A bill to be entitled

An act relating to school choice; amending s. 1002.31, F.S.; requiring district school boards to include a specific report in their process for controlled open enrollment; revising specified district school board reporting requirements to include information relating to school choice; amending s. 1002.33, F.S.; revising the contents of an annual report charter school sponsors must provide to the Department of Education; revising the date by which the department must post a specified annual report; deleting obsolete provisions; amending s. 1002.333, F.S.; revising definitions; defining the term "Florida Opportunity Zone;" authorizing a hope operator to operate a school of hope in a school district located in a Florida Opportunity Zone; conforming provisions to changes made by the act; revising the approved uses of Schools of Hope Program funds by a hope operator; revising the amount of an award a traditional public school may receive through the Schools of Hope Program under certain circumstances; providing requirements for such awards; revising the number of traditional public school that will receive an award through the Schools of Hope Program; providing criteria for the selection of traditional public schools who receive awards;
amending s. 1002.40, F.S.; revising the requirements for the termination of a Hope Scholarship upon enrollment in a public school; deleting a requirement that the department contract with an independent entity for an annual evaluation of the Hope Scholarship Program; amending s. 1002.421, F.S.; deleting an exemption from certain background screenings for employees and personnel holding a valid Florida teaching certificate; conforming cross-references; creating s. 1004.6499, F.S.; providing the purpose of the Center for Community Schools within the University of Central Florida relating to community school models; providing definitions; providing requirements for a community organization; providing requirements for a community school model; authorizing the Center for Community Schools to award grants to community organizations to establish its community school model; providing requirements for the award of such grants; requiring the Center for Community Schools to publish certain information on its website; providing an effective date.

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

Section 1. Subsection (4) of section 1002.31, Florida
Statutes, is amended, and paragraph (j) is added to subsection (3) of that section, to read:

1002.31 Controlled open enrollment; Public school parental choice.—

(3) Each district school board shall adopt by rule and post on its website the process required to participate in controlled open enrollment. The process must:

(j) Report the number of applications received and the percentage of applications granted per school year.

(4) In accordance with the reporting requirements of s. 1011.62, each district school board shall annually report the number of students applying for and exercising public school choice, by type, in accordance with rules adopted by the State Board of Education.

Section 2. Paragraph (b) of subsection (5) and paragraph (b) of subsection (6) of section 1002.33, Florida Statutes, are amended to read:

1002.33 Charter schools.—

(5) SPONSOR; DUTIES.—

(b) Sponsor duties.—

1.a. The sponsor shall monitor and review the charter school in its progress toward the goals established in the charter.

b. The sponsor shall monitor the revenues and expenditures of the charter school and perform the duties provided in s.
c. The sponsor may approve a charter for a charter school before the applicant has identified space, equipment, or personnel, if the applicant indicates approval is necessary for it to raise working funds.

d. The sponsor shall not apply its policies to a charter school unless mutually agreed to by both the sponsor and the charter school. If the sponsor subsequently amends any agreed-upon sponsor policy, the version of the policy in effect at the time of the execution of the charter, or any subsequent modification thereof, shall remain in effect and the sponsor may not hold the charter school responsible for any provision of a newly revised policy until the revised policy is mutually agreed upon.

e. The sponsor shall ensure that the charter is innovative and consistent with the state education goals established by s. 1000.03(5).

f. The sponsor shall ensure that the charter school participates in the state's education accountability system. If a charter school falls short of performance measures included in the approved charter, the sponsor shall report such shortcomings to the Department of Education.

g. The sponsor shall not be liable for civil damages under state law for personal injury, property damage, or death resulting from an act or omission of an officer, employee,
agent, or governing body of the charter school.

h. The sponsor shall not be liable for civil damages under state law for any employment actions taken by an officer, employee, agent, or governing body of the charter school.

i. The sponsor's duties to monitor the charter school shall not constitute the basis for a private cause of action.

j. The sponsor shall not impose additional reporting requirements on a charter school without providing reasonable and specific justification in writing to the charter school.

k. The sponsor shall submit an annual report to the Department of Education in a web-based format to be determined by the department.

(I) The report shall include the following information:

(A) The number of draft applications received on or before May 1 and each applicant's contact information.

(B) The number of final applications received on or before February 1 and each applicant's contact information.

(C) The date each application was approved, denied, or withdrawn.

(D) The date each final contract was executed.

(II) Annually, by November 1 and each year thereafter, the sponsor shall submit to the department the information for the applications submitted the previous year.
(III) The department shall compile an annual report, by sponsor district, and post the report on its website by January 15 of each year.

