

The Florida Senate  
**COMMITTEE MEETING EXPANDED AGENDA**

**EDUCATION PRE-K -12**  
**Senator Simon, Chair**  
**Senator Burgess, Vice Chair**

**MEETING DATE:** Tuesday, November 7, 2023  
**TIME:** 3:45—6:00 p.m.  
**PLACE:** *Pat Thomas Committee Room, 412 Knott Building*

**MEMBERS:** Senator Simon, Chair; Senator Burgess, Vice Chair; Senators Berman, Calatayud, Collins, Grall, Hutson, Jones, Osgood, Perry, and Yarborough

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TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
1	Workshop on Recommendations to Reduce Regulations on Public Schools, Pursuant to Section 11, Chapter 2023-16, Laws of Florida.	Discussed	

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Other Related Meeting Documents

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Ben Gibson, *Chair*  
Ryan Petty, *Vice Chair*  
*Members*  
Monesia Brown  
Esther Byrd  
Grazie Pozo Christie  
Kelly Garcia  
MaryLynn Magar

November 1, 2023

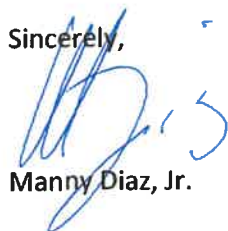
The Honorable Kathleen Passidomo, President  
Florida Senate  
Suite 409, Capitol  
404 S. Monroe Street  
Tallahassee, Florida 32399-1100

Dear President Passidomo:

Pursuant to House Bill 1 (HB1), passed during the 2023 legislative session, the Department of Education has undertaken a review of the Florida Early Learning-20 Education Code, sections 1000-1013, Florida Statutes and considered input from Florida teachers, superintendents, administrators, school boards, public and private postsecondary institutions, home educators, and other stakeholders.

Following that review, the State Board of Education has developed recommendations for the deregulation of Florida public schools. In accordance with HB 1 to provide our recommendations to the Governor and Florida Legislature by November 1, 2023, please find the State Board of Education's recommendations attached to this email for your consideration.

Sincerely,



Manny Diaz, Jr.

**Florida Department of Education**  
**Recommendations to Reduce Regulation in Public Schools**  
**November 1, 2023**

## **Background**

During the 2023 Legislative Session the Florida Legislature passed House Bill 1 (HB1) on March 23, 2023. Governor DeSantis signed HB1 on March 27, 2023, enacting one of the boldest education reforms in the nation, extending educational choice to every student in Florida. In addition to expanding educational freedom across Florida, HB1 created a process to identify opportunities to extend regulatory relief across the Florida public school system. Specifically, Section 11 of HB 1 provided the following:

*No later than November 1, 2023, the State Board of Education shall develop and recommend to the Governor and Legislature for adoption during the 2024 legislative session repeals and revisions to the Florida Early Learning-20 Education Code, chapters 1000-1013, Florida Statutes, to reduce regulation of public schools. The state board shall review the entirety of the Florida Early Learning-20 Education Code for potential repeals and revisions. The state board must make recommendations addressing repeals and revisions to the statutes governing the transportation of students. The state board shall consider input from teachers, superintendents, administrators, school boards, public and private postsecondary institutions, home educators, and other entities identified by the state board.*

The following report includes an explanation and overview of the process utilized by the Florida Department of Education (Department) to solicit feedback and suggestions, a detailed summary of the participation data, and the final recommendations submitted for consideration.

## **The Approach**

Florida's unrelenting focus on strong accountability and parent empowerment over the last two decades has resulted in Florida vaulting to the top of nearly every measure. In 2022, Florida's fourth and eighth grade students earned the state's highest ever rankings on the National Assessment of Educational Progress (NAEP) tests in both reading and math. Florida's Hispanic students, black students, and students with disabilities all scored in the top 10 in every category. Our fourth grade reading performance was third in the nation and our fourth grade math performance was fourth in the nation. These are only just a few of the incredible accomplishments of our students and teachers, which is why it is not surprising that U.S. News and World Report recently named Florida as the number one state in the country for education.

There is a clear and distinct difference between regulation and accountability. Regulation focuses on actions, inputs, and outputs, while accountability focuses on outcomes. With this clear distinction in mind and the unarguable success of Florida's accountability system and educational choice, the Department did not include in our recommendations any statutory revisions or repeals that could potentially weaken our best in the nation accountability system or limit parent's rights. The Department remains deeply committed to parental empowerment and an accountability system that sets clear expectations for learning, measures our students' performance and growth, and holds our public schools accountable for delivering a high-quality education to every student.

