

1 A bill to be entitled
2 An act relating to educational funding; amending s.
3 1001.215, F.S.; revising the duties of the Just Read,
4 Florida! Office to conform to changes made by the act;
5 amending s. 1002.71, F.S.; revising the deadline for
6 the amendment of a student enrollment count for
7 specified purposes; amending s. 1003.52, F.S.;
8 deleting provisions relating to the Florida School for
9 Boys in Okeechobee; amending s. 1011.62, F.S.;
10 revising requirements for the use of supplemental
11 academic instruction allocation to include specified
12 purposes; deleting a provision authorizing the Florida
13 State University School to expend specified funds for
14 certain purposes; deleting a provision including
15 certain dropout prevention programs in certain funding
16 categories; providing an alternate district sparsity
17 index calculation for certain school districts;
18 revising provisions relating to the research-based
19 reading instruction allocation and the use of such
20 funds; revising provisions relating to the Florida
21 digital classrooms allocation and the use of such
22 funds; creating the safe schools allocation and
23 providing the purpose of the allocation; providing
24 that certain underallocations may not be the basis for
25 a positive allocation adjustment in the current year;

26 providing for the allocation of funds; amending s.
 27 1011.78, F.S.; revising school district and charter
 28 school requirements to qualify for a standard student
 29 attire incentive payment; providing an effective date.

30

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

32

33 Section 1. Subsections (5) and (6) of section 1001.215,
 34 Florida Statutes, are amended to read:

35 1001.215 Just Read, Florida! Office.—There is created in
 36 the Department of Education the Just Read, Florida! Office. The
 37 office shall be fully accountable to the Commissioner of
 38 Education and shall:

39 ~~(5) Provide technical assistance to school districts in~~
 40 ~~the development and implementation of district plans for use of~~
 41 ~~the research-based reading instruction allocation provided in s.~~
 42 ~~1011.62(9) and annually review and approve such plans.~~

43 ~~(6) Review, evaluate, and provide technical assistance to~~
 44 ~~school districts' implementation of the K-12 comprehensive~~
 45 ~~reading plan required in s. 1011.62(9).~~

46 Section 2. Paragraph (c) of subsection (3) of section
 47 1002.71, Florida Statutes, is amended to read:

48 1002.71 Funding; financial and attendance reporting.—

49 (3)

50 (c) The initial allocation shall be based on estimated

51 student enrollment in each coalition service area. The Office of
 52 Early Learning shall reallocate funds among the coalitions based
 53 on actual full-time equivalent student enrollment in each
 54 coalition service area. Each coalition shall report student
 55 enrollment pursuant to subsection (2) on a monthly basis. A
 56 student enrollment count for the prior fiscal year may not be
 57 amended after September 1 ~~December 31~~ of the subsequent fiscal
 58 year.

59 Section 3. Subsection (21) of section 1003.52, Florida
 60 Statutes, is amended to read:

61 1003.52 Educational services in Department of Juvenile
 62 Justice programs.—

63 ~~(21) The education programs at the Florida School for Boys
 64 in Okeechobee shall be operated by the Department of Education,
 65 either directly or through grants or contractual agreements with
 66 other public or duly accredited education agencies approved by
 67 the Department of Education.~~

68 Section 4. Paragraph (f) of subsection (1), paragraph (b)
 69 of subsection (7), paragraphs (a), (c), and (d) of subsection
 70 (9), subsection (12) are amended and new subsection (15) is
 71 created and subsections (15) and (16) are renumbered of section
 72 1011.62, Florida Statutes, are amended to read:

73 1011.62 Funds for operation of schools.—If the annual
 74 allocation from the Florida Education Finance Program to each
 75 district for operation of schools is not determined in the

76 | annual appropriations act or the substantive bill implementing
 77 | the annual appropriations act, it shall be determined as
 78 | follows:

79 | (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR
 80 | OPERATION.—The following procedure shall be followed in
 81 | determining the annual allocation to each district for
 82 | operation:

83 | (f) Supplemental academic instruction allocation~~r~~
 84 | ~~ategorical fund.~~—

