <p>If a school grade is below a C for two consecutive years, a district must create by October 1, a district-managed turnaround plan for approval by the state board. 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.</p> <ul style="list-style-type: none"> • Turnaround options thereafter: <ul style="list-style-type: none"> • Assign students to a different school • Open a charter school instead • Contract with an outside entity that had demonstrated track record of effectiveness, which could include a district managed charter • If after 2 years, grade is still below a C, must implement a different turnaround option 	X	X
181	42 (1008.345)	<p>School improvement/accountability implementation</p> <ul style="list-style-type: none"> • Commissioner must review strategies for turnaround schools annually • FDOE must assign a community team to any school earning D or F 2 years in a row 	X	X
184-203	43 (1002.333)	<p>School of Hope / persistently low-performing schools Lines 4661-4731</p> <p>Grants charter school systems governing board a designation as an local educational agency, therefore allowing charters to bypass local control</p>		<p>As their own LEA, charters largely unaccountable to district</p> <p>Schools of Hope direct money away from public</p>

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		<p>and allowing them to remain largely unaccountable to the public despite receiving a significant amount of taxpayer funding</p> <p>Schools of Hope (Sec 43) Creates the “School of Hopes” program, which has been awarded \$200 million by the legislature for out of state charters to take over the education of the most vulnerable students in Florida without having a proven record of success in turning around these schools.</p> <ol style="list-style-type: none"> a. It redirects further funding from traditional public schools and provides a corporate welfare program for charters. b. Does not require the charters to service the students in the schools that they are taking over. c. It increases the number of schools subject to charter take over because it requires school districts to prepare emergency plans if any school in the district earns a “D” or “F”. d. Also allows charters to use district facilities at a deeply discounted rate that may not reflect the fair market value of properties. e. In addition, it requires districts to report to DOE if any facility or portion of a facility is vacant, underused, or surplus. This expands the current requirement of reporting surplus properties. It could lead to having a charter school operating simultaneously as an operating public school, which could affect the ability of a district to properly plan for future growth. f. Allows hope charters to hire uncertified teachers and administrators. These teachers and administrators are servicing some of the most vulnerable students in Florida. Why would the standards for these teachers and administrators be lowered? g. Grants charter schools sovereign immunity 		<p><i>schools. Why give additional funding to outside agencies instead of public schools?</i></p> <p><i>Allows Hope charters to hire uncertified teachers and principals</i></p> <p><i>Grants charters sovereign immunity</i></p>
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		<p>equal to what public entities currently have under state law.</p> <p>h. Only allows for 25 schools from school districts to be eligible for schools of hope funding.</p> <p>i. Allows funds to be used for SOH Revolving Loan Program to be used for capital needs only when schools are in buildings not owned by the local school district. These loans CANNOT be used for a public school conversion.</p> <p>j. The contractor with the SOH must be the state, NOT the district.</p>		
203	45 (1011.69)	<p><i>Title I funding/Equity in School-Level Funding Act</i> Redirects and dilutes Title I funds currently used by districts to provide a variety of district-wide programs that benefit some of the most vulnerable students. Would eliminate district-wide programs currently funded with Title I funds including ETO/ATO, Secondary School Reform, and Summer Services.</p>		<p>Based on projected allocation the maximum cost being held aside is 8%, this translates to approximately \$219,088. This is inclusive of indirect cost, which would be approximately \$150,600, leaving around \$69,000 for administrative costs if we do not utilize indirect costs for those expenses.</p> <p>County wide services offered through District Title I dollars impacted:</p> <p>Summer Stem Camp for 4th through 6th graders from Title 1 Schools District wide tutoring programs</p> <p>3 Curriculum Specialists that are content experts and work across multiple Title 1 schools Science-50% ELA-75%</p>