## **The Process**

The Department set out to conduct this work in a collaborative manner, actively seeking the input of a wide range of stakeholders, including parents, teachers, school administrators, superintendents, home educators, and more. Additionally, the Department leveraged the experience and expertise of its professional staff.

The first step in the process was to create a mechanism to accept suggestions and recommendations from the public. The Department developed an online survey which allowed any member of the public to submit an unlimited number of suggestions. The survey was deployed on June 15, 2023, and the Department posted a link to the survey on our website and our social media pages. Additionally, we sent the link to school district superintendents (June 15<sup>th</sup>) and requested that they distribute the link (with a sample communication we provided) to parents and teachers.

The Department created a separate survey for superintendents. While the survey questions were almost identical to the public survey, the Department wanted to provide superintendents an opportunity to work with their leadership teams to develop recommendations and submit on behalf of the district. The Department sent this link to Superintendents on June 15, 2023. Additionally, the Department worked with the Florida Association of District School Superintendents (FADSS) to collect recommendations and met with FADSS on September 8<sup>th</sup> to discuss their recommendations.

The Department also created an internal survey for each division with the Department to develop and submit recommendations from professional staff.

## **The Data: Public Survey**

The public survey was open from June 15 through August 15, 2023, and resulted in over 4,000 suggestions from around the state. The survey was anonymous and only asked respondents to identify their school district/county and whether they were a parent, teacher, administrator, school board member, community member, or other.

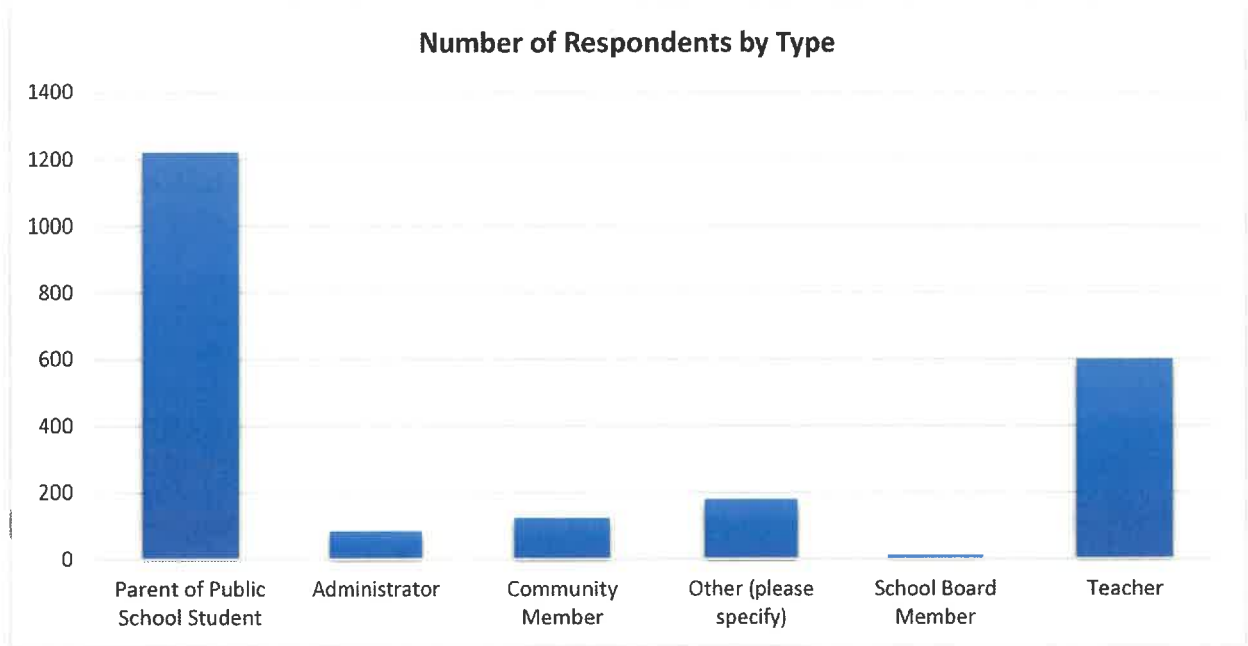
After respondents answered the two descriptive questions, they were then able to submit up to 20 separate suggestions per login. For each suggestion, respondents were asked to provide the following:

- Sector (PreK, K12, Post Secondary)
- General Area (drop down menu with following options)
  - Early Learning, Testing/Accountability, School Choice, K-12 Teaching and Learning, Student Services (including conduct/discipline), Parental Rights, School Facilities, Finance/Budget, School Safety, Educator Certification, Transportation, Local School District Requirements, Exceptional Student Education, Professional Learning, Other)
- Chapter of Law (optional question, with drop down menu)
- Statute (optional)
- Repeal or Revision (optional)
- Explanation of Suggested Change (open-ended)
- Rational and Impact (open-ended)

The graphs below provide an overview of the responses received through the public survey.