2. Immunity for the sponsor of a charter school under subparagraph 1. applies only with respect to acts or omissions not under the sponsor's direct authority as described in this section.

3. This paragraph does not waive a sponsor's district school board's sovereign immunity.

4. A Florida College System institution may work with the school district or school districts in its designated service area to develop charter schools that offer secondary education. These charter schools must include an option for students to receive an associate degree upon high school graduation. If a Florida College System institution operates an approved teacher preparation program under s. 1004.04 or s. 1004.85, the institution may operate no more than one charter school that serves students in kindergarten through grade 12. In kindergarten through grade 8, the charter school shall implement innovative blended learning instructional models in which, for a given course, a student learns in part through online delivery of content and instruction with some element of student control over time, place, path, or pace and in part at a supervised brick-and-mortar location away from home. A student in a blended learning course must be a full-time student of the charter
school and receive the online instruction in a classroom setting at the charter school. District school boards shall cooperate with and assist the Florida College System institution on the charter application. Florida College System institution applications for charter schools are not subject to the time deadlines outlined in subsection (6) and may be approved by the district school board at any time during the year. Florida College System institutions may not report FTE for any students who receive FTE funding through the Florida Education Finance Program.

5. A school district may enter into nonexclusive interlocal agreements with federal and state agencies, counties, municipalities, and other governmental entities that operate within the geographical borders of the school district to act on behalf of such governmental entities in the inspection, issuance, and other necessary activities for all necessary permits, licenses, and other permissions that a charter school needs in order for development, construction, or operation. A charter school may use, but may not be required to use, a school district for these services. The interlocal agreement must include, but need not be limited to, the identification of fees that charter schools will be charged for such services. The fees must consist of the governmental entity's fees plus a fee for the school district to recover no more than actual costs for providing such services. These services and fees are not
included within the services to be provided pursuant to subsection (20).

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

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

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

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

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

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

(I) The application of a high-performing charter school does not materially comply with the requirements in paragraph (a) or, for a high-performing charter school system, the application does not materially comply with s. 1002.332(2)(b);

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

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

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

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

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

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

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

5. Upon approval of an application, the initial startup shall commence with the beginning of the public school calendar for the district in which the charter is granted. A charter school may defer the opening of the school's operations for up to 3 years to provide time for adequate facility planning. The charter school must provide written notice of such intent to the sponsor and the parents of enrolled students at least 30 calendar days before the first day of school.

Section 3. Subsections (1), (2), and (4), paragraphs (b), (d), and (h) of subsection (5), paragraphs (a), (b), and (c) of subsection (10), and paragraphs (b) and (d) of subsection (11) of section 1002.333, Florida Statutes, are amended to read:

1002.333 Persistently low-performing schools.—
(1) DEFINITIONS.—As used in this section, the term:
(a) "Florida Opportunity Zone" means a population census
tract that has been designated by the United States Department of the Treasury as a Qualified Opportunity Zone pursuant to Internal Revenue Code s. 1400Z-1(b)(1)(B).

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

(c)(b) "Persistently low-performing school" means a school that has earned three consecutive grades lower than a "C," pursuant to s. 1008.34, in at least 3 of the last 5 years, and a school that was closed pursuant to s. 1008.33(4) within 2 years after the submission of a notice of intent.

(d)(c) "School of hope" means:

1. A charter school operated by a hope operator which:
   a. Serves students from one or more persistently low-performing schools and students who reside in a Florida Opportunity Zone;
   b. Is located in a Florida Opportunity Zone or in the attendance zone of a persistently low-performing school or within a 5-mile radius of such school, whichever is greater; and
   c. Is a Title I eligible school; or

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

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

(a) The past performance of the hope operator meets or exceeds the following criteria:

1. The achievement of enrolled students exceeds the district and state averages of the states in which the operator's schools operate;

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

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

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

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

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

(b) The operator was awarded a United States Department of Education Charter School Program Grant for Replication and Expansion of High-Quality Charter Schools within the preceding 3 years before applying to be a hope operator;
(c) The operator receives funding through the National Fund of the Charter School Growth Fund to accelerate the growth of the nation's best charter schools; or

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

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

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

(a) The notice of intent must include:

1. An academic focus and plan.

2. A financial plan.

3. Goals and objectives for increasing student achievement for the students from low-income families.
4. A completed or planned community outreach plan.
5. The organizational history of success in working with students with similar demographics.
6. The grade levels to be served and enrollment projections.
7. The proposed location or geographic area proposed for the school consistent with the requirements of sub-subparagraphs (1)(d)1.a. and b and its proximity to the persistently low-performing school.
8. A staffing plan.
(b) Notwithstanding the requirements of s. 1002.33, a school district shall enter into a performance-based agreement with a hope operator to open schools to serve students from persistently low-performing schools and students residing in a Florida Opportunity Zone.
(5) PERFORMANCE-BASED AGREEMENT.—The following shall comprise the entirety of the performance-based agreement:
  (b) The location or geographic area proposed for the school of hope and its proximity to the persistently low-performing school, as applicable.
  (d) A plan of action and specific milestones for student recruitment and the enrollment of students from persistently low-performing schools and students residing in a Florida Opportunity Zone, including enrollment preferences and procedures for conducting transparent admissions lotteries that
are open to the public. Students from persistently low-performing schools and students residing in a Florida Opportunity Zone shall be exempt from any enrollment lottery to the extent permitted by federal grant requirements.

(h) A provision allowing the hope operator to open additional schools to serve students enrolled in or zoned for a persistently low-performing school and students residing in a Florida Opportunity Zone if the hope operator maintains its status under subsection (3).

(10) SCHOOLS OF HOPE PROGRAM.—The Schools of Hope Program is created within the Department of Education.

(a) A school of hope operator is eligible to receive funds from the Schools of Hope Program for the following expenditures:

1. Preparing teachers, school leaders, and specialized instructional support personnel, including costs associated with:

   a. Providing professional development.

   b. Hiring and compensating teachers, school leaders, executive directors, regional directors, and specialized instructional support personnel until the school reaches full enrollment for services beyond the school day and year.

2. Acquiring supplies, training, equipment, and educational materials, including developing and acquiring instructional materials.

3. Providing one-time startup costs associated with
providing transportation to students to and from the charter school.

4. Carrying out community engagement activities, which may include paying the cost of student and staff recruitment.

5. Providing funds to cover the nonvoted ad valorem millage that would otherwise be required for schools and the required local effort funds calculated pursuant to s. 1011.62 when the state board enters into an agreement with a hope operator pursuant to subsection (5).

6. Providing funds for eligible capital outlay expenditures pursuant to s. 1013.62(4), up to the amount calculated pursuant to s. 1013.62(2), until the school is eligible to receive charter school capital outlay pursuant to s. 1013.62(1).

7. Providing funds for the initial leasing, and related costs, of a school facility in the event that a suitable district-owned facility is unavailable or not leased in a timely manner pursuant to paragraph (7)(d).

(b) A traditional public school that is required to submit a turnaround plan for implementation pursuant to s. 1008.33(4) is eligible to receive up to $500 $2,000 per full-time equivalent student from the Schools of Hope Program. Awards shall continue during the implementation of the turnaround plan and for 1 school year after the school exits turnaround status. Awards for a traditional public school that is required to
submit a subsequent turnaround plan is contingent upon approval of the turnaround plan by the state board and a subsequent plan submitted pursuant to this paragraph. Awards shall be based upon the strength of the school's plan for implementation and its focus on evidence-based interventions that lead to student success by providing wrap-around services that leverage community assets, improve school and community collaboration, and develop family and community partnerships. Wrap-around services include, but are not limited to, tutorial and after-school programs, student counseling, nutrition education, parental counseling, and adult education. Plans for implementation may also include models that develop a culture of attending college, high academic expectations, character development, dress codes, and an extended school day and school year. At a minimum, a plan for implementation must:

1. Establish wrap-around services that develop family and community partnerships.

2. Establish clearly defined and measurable high academic and character standards.

3. Increase parental involvement and engagement in the child's education.

4. Describe how the school district will identify, recruit, retain, and reward instructional personnel. The state board may waive the requirements of s. 1012.22(1)(c)5., and suspend the requirements of s. 1012.34, to facilitate
5. Identify a knowledge-rich curriculum that the school will use that focuses on developing a student's background knowledge.

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

7. Identify public and private funds that will be used to sustain the plan beyond the grant award and provide assurances that the grant award will not supplant existing funds provided to the school.

(c) The state board shall:

1. Provide awards for up to 75 schools and prioritize awards for plans submitted pursuant to paragraph (b) that are based on whole school transformation, and that are developed in consultation with the school's principal, and demonstrate that the plan will continue beyond the term of the award.

2. Annually report on the implementation of this subsection in the report required by s. 1008.345(5), and provide summarized academic performance reports of each traditional public school receiving funds.

(11) STATE BOARD OF EDUCATION AUTHORITY AND OBLIGATIONS.—Pursuant to Art. IX of the State Constitution, which prescribes the duty of the State Board of Education to supervise the public school system, the State Board of Education shall:
(b) Adopt a standard notice of intent and performance-based agreement that must be used by hope operators and district school boards to eliminate regulatory and bureaucratic barriers that delay access to high quality schools for students in persistently low-performing schools and students residing in Florida Opportunity Zones.