85 | 1. There is created the supplemental academic instruction
 86 | allocation ~~a categorical fund~~ to provide supplemental academic
 87 | instruction to students in kindergarten through grade 12. ~~This~~
 88 | ~~paragraph may be cited as the "Supplemental Academic Instruction~~
 89 | ~~Categorical Fund."~~

90 | 2. ~~The Categorical funds for~~ supplemental academic
 91 | instruction allocation shall be provided ~~allocated~~ annually in
 92 | the Florida Education Finance Program as specified ~~to each~~
 93 | ~~school district in the amount provided~~ in the General
 94 | Appropriations Act. These funds are ~~shall be~~ in addition to the
 95 | funds appropriated on the basis of FTE student membership in the
 96 | Florida Education Finance Program and shall be included in the
 97 | total potential funds of each school district. ~~These funds shall~~
 98 | ~~be used to provide supplemental academic instruction to students~~
 99 | ~~enrolled in the K-12 program.~~ For the 2017-2018 ~~2014-2015~~ fiscal
 100 | year, each school district that has a school earning a grade of

101 "D" or "F" pursuant to s. 1008.34 must use that school's portion
102 of the supplemental academic instruction allocation to implement
103 the intervention and support strategies required under s.
104 1008.33 and for salary incentives pursuant to s. 1012.2315(3) or
105 salary supplements pursuant to s. 1012.22(1)(c)5.c. that are
106 provided through a memorandum of understanding between the
107 collective bargaining agent and the school board that addresses
108 the selection, placement, and expectations of instructional
109 personnel and school administrators. For all other schools, the
110 school district's use of the supplemental academic instruction
111 allocation ~~one or more of the 300 lowest performing elementary~~
112 ~~schools based on the state reading assessment shall use these~~
113 ~~funds, together with the funds provided in the district's~~
114 ~~research-based reading instruction allocation and other~~
115 ~~available funds, to provide an additional hour of instruction~~
116 ~~beyond the normal school day for each day of the entire school~~
117 ~~year for intensive reading instruction for the students in each~~
118 ~~of these schools. This additional hour of instruction must be~~
119 ~~provided by teachers or reading specialists who are effective in~~
120 ~~teaching reading or by a K-5 mentoring reading program that is~~
121 ~~supervised by a teacher who is effective at teaching reading.~~
122 Students enrolled in these schools who have level 5 assessment
123 scores may participate in the additional hour of instruction on
124 an optional basis. Exceptional student education centers shall
125 not be included in the 300 schools. After this requirement has

126 ~~been met, supplemental instruction strategies~~ may include, but
127 ~~is~~ are not limited to: modified curriculum, reading instruction,
128 after-school instruction, tutoring, mentoring, class size
129 reduction, extended school year, intensive skills development in
130 summer school, dropout prevention programs as defined in ss.
131 1003.52 and 1003.53(1) (a), (b), and (c), and other methods for
132 improving student achievement. Supplemental academic instruction
133 may be provided to a student in any manner and at any time
134 during or beyond the regular 180-day term identified by the
135 school as being the most effective and efficient way to best
136 help that student progress from grade to grade and to graduate.

137 3. The supplemental academic instruction allocation shall
138 consist of a base amount that shall have a workload adjustment
139 based on changes in unweighted FTE. In addition, school
140 districts that have a school that earns a grade of "D" or "F"
141 pursuant to s. 1008.34 shall be allocated additional funds to
142 assist those schools in implementing the provisions of
143 subparagraph 2. to improve student academic performance. The
144 amount provided shall be based on each district's level of per-
145 student funding in the reading instruction allocation and the
146 supplemental academic instruction allocation and on the total
147 FTE for each of the schools. The supplemental academic
148 instruction allocation shall be recalculated once during the
149 fiscal year and shall be based on actual student membership from
150 the October FTE survey. Upon recalculation of funding for the

151 supplemental academic instruction allocation, if the total
 152 allocation is greater than the amount provided in the General
 153 Appropriations Act, the allocation shall be prorated to the
 154 level provided to support the appropriation, based on each
 155 school district's share of the total.

