

FLORIDA'S PUBLIC SCHOOL ADMINISTRATIVE LEADERS: SUPPORT STATUTORY PROVISIONS THAT ALLOW SCHOOLS TO EDUCATE OUR STUDENTS IN SAFE CLASSROOMS LED BY HIGH QUALITY TEACHERS.

EDUCATION ACCOUNTABILITY

FASA calls for a comprehensive review of Florida's accountability system, including but not limited to: a description of the system, including alignment and consistency within the accountability system; a determination of the capacity of districts and schools to administer the required statewide, standardized assessments without interruption in the ongoing delivery of instruction to students who are not being assessed; a development of a timeline for transition to school grades that includes all the components of school grades to be available before school grades are released; and an analysis of districts pay for performance plans and impact on teacher recruitment and retention.

1. Revise Florida statutes and related State Board of Education Rules regarding 3rd Grade promotion and retention to:
 - » Provide clearly defined alternative pathways for student promotion and retention with a more balanced approach that considers both assessment results and local evidence of student performance;
 - » Ensure that the final decision on student promotion or retention is made at the local level; and
 - » Ensure that student promotion or retention is not dependent upon, or denied by, a single assessment result.
2. FASA supports the implementation of ESSA, with emphasis on the parts of the law that empower school leadership.

FASA supports the definition of school leader in the ESSA as the principal (which could also mean the assistant principal), or the designated school official responsible for the daily managerial and instructional leadership inside the school building.

FASA supports the inclusion of language in ESSA related to the dedicated funding for states on principal professional development which help to focus funds to create mentoring, induction and performance measures to attract and retain effective principals.

CAPITAL NEEDS

3. Increase the Base Student Allocation (BSA) and adjust for student population growth.
4. Restore local control to school districts to review millage discretionary funding to school boards to support Capital Outlay, where the proportion provided to public and charter schools is equitable in such a way that public schools, who provide the education for the majority of students in a district, receive at least the same amount of capital outlay money as charter schools on a consistent basis.
5. Continue the fund shift for commercial electricity rates into PECO, along with a 1.5% increase in monies going into the fund for continued stabilization of available funding from PECO for all education stakeholders.

OTHER ISSUES

FASA Leaders also support the following issues:

6. Maintain current legislation regarding school start dates.
7. Continue funding for the digital classroom allocation and emphasize for school leaders to determine appropriate professional development as needed for administrators and teachers to implement a digital learning environment.
8. Expand the funding for instructional materials categorical due to the increase in dual enrollment and digital instructional material costs.
9. Increase the Safe Schools Categorical to provide more School Resource Officers (SRO) to keep schools safe and reach the goal of a minimum of one SRO in each school.
10. Incentivize more alternative fuels (CNG/propane/etc.) vehicle purchases by redesigning the Natural Gas Fuel Fleet Vehicle Rebate Program process.