(d) Provide students in persistently low-performing schools and students residing in Florida Opportunity Zones with a public school that meets accountability standards. The State Board of Education may enter into a performance-based agreement with a hope operator when a school district has not improved the school after 3 years of the interventions and support provided under s. 1008.33 or has not complied with the requirements of subsection (4). Upon the State Board of Education entering into a performance-based agreement with a hope operator, the school district shall transfer to the school of hope the proportionate share of state funds allocated from the Florida Education Finance Program.

Section 4. Subsection (5) and paragraph (d) of subsection (8) of section 1002.40, Florida Statutes, are amended to read:

1002.40 The Hope Scholarship Program.—

(5) TERM OF HOPE SCHOLARSHIP.—For purposes of continuity of educational choice, a Hope scholarship shall remain in force until the student returns to public school or graduates from high school, whichever occurs first. A scholarship student who
enrolls in a public school or public school program within the
district is considered to have returned to a public school for
the purpose of determining the end of the scholarship's term. A
scholarship student who enrolls in a public school located
outside of the district in which the incident occurred shall
receive only a scholarship pursuant to paragraph (11)(b).

(8) DEPARTMENT OF EDUCATION OBLIGATIONS.—The department
shall:

(d) Contract with an independent entity to provide an
annual evaluation of the program by:

1. Reviewing the school bullying prevention education
program, climate, and code of student conduct of each public
school from which 10 or more students transferred to another
public school or private school using the Hope scholarship to
determine areas in the school or school district procedures
involving reporting, investigating, and communicating a parent's
and student's rights that are in need of improvement. At a
minimum, the review must include:

a. An assessment of the investigation time and quality of
the response of the school and the school district.

b. An assessment of the effectiveness of communication
procedures with the students involved in an incident, the
students' parents, and the school and school district personnel.

c. An analysis of school incident and discipline data.

d. The challenges and obstacles relating to implementing
recommendations from the review.

2. Reviewing the school bullying prevention education program, climate, and code of student conduct of each public school to which a student transferred if the student was from a school identified in subparagraph 1. in order to identify best practices and make recommendations to a public school at which the incidents occurred.

3. Reviewing the performance of participating students enrolled in a private school in which at least 51 percent of the total enrolled students in the prior school year participated in the program and in which there are at least 10 participating students who have scores for tests administered.

4. Surveying the parents of participating students to determine academic, safety, and school climate satisfaction and to identify any challenges to or obstacles in addressing the incident or relating to the use of the scholarship.

Section 5. Paragraph (m) of subsection (1) of section 1002.421, Florida Statutes, is amended to read:

1002.421 State school choice scholarship program accountability and oversight.—

(1) PRIVATE SCHOOL ELIGIBILITY AND OBLIGATIONS.—A private school participating in an educational scholarship program established pursuant to this chapter must be a private school as defined in s. 1002.01(2) in this state, be registered, and be in compliance with all requirements of this section in addition to
private school requirements outlined in s. 1002.42, specific
requirements identified within respective scholarship program
laws, and other provisions of Florida law that apply to private
schools, and must:

    (m) Require each employee and contracted personnel with
direct student contact, upon employment or engagement to provide
services, to undergo a state and national background screening,
pursuant to s. 943.0542, by electronically filing with the
Department of Law Enforcement a complete set of fingerprints
taken by an authorized law enforcement agency or an employee of
the private school, a school district, or a private company who
is trained to take fingerprints and deny employment to or
terminate an employee if he or she fails to meet the screening
standards under s. 435.04. Results of the screening shall be
provided to the participating private school. For purposes of
this paragraph:

1. An "employee or contracted personnel with direct
student contact" means any employee or contracted personnel who
has unsupervised access to a scholarship student for whom the
private school is responsible.

2. The costs of fingerprinting and the background check
shall not be borne by the state.

3. Continued employment of an employee or contracted
personnel after notification that he or she has failed the
background screening under this paragraph shall cause a private
school to be ineligible for participation in a scholarship program.

4. An employee or contracted personnel holding a valid Florida teaching certificate who has been fingerprinted pursuant to s. 1012.32 is not required to comply with the provisions of this paragraph.

4. All fingerprints submitted to the Department of Law Enforcement as required by this section shall be retained by the Department of Law Enforcement in a manner provided by rule and entered in the statewide automated biometric identification system authorized by s. 943.05(2)(b). Such fingerprints shall thereafter be available for all purposes and uses authorized for arrest fingerprints entered in the statewide automated biometric identification system pursuant to s. 943.051.