156 ~~4.3. Effective with the 1999-2000 fiscal year,~~ Funding on
 157 the basis of FTE membership beyond the 180-day regular term
 158 shall be provided in the FEFP only for students enrolled in
 159 juvenile justice education programs or in education programs for
 160 juveniles placed in secure facilities or programs under s.
 161 985.19. Funding for instruction beyond the regular 180-day
 162 school year for all other K-12 students shall be provided
 163 through the supplemental academic instruction allocation
 164 ~~category fund~~ and other state, federal, and local fund
 165 sources with ample flexibility for schools to provide
 166 supplemental instruction to assist students in progressing from
 167 grade to grade and graduating.

168 ~~4. The Florida State University School, as a lab school,~~
 169 ~~is authorized to expend from its FEFP or Lottery Enhancement~~
 170 ~~Trust Fund allocation the cost to the student of remediation in~~
 171 ~~reading, writing, or mathematics for any graduate who requires~~
 172 ~~remediation at a postsecondary educational institution.~~

173 ~~5. Beginning in the 1999-2000 school year, dropout~~
 174 ~~prevention programs as defined in ss. 1003.52, 1003.53(1)(a),~~
 175 ~~(b), and (c), and 1003.54 shall be included in group 1 programs~~

176 | ~~under subparagraph (d) 3.~~

177 | (7) DETERMINATION OF SPARSITY SUPPLEMENT.—

178 | (b) The district sparsity index shall be computed by
 179 | dividing the total number of full-time equivalent students in
 180 | all programs in the district by the number of senior high school
 181 | centers in the district, not in excess of three, which centers
 182 | are approved as permanent centers by a survey made by the
 183 | Department of Education. For districts with a full-time
 184 | equivalent student membership of at least 20,000, but no more
 185 | than 24,000, the index shall be computed by dividing the total
 186 | number of full-time equivalent students in all programs by the
 187 | number of permanent senior high school centers in the district,
 188 | not in excess of four.

189 | (9) RESEARCH-BASED READING INSTRUCTION ALLOCATION.—

190 | (a) The research-based reading instruction allocation is
 191 | created to provide comprehensive reading instruction to students
 192 | in kindergarten through grade 12. Beginning with the 2017-2018
 193 | ~~For the 2014-2015~~ fiscal year, in each school district that has
 194 | one or more of the 300 lowest-performing elementary schools
 195 | based on a 3-year average of the state reading assessment data,
 196 | priority shall be given to providing an additional hour per day
 197 | of intensive reading instruction ~~beyond the normal school day~~
 198 | ~~for each day of the entire school year~~ for the students in each
 199 | school. Students enrolled in these schools who have level 4 or
 200 | level 5 assessment scores may participate in the additional hour

201 of instruction ~~on an optional basis~~. Exceptional student
202 education centers shall not be included in the 300 schools. The
203 intensive reading instruction delivered in this additional hour
204 ~~and for other students~~ shall include: research-based reading
205 instruction that has been proven to accelerate progress of
206 students exhibiting a reading deficiency; differentiated
207 instruction based on screening, diagnostic, progress monitoring,
208 or student assessment data to meet students' specific reading
209 needs; explicit and systematic reading strategies to develop
210 ~~development in~~ phonemic awareness, phonics, fluency, vocabulary,
211 and comprehension, with more extensive opportunities for guided
212 practice, error correction, and feedback; and the integration of
213 social studies, science, and mathematics-text reading, text
214 discussion, and writing in response to reading. ~~For the 2012-~~
215 ~~2013 and 2013-2014 fiscal years, a school district may not hire~~
216 ~~more reading coaches than were hired during the 2011-2012 fiscal~~
217 ~~year unless all students in kindergarten through grade 5 who~~
218 ~~demonstrate a reading deficiency, as determined by district and~~
219 ~~state assessments, including students scoring Level 1 or Level 2~~
220 ~~on the statewide, standardized reading assessment or, upon~~
221 ~~implementation, the English Language Arts assessment, are~~
222 ~~provided an additional hour per day of intensive reading~~
223 ~~instruction beyond the normal school day for each day of the~~
224 ~~entire school year.~~

225 (c) Funds allocated under this subsection must be used to

226 provide a system of comprehensive reading instruction to
227 students enrolled in the K-12 programs, which may include the
228 following:

229 1. ~~The provision of~~ An additional hour per day of
230 intensive reading instruction ~~to students in the 300 lowest-~~
231 ~~performing elementary schools~~ by teachers and reading
232 specialists who have demonstrated effectiveness ~~are effective~~ in
233 teaching reading.