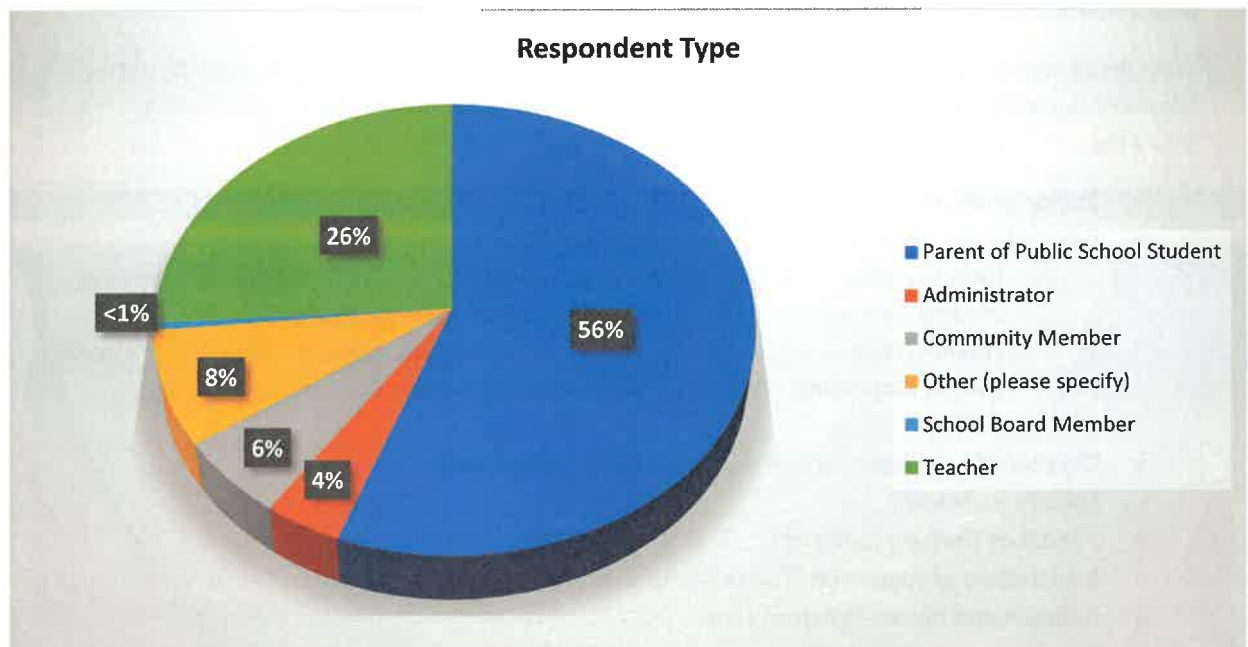
**Chart 1**

*Chart 1 represents the total number of people who submitted suggestions through our public survey link, broken out by type of respondent. Some respondents submitted multiple suggestions.*