5. The Department of Law Enforcement shall search all arrest fingerprints received under s. 943.051 against the fingerprints retained in the statewide automated biometric identification system under subparagraph 4. subparagraph 5. Any arrest record that is identified with the retained fingerprints of a person subject to the background screening under this section shall be reported to the employing school with which the person is affiliated. Each private school participating in a scholarship program is required to participate in this search process by informing the Department of Law Enforcement of any change in the employment or contractual status of its personnel.
whose fingerprints are retained under subparagraph 4.

subparagraph 5. The Department of Law Enforcement shall adopt a rule setting the amount of the annual fee to be imposed upon each private school for performing these searches and establishing the procedures for the retention of private school employee and contracted personnel fingerprints and the dissemination of search results. The fee may be borne by the private school or the person fingerprinted.

6. Employees and contracted personnel whose fingerprints are not retained by the Department of Law Enforcement under subparagraphs 4. and 5. subparagraphs 5. and 6. are required to be refingerprinted and must meet state and national background screening requirements upon reemployment or reengagement to provide services in order to comply with the requirements of this section.

7. Every 5 years following employment or engagement to provide services with a private school, employees or contracted personnel required to be screened under this section must meet screening standards under s. 435.04, at which time the private school shall request the Department of Law Enforcement to forward the fingerprints to the Federal Bureau of Investigation for national processing. If the fingerprints of employees or contracted personnel are not retained by the Department of Law Enforcement under subparagraph 4. subparagraph 5., employees and contracted personnel must electronically file a complete set of

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fingerprints with the Department of Law Enforcement. Upon submission of fingerprints for this purpose, the private school shall request that the Department of Law Enforcement forward the fingerprints to the Federal Bureau of Investigation for national processing, and the fingerprints shall be retained by the Department of Law Enforcement under subparagraph 4. subparagraph 5.

The department shall suspend the payment of funds to a private school that knowingly fails to comply with this subsection, and shall prohibit the school from enrolling new scholarship students, for 1 fiscal year and until the school complies. If a private school fails to meet the requirements of this subsection or has consecutive years of material exceptions listed in the report required under paragraph (q), the commissioner may determine that the private school is ineligible to participate in a scholarship program.

Section 6. Section 1004.6499, Florida Statutes, is created to read:

1004.6499 The Center for Community Schools.—
(1) PURPOSE.—The Center for Community Schools at the University of Central Florida provides technical assistance, university-assisted partnerships, training, assessment, and evaluation for the establishment and implementation of community school models.

(2) DEFINITIONS.—
(a) "Center" means the Center for Community Schools at the University of Central Florida.

(b) "Community organization" means a nonprofit organization that has been in existence for at least 3 years and serves individuals within a county in which a public school implementing the community school model is located. The community organization serves as the lead partner in the community school model and facilitates the use of grant funds under this section.

(c) "Community school model" means a school service model developed by the center that utilizes a long-term partnership among a school district, a community organization, a college or university, and a healthcare provider to establish, develop, and sustain a system for addressing student, family, and community needs during and outside of the school day. The model must establish a collaborative governance structure among the community partners for providing services and include standards for effective implementation, reporting, and evaluation at each participating school. The governance structure may include other community leaders such as parent-teacher organizations, community businesses, and faith leaders. The model must also provide for family engagement and expanded learning opportunities and support for students.

(3) GRANT PROGRAM.—Contingent upon available funds, the center may facilitate the implementation of its community school model.
model in the state through grants that enable community organizations to establish long-term partnerships and secure resources for planning, staffing, and providing services to students and families through the community school model. The center shall:

(a) Require a participating public school to establish long-term partnerships through a memorandum of understanding and condition the award of grant funds upon the community organization securing matching funds.

(b) Prioritize awards based on demonstration of the technical and financial ability to sustain the community school model beyond an initial grant award and in school districts where the community school model has not been established.

(4) REPORTING.—The center shall publish on its website information on each community organization receiving a grant from the center to implement the community school model, including:

(a) The amount of grant funds provided through the center for each participating school and the amount of matching funds provided by the community organization for each year the community organization has received a grant for that school.

(b) The long-term partners who have entered into a memorandum of understanding for implementing the community school model pursuant to paragraph (2)(c).

(c) A description of the services and community engagement
activities provided through the community school model.
(d) The number of students, families, and community members served through the community school model.
(e) The academic progress of students enrolled at the public school, including student progression data, attendance, behavior, and student achievement and learning gains on statewide, standardized assessments as determined pursuant to s. 1008.34.

Section 7. This act shall take effect July 1, 2019.