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

238 3. ~~The provision of~~ Highly qualified reading coaches to
239 specifically support teachers in making instructional decisions
240 based on student data, and improve teacher delivery of effective
241 reading instruction, intervention, and reading in the content
242 areas based on student need.

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

249 5. ~~The provision of~~ Summer reading camps, using only
250 teachers or other district personnel who are certified or

251 endorsed in reading, for all students in kindergarten through
 252 grade 2 who demonstrate a reading deficiency as determined by
 253 district and state assessments, and students in grades 3 through
 254 5 who score at Level 1 on the statewide, standardized reading
 255 assessment or, upon implementation, the English Language Arts
 256 assessment.

257 6. ~~The provision of~~ Supplemental instructional materials
 258 that are grounded in scientifically based reading research.

259 7. ~~The provision of~~ Intensive interventions for students
 260 in kindergarten through grade 12 who have been identified as
 261 having a reading deficiency or who are reading below grade level
 262 as determined by the statewide, standardized assessment.

263 (d) Each school district that has a school that earns a
 264 grade of "D" or "F" pursuant to s. 1008.34 shall annually, ~~by a~~
 265 ~~date determined by the Department of Education but before May 1,~~
 266 ~~school districts shall~~ submit a K-12 comprehensive reading plan
 267 for the specific use of the research-based reading instruction
 268 allocation in the format prescribed by the department for review
 269 and approval by the department as part of the monitoring,
 270 intervention, and support strategies required under s. 1008.33
 271 ~~the Just Read, Florida! Office created pursuant to s. 1001.215.~~
 272 ~~The plan annually submitted by school districts shall be deemed~~
 273 ~~approved unless the department rejects the plan on or before~~
 274 ~~June 1. If a school district and the Just Read, Florida! Office~~
 275 ~~cannot reach agreement on the contents of the plan, the school~~

276 ~~district may appeal to the State Board of Education for~~
277 ~~resolution. School districts shall be allowed reasonable~~
278 ~~flexibility in designing their plans and shall be encouraged to~~
279 ~~offer reading intervention through innovative methods, including~~
280 ~~career academies. The plan format shall be developed with input~~
281 ~~from school district personnel, including teachers and~~
282 ~~principals, and shall allow courses in core, career, and~~
283 ~~alternative programs that deliver intensive reading remediation~~
284 ~~through integrated curricula, provided that the teacher is~~
285 ~~deemed highly qualified to teach reading or working toward that~~
286 ~~status. No later than July 1 annually, the department shall~~
287 ~~release the school district's allocation of appropriated funds~~
288 ~~to those districts having approved plans. A school district that~~
289 ~~spends 100 percent of this allocation on its approved plan shall~~
290 ~~be deemed to have been in compliance with the plan. The~~
291 ~~department may withhold funds upon a determination that reading~~
292 ~~instruction allocation funds are not being used to implement the~~
293 ~~approved plan. The department shall monitor and track the~~
294 ~~implementation of each district plan, including conducting site~~
295 ~~visits and collecting specific data on expenditures and reading~~
296 ~~improvement results. By February 1 of each year, the department~~
297 ~~shall report its findings to the Legislature.~~

298 (12) FLORIDA DIGITAL CLASSROOMS ALLOCATION.—

299 (a) The Florida digital classrooms allocation is created
300 to support the efforts of school districts ~~district~~ and schools,

301 including charter schools, school efforts and strategies to
302 integrate ~~improve outcomes related to student performance by~~
303 ~~integrating~~ technology in classroom teaching and learning to
304 ensure students have access to high-quality electronic and
305 digital instructional materials and resources, and empower
306 classroom teachers to help their students succeed. Each school
307 district shall receive a minimum digital classrooms allocation
308 in the amount provided in the General Appropriations Act. The
309 remaining balance of the digital classrooms allocation shall be
310 allocated based on each school district's proportionate share of
311 the state's total unweighted full-time equivalent student
312 enrollment.