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				<p>math-50%</p> <p>1 Social Worker who works across multiple Title 1 schools-77%</p> <p>1 Mental Health Counselor who works across multiple Title 1 schools-80%</p> <p>1 Student Supports and Behavior Coordinator who works across multiple Title 1 schools-75%</p> <p>1 Assessment services individual who works with multiple Title 1 schools-50%</p> <p>1 Parent Specialists who works across multiple Title 1 schools-90%</p> <p>1 Bookkeeper who works across all Title 1 Schools-95%</p> <p>1 District Coordinator who works across all Title 1 Schools-90%</p>
204	46 (1012.731)	<p>Best and Brightest Teacher Scholarship Program</p> <ul style="list-style-type: none"> • Increased from \$40 mil to \$230 mil • \$6,000 teacher scholarship if above certain test percentile and highly effective • Any teacher who is “highly effective” gets \$1,200 bonus • Any teacher who is “effective” gets \$800 bonus 	Bonus to HE and E teachers	<p><i>Replaces steps?</i></p> <p><i>A categorical</i></p>
207	47 (1012.732)	<p>Best and Brightest Principal Scholarship Program</p> <ul style="list-style-type: none"> • \$4,000 to any principal not at Title I school • \$5,000 to any principal at a Title I school 	Bonus to HE and E principals	<p><i>Replaces steps?</i></p> <p><i>A categorical</i></p>
209	48 (1002.385)	<p>Gardiner Scholarship</p> <ul style="list-style-type: none"> • Adds dual sensory impaired to the list of disabilities • A provider can now also be a hospital for 	Adds dual sensory to list of disabilities and Therapeutic Horsemanship and Music Therapy to eligible services	

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		<p>services through this scholarship</p> <ul style="list-style-type: none"> • Adds Therapeutic Horsemanship and Music Therapy to eligible services • If account 3 years inactive, it is revoked • If a school receives more than \$250,000 in funds, it must provide FDOE a report of efficacy • student is ineligible for a scholarship if the student's account has been inactive for 2 consecutive fiscal years. • Beginning with the 2017-2018 fiscal year and each fiscal year thereafter, the calculation for a new student entering the program shall be based on the student's matrix level of services. 		
220	49 (1003.455)	<p>Recess Mandates 120 recess minutes per week (20 mins per day) for traditional public schools; Charter schools not included in mandate</p>	<i>Gives students opportunity for free-play</i>	<i>Adding this might eliminate the arts at elementary and cut back on core instruction</i>
220	50 (1002.37)	<p>Florida Virtual School</p> <ul style="list-style-type: none"> • Eligibility requirements removed • Auditor General no longer audits 	<i>Opens enrollment eligibility</i>	<i>FLVS is not accountable? Are franchises also no longer audited?</i>
221	51 (1002.455)	<p>K-12 virtual instruction eligibility</p> <ul style="list-style-type: none"> • Allows home education and private school students to participate; no longer must be enrolled in public school one year prior • Allows virtual charters to serve students in other state districts 	<i>Opens enrollment eligibility</i>	
223	52 (1002.37)	<p>Virtual instruction</p> <ul style="list-style-type: none"> • Allows student taking a virtual course in another district to request an assessment be administered in home district (charter virtual and otherwise) 	<i>Good for students</i>	
224	53 (1002.20)	<p>Student and parent rights</p> <ul style="list-style-type: none"> • Allows excused absence for treatment of autism spectrum disorder • student may possess and use a topical sunscreen product while on school property or at a school-sponsored event or 	X	X

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		<p>activity without a physician's note or prescription</p> <ul style="list-style-type: none"> parent of student with substantial reading deficiency must be immediately notified 		
226	54 (1002.69)	<p>Kindergarten screening Data from the screening, along with other available data, must be used to identify students in need of intervention and support pursuant to s. 1008.25(5).</p>	Adds support requirements to K	
226	55 (1008.25)	<p>Student progression and support; reporting requirements</p> <ul style="list-style-type: none"> student who has a substantial reading deficiency as determined in paragraph (5)(a) must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary. A school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 3 has a substantial deficiency in reading Eliminates social promotion 3rd grade retained student interventions must include - <ul style="list-style-type: none"> Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district minimum of 90 minutes of daily, uninterrupted reading content-rich texts Uninterrupted reading instruction for 	Adds support requirements to elem	