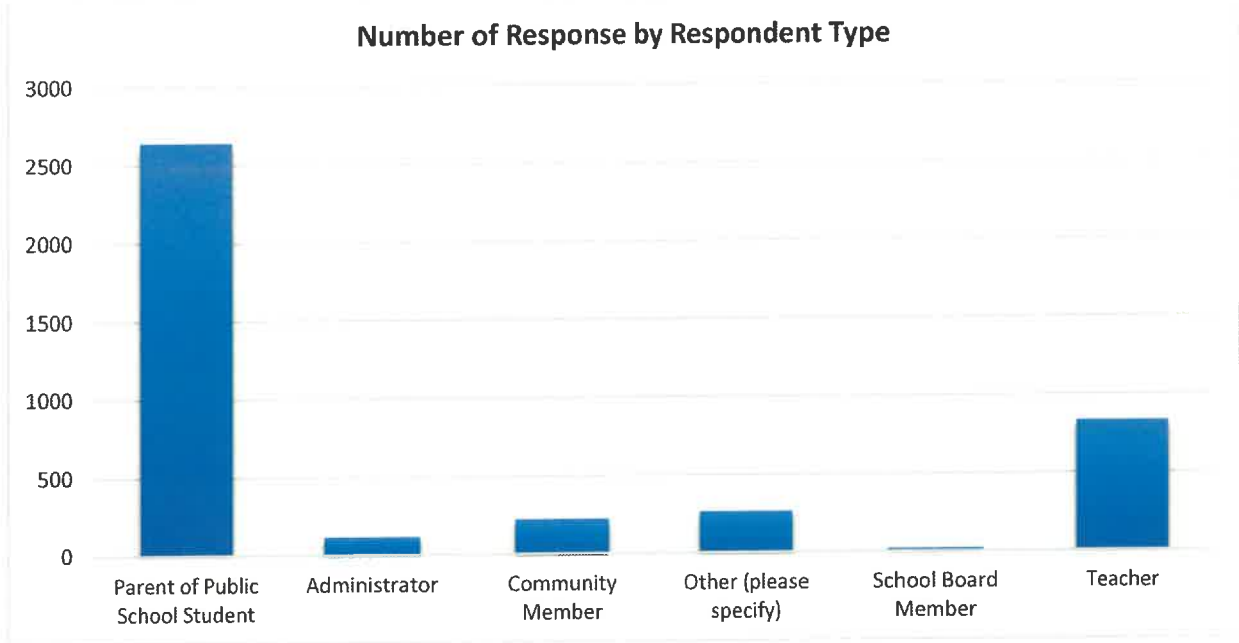
**Chart 2**

*Chart 2 represents the percentage of each respondent type.*



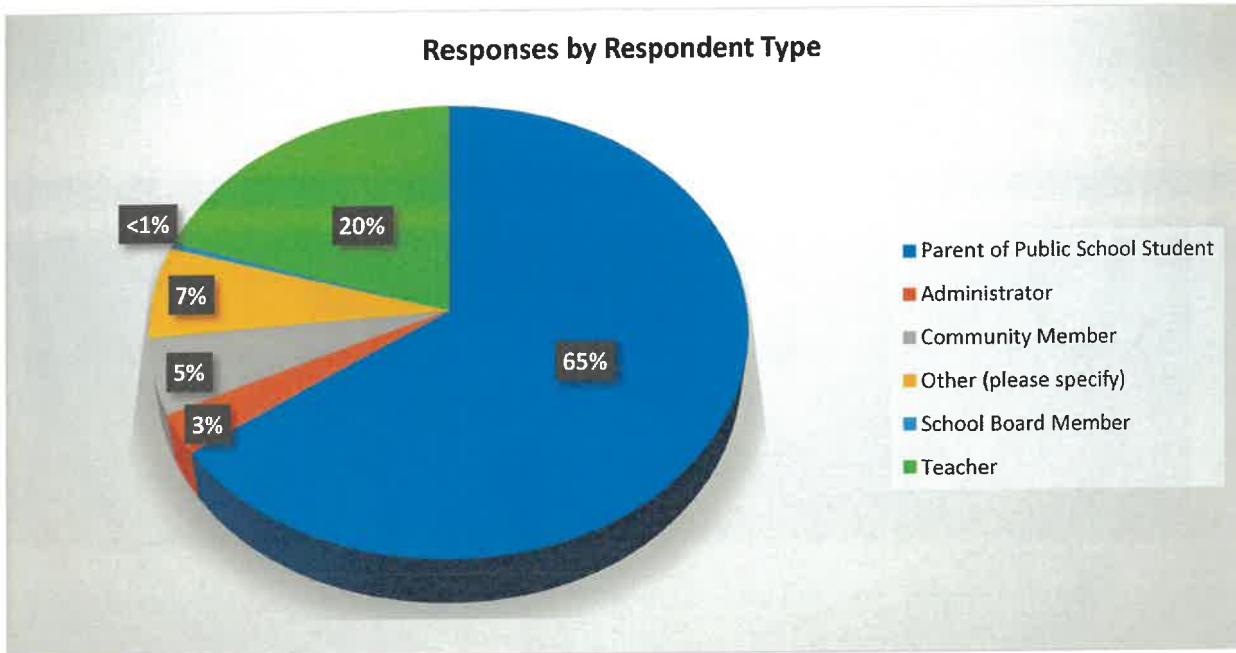
**Chart 3**

*Chart 3 represents the total number of suggestions broken down by the respondent type. The number of responses is greater than the number of respondents, as many people offered multiple suggestions.*