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

315 1. Acquiring and maintaining the items on the eligible
316 services list authorized by the Universal Service Administrative
317 Company for the Schools and Libraries Program, more commonly
318 referred to as the federal E-rate program.

319 2. Acquiring computer and device hardware and associated
320 operating system software that complies with the requirements of
321 s. 1001.20(4)(a)1.b. ~~The outcomes must be measurable and may~~
322 ~~also be unique to the needs of individual schools and school~~
323 ~~districts within the general parameters established by the~~
324 ~~Department of Education.~~

325 ~~(b) Each district school board shall adopt a district~~

326 ~~digital classrooms plan that meets the unique needs of students,~~
327 ~~schools, and personnel and submit the plan for approval to the~~
328 ~~Department of Education. In addition, each district school board~~
329 ~~must, at a minimum, seek input from the district's~~
330 ~~instructional, curriculum, and information technology staff to~~
331 ~~develop the district digital classrooms plan. The district's~~
332 ~~plan must be within the general parameters established in the~~
333 ~~Florida digital classrooms plan pursuant to s. 1001.20. In~~
334 ~~addition, if the district participates in federal technology~~
335 ~~initiatives and grant programs, the district digital classrooms~~
336 ~~plan must include a plan for meeting requirements of such~~
337 ~~initiatives and grant programs. Funds allocated under this~~
338 ~~subsection must be used to support implementation of district~~
339 ~~digital classrooms plans. By October 1, 2014, and by March 1 of~~
340 ~~each year thereafter, on a date determined by the department,~~
341 ~~each district school board shall submit to the department, in a~~
342 ~~format prescribed by the department, a digital classrooms plan.~~
343 ~~At a minimum, such plan must include, and be annually updated to~~
344 ~~reflect, the following:~~

345 ~~1. Measurable student performance outcomes. Outcomes~~
346 ~~related to student performance, including outcomes for students~~
347 ~~with disabilities, must be tied to the efforts and strategies to~~
348 ~~improve outcomes related to student performance by integrating~~
349 ~~technology in classroom teaching and learning. Results of the~~
350 ~~outcomes shall be reported at least annually for the current~~

351 ~~school year and subsequent 3 years and be accompanied by an~~
352 ~~independent evaluation and validation of the reported results.~~

353 ~~2. Digital learning and technology infrastructure~~
354 ~~purchases and operational activities. Such purchases and~~
355 ~~activities must be tied to the measurable outcomes under~~
356 ~~subparagraph 1., including, but not limited to, connectivity,~~
357 ~~broadband access, wireless capacity, Internet speed, and data~~
358 ~~security, all of which must meet or exceed minimum requirements~~
359 ~~and protocols established by the department. For each year that~~
360 ~~the district uses funds for infrastructure, a third-party,~~
361 ~~independent evaluation of the district's technology inventory~~
362 ~~and infrastructure needs must accompany the district's plan.~~

363 ~~3. Professional development purchases and operational~~
364 ~~activities. Such purchases and activities must be tied to the~~
365 ~~measurable outcomes under subparagraph 1., including, but not~~
366 ~~limited to, using technology in the classroom and improving~~
367 ~~digital literacy and competency.~~

368 ~~4. Digital tool purchases and operational activities. Such~~
369 ~~purchases and activities must be tied to the measurable outcomes~~
370 ~~under subparagraph 1., including, but not limited to,~~
371 ~~competency-based credentials that measure and demonstrate~~
372 ~~digital competency and certifications; third-party assessments~~
373 ~~that demonstrate acquired knowledge and use of digital~~
374 ~~applications; and devices that meet or exceed minimum~~
375 ~~requirements and protocols established by the department.~~

376 ~~5. Online assessment-related purchases and operational~~
377 ~~activities. Such purchases and activities must be tied to the~~
378 ~~measurable outcomes under subparagraph 1., including, but not~~
379 ~~limited to, expanding the capacity to administer assessments and~~
380 ~~compatibility with minimum assessment protocols and requirements~~
381 ~~established by the department.~~