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		<p>the majority of student contact time each day and opportunities to master the grade 4 Next Generation Sunshine State Standards in other core subject areas through content-rich texts.</p> <ul style="list-style-type: none"> • Small group instruction • Reduced teacher-student ratios. • Read at home plan 		
237	56 (1011.67)	<p>Instructional materials funds beginning July 1, 2021, for core reading materials and reading intervention materials used in kindergarten through grade 5, that the materials meet the requirements of s. 1001.215(7). This paragraph does not preclude school districts from purchasing or using other materials to supplement reading instruction and provide additional skills practice.</p>	X	X
238	57 (1002.51)	<p>PreK provider "Public school prekindergarten provider" includes a traditional public school or a charter school</p>	X	X
238	58 (1003.21) 59 (1003.24)	<p>School attendance – parent responsibility Excused absence for autism spectrum disorder treatment</p>	X	X
240	60 (1003.4156)	<p>Middle grades promotion Eliminates career and education planning course from middle school curriculum</p>	X	X
242	61 (1003.57)	<p>Exceptional student instruction Receiving school district where a private residential care facility is located must provide educational services to a student</p>	X	X
245	62 (1006.40)	<p>Instructional materials allocation Districts can only purchase instructional materials from the state-approved list</p>		Removes funding for non-adopted materials and removes district control
245	63 (1009.60)	<p>Minority teacher education scholars program Extends program to allow students to qualify who has not earned more than 18 credit hours of upper-division-level courses in education as well as one pursuing graduate degree</p>	X	X

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246	64 (1009.605)	Florida Fund for Minority Teachers, Inc. Opens this fund up to scholarships at any time during undergrad	X	X
246	65 (20.03)	Committee on Early Grade Success created within the Department of Education to develop a proposal for establishing and implementing a coordinated child assessment system for the School Readiness Program, the Voluntary Prekindergarten Education Program, and the Kindergarten Readiness Assessment	X	X
250	66 (1013.101)	Shared use of school buildings and property The Legislature intends to increase the number of school districts that open their playground facilities to community use outside of school hours.		<i>Liability?</i>
251	67 (20.03)	Shared Use Task Force created to identify barriers in creating shared use agreements and to make recommendations to facilitate the shared use of 6184 school facilities generally and in high-need communities	X	X
253	68 (125.901)	Children's services - independent special district Allows Superintendent's designee to vote on Children's Services Council	X	X
255	69 (1003.481)	Early Childhood Music Education Incentive Pilot Program created within the Department of Education for a period of 3 school years. The purpose of the pilot program is to assist selected school districts in implementing comprehensive music education programs for students in kindergarten through grade 2.	<i>Great opportunity</i>	<i>Limited to schools close to UF</i>
258	71	Appropriations For the 2017-2018 fiscal year, \$413,950,000 in recurring funds from the General Revenue Fund and \$5 million in nonrecurring funds from the General Revenue Fund are appropriated to the Department of Education to implement this act. <ul style="list-style-type: none"> • Of these funds, \$233,950,000 shall be used to implement the Best and Brightest 		

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		<p>Teacher Scholarship Program pursuant to s. 1012.731, Florida Statutes, and the Best and Brightest Principal Scholarship Program pursuant to s. 1012.732, Florida Statutes,</p> <ul style="list-style-type: none">• \$30 million shall be used to implement the Gardiner Scholarship Program pursuant to s. 1002.385, Florida Statutes, and• \$10 million in recurring funds and \$5 million in nonrecurring funds shall be used to implement the provisions of this act relating to statewide student assessments.• The remaining funds shall be used to implement the remaining provisions of this act, except for the implementation of the Early Childhood Music Education Incentive Pilot Program, as created by s. 1003.481, Florida Statutes, the Committee on Early Grade Success, as created by section 65 of this act, and the Shared Use Task Force, as created by section 67 of this act.		
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