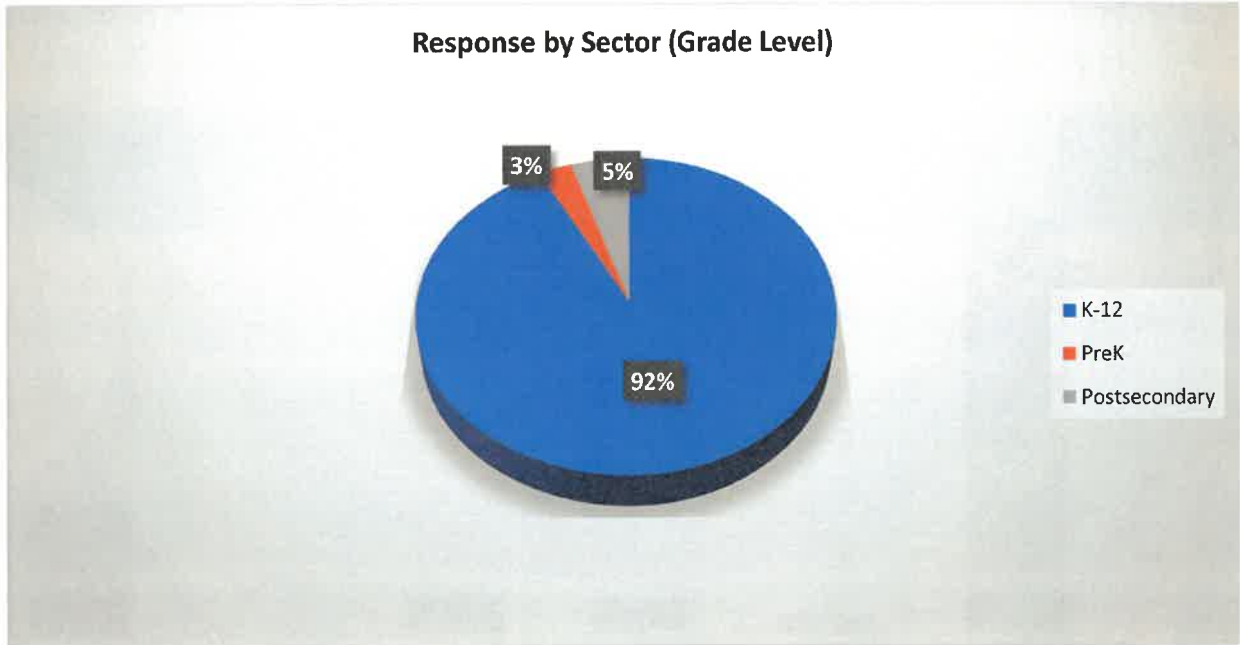
**Chart 4:**

*Chart 4 represents the percentage of responses by respondent type. What this chart shows is that while 56% of respondents were parents, 65% of all responses were submitted by parents.*