382 ~~(c) The Legislature shall annually provide in the General~~
383 ~~Appropriations Act the FEFP allocation for implementation of the~~
384 ~~Florida digital classrooms plan to be calculated in an amount up~~
385 ~~to 1 percent of the base student allocation multiplied by the~~
386 ~~total K-12 full-time equivalent student enrollment included in~~
387 ~~the FEFP calculations for the legislative appropriation or as~~
388 ~~provided in the General Appropriations Act. Each school district~~
389 ~~shall be provided a minimum of \$250,000, with the remaining~~
390 ~~balance of the allocation to be distributed based on each~~
391 ~~district's proportion of the total K-12 full-time equivalent~~
392 ~~student enrollment. Distribution of funds for the Florida~~
393 ~~digital classrooms allocation shall begin following submittal of~~
394 ~~each district's digital classrooms plan, which must include~~
395 ~~formal verification of the superintendent's approval of the~~
396 ~~digital classrooms plan of each charter school in the district,~~
397 ~~and approval of the plan by the department. Prior to the~~
398 ~~distribution of the Florida digital classrooms allocation funds,~~
399 ~~each district school superintendent shall certify to the~~
400 ~~Commissioner of Education that the district school board has~~

401 ~~approved a comprehensive district digital classrooms plan that~~
402 ~~supports the fidelity of implementation of the Florida digital~~
403 ~~classrooms allocation. District allocations shall be~~
404 ~~recalculated during the fiscal year consistent with the periodic~~
405 ~~recalculation of the FEFP. School districts shall provide a~~
406 ~~proportionate share of the digital classrooms allocation to each~~
407 ~~charter school in the district, as required for categorical~~
408 ~~programs in s. 1002.33(17)(b). A school district may use a~~
409 ~~competitive process to distribute funds for the Florida digital~~
410 ~~classrooms allocation to the schools within the school district.~~

411 ~~(d) To facilitate the implementation of the district~~
412 ~~digital classrooms plans and charter school digital classrooms~~
413 ~~plans, the commissioner shall support statewide, coordinated~~
414 ~~partnerships and efforts of this state's education practitioners~~
415 ~~in the field, including, but not limited to, superintendents,~~
416 ~~principals, and teachers, to identify and share best practices,~~
417 ~~corrective actions, and other identified needs.~~

418 ~~(e) Beginning in the 2015-2016 fiscal year and each year~~
419 ~~thereafter, each district school board shall report to the~~
420 ~~department its use of funds provided through the Florida digital~~
421 ~~classrooms allocation and student performance outcomes in~~
422 ~~accordance with the district's digital classrooms plan. The~~
423 ~~department may contract with an independent third party entity~~
424 ~~to conduct an annual independent verification of the district's~~
425 ~~use of Florida digital classrooms allocation funds in accordance~~

426 ~~with the district's digital classrooms plan. In the event an~~
 427 ~~independent third party verification is not conducted, the~~
 428 ~~Auditor General shall, during scheduled operational audits of~~
 429 ~~the school districts, verify compliance of the use of Florida~~
 430 ~~digital classrooms allocation funds in accordance with the~~
 431 ~~district's digital classrooms plan. No later than October 1 of~~
 432 ~~each year, beginning in the 2015-2016 fiscal year, the~~
 433 ~~commissioner shall provide to the Governor, the President of the~~
 434 ~~Senate, and the Speaker of the House of Representatives a~~
 435 ~~summary of each district's use of funds, student performance~~
 436 ~~outcomes, and progress toward meeting statutory requirements and~~
 437 ~~timelines.~~

438 ~~(f) Each school district shall provide teachers,~~
 439 ~~administrators, students, and parents with access to:~~

440 ~~1. Instructional materials in digital or electronic~~
 441 ~~format, as defined in s. 1006.29.~~

442 ~~2. Digital materials, including those digital materials~~
 443 ~~that enable students to earn certificates and industry~~
 444 ~~certifications pursuant to ss. 1003.4203 and 1008.44.~~

445 ~~3. Teaching and learning tools and resources, including~~
 446 ~~the ability for teachers and administrators to manage, assess,~~
 447 ~~and monitor student performance data.~~

448 ~~(g) For the 2016-2017 fiscal year, notwithstanding~~
 449 ~~paragraph (c), each school district shall be provided a minimum~~
 450 ~~of \$500,000, with the remaining balance of the allocation to be~~

451 ~~distributed based on each district's proportion of the total K-~~
452 ~~12 full-time equivalent enrollment. Each district's digital~~
453 ~~classrooms allocation plan must give preference to funding the~~
454 ~~number of devices that comply with the requirements of s.~~
455 ~~1001.20(4)(a)1.b. and that are needed to allow each school to~~
456 ~~administer the Florida Standards Assessments to an entire grade~~
457 ~~at the same time. If the district's digital classrooms~~
458 ~~allocation plan does not include the purchase of devices, the~~
459 ~~district must certify in the plan that the district currently~~
460 ~~has sufficient devices to allow each school to administer the~~
461 ~~Florida Standards Assessments in the manner described in this~~
462 ~~paragraph. This paragraph expires July 1, 2017.~~

463 (15) SAFE SCHOOLS ALLOCATION.—A safe schools allocation is
464 created to provide funding to assist school districts in their
465 compliance with ss. 1006.07-1006.148, with priority given to
466 establishing a school resource officer program pursuant to s.
467 1006.12. Each school district shall receive a minimum safe
468 schools allocation in an amount provided in the General
469 Appropriations Act. Of the remaining balance of the safe schools
470 allocation, two-thirds shall be allocated to school districts
471 based on the most recent official Florida Crime Index provided
472 by the Department of Law Enforcement and one-third shall be
473 allocated based on each school district's proportionate share of
474 the state's total unweighted full-time equivalent student
475 enrollment.

476 ~~(16)~~~~(15)~~ TOTAL ALLOCATION OF STATE FUNDS TO EACH DISTRICT
 477 FOR CURRENT OPERATION.—The total annual state allocation to each
 478 district for current operation for the FEFP shall be distributed
 479 periodically in the manner prescribed in the General
 480 Appropriations Act.

481 (b) The amount thus obtained shall be the net annual
 482 allocation to each school district. However, if it is determined
 483 that any school district received an underallocation or
 484 overallocation for any prior year because of an arithmetical
 485 error, assessment roll change required by final judicial
 486 decision, full-time equivalent student membership error, or any
 487 allocation error revealed in an audit report, the allocation to
 488 that district shall be appropriately adjusted. An
 489 underallocation in a prior year caused by a school district's
 490 error may not be the basis for a positive allocation adjustment
 491 for the current year. ~~Beginning with the 2011-2012 fiscal year,~~
 492 If a special program cost factor is less than the basic program
 493 cost factor, an audit adjustment may not result in the
 494 reclassification of the special program FTE to the basic program
 495 FTE. If the Department of Education audit adjustment
 496 recommendation is based upon controverted findings of fact, the
 497 Commissioner of Education is authorized to establish the amount
 498 of the adjustment based on the best interests of the state.

499 ~~(17)~~~~(16)~~ COMPUTATION OF PRIOR YEAR DISTRICT REQUIRED LOCAL
 500 EFFORT.—Calculations required in this section shall be based on

501 95 percent of the taxable value for school purposes for fiscal
 502 years prior to the 2010-2011 fiscal year.

503 Section 5. Paragraph (b) of subsection (3) of section
 504 1011.78, Florida Statutes, is amended to read:

505 1011.78 Standard student attire incentive payments.—There
 506 is created an incentive payment for school districts and charter
 507 schools that implement a standard student attire policy for all
 508 students in kindergarten through grade 8 in accordance with this
 509 section.

510 (3) QUALIFICATIONS.—To qualify for the incentive payment,
 511 a school district or charter school must, at a minimum,
 512 implement a standard attire policy that:

513 (b) Prohibits certain types or styles of clothing ~~and~~
 514 ~~requires solid-colored clothing and fabrics for pants, skirts,~~
 515 ~~shorts, or similar clothing and short- or long-sleeved shirts~~
 516 ~~with collars.~~

517 Section 6. This act shall take effect July 1, 2017.