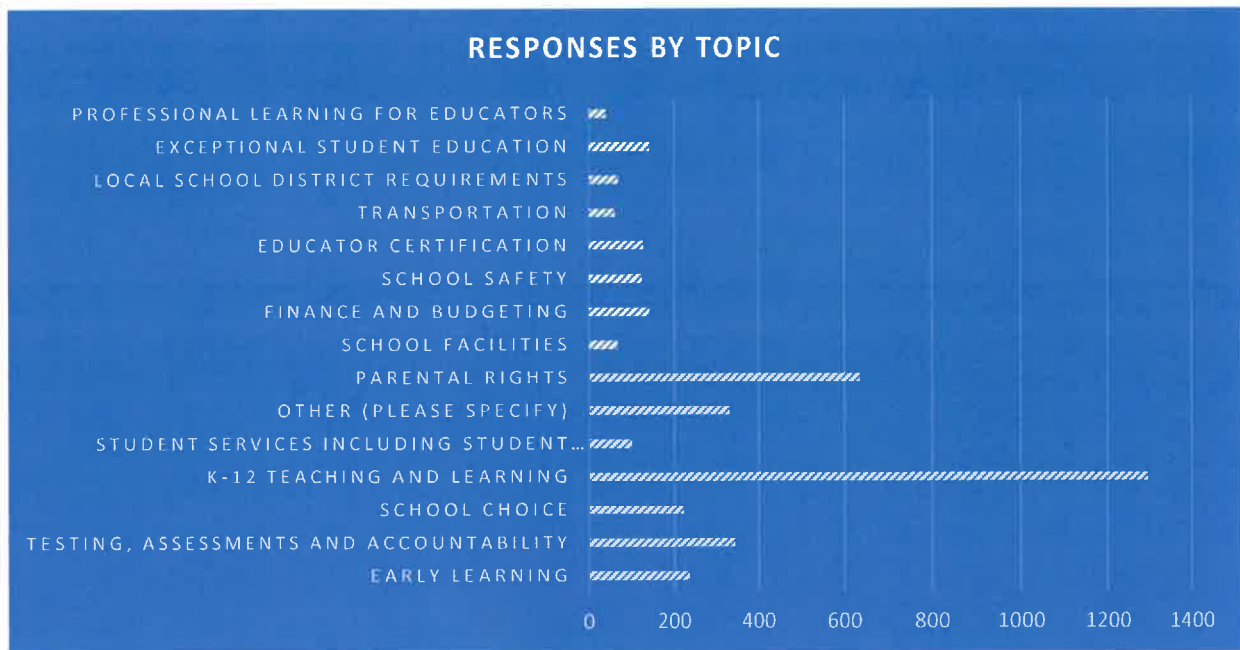
### Chart 5

Chart 5 represents the percentage of recommendations made by sector (Prek, K-12, Post Secondary).



### Chart 6

Chart 6 represents the number of recommendations made within each topic area.





## **The Review**

Upon closing the online surveys, the Department reviewed every one of the more than 4,000 recommendations it received. Recommendations were categorized based upon general topic area and sent to the appropriate division within the Department. Professional staff reviewed each recommendation to determine if it was responsive to the statutory directive to reduce regulation, whether it was aligned to the Department's vision and mission, and whether it was likely to result in improved academic outcomes for our students.

Department leadership then carefully reviewed the recommendations that divisions moved forward for consideration, using the same criteria described above, and further refined the set of recommendations to present to the Commissioner Diaz. While HB 1 directed the Department to review chapters 1000-1013, the Department also reviewed other sections of Florida Law that were referenced within the Florida Early Learning-20 Education Code.

Commissioner Diaz presents the following recommendations to Governor DeSantis and the Legislature for consideration in the 2024 Legislative Session.

**CHAPTER 200**  
**DETERMINATION OF MILLAGE**

- 200.065 Method of fixing millage
  - Revise Section 200.065 to remove the requirement that school districts post notices in the newspaper, so long as the district publicly posts these notices on their website and using other methods to ensure the public is made aware. Both the US Census Bureau and the Pew Research Center have reported that adults are more likely to receive information via digital media than print media.

**CHAPTER 316**  
**STATE UNIFORM TRAFFIC CONTROL**

- 316.173(2)(a) School Bus Infraction Detection Systems
  - Revise Section 316.173(2)(a) to remove the requirement that the signage “DO NOT PASS WHEN RED LIGHTS FLASH” be in highly reflective material for buses with infraction detection systems for illegal school bus passing. Current rule requires this signage to be on all buses, but not in highly reflective material. Without this revision, districts that install school bus infraction detection systems will incur costs to replace current signage with highly reflective material.

*(2)(a) The school district must post high-visibility reflective signage on the rear of each school bus in which a school bus infraction detection system is installed and operational which indicates the use of such system. The signage must be in the form of one or more signs or stickers and must contain the following elements in substantially the following form:*

- 1. The words “STOP WHEN RED LIGHTS FLASH” or “DO NOT PASS WHEN RED LIGHTS FLASH.”*
- 2. The words “CAMERA ENFORCED.”*
- 3. A graphic depiction of a camera.*

**CHAPTER 668**  
**ELECTRONIC COMMERCE**

- 668.50 Uniform Electronic Transaction Act
  - Revise Section 668.50 to remove the requirement in (18)(b) that requires districts to consult with the Division of Management Services as it relates to the process of using and protocols for electronic signatures.

*(18) ACCEPTANCE AND DISTRIBUTION OF ELECTRONIC RECORDS BY GOVERNMENTAL AGENCIES.—*

*(a) Except as otherwise provided in paragraph (12)(f), each governmental agency shall determine whether, and the extent to which, such agency will send and accept electronic records and electronic signatures to and from other persons and otherwise create, generate, communicate, store, process, use, and rely upon electronic records and electronic signatures.*

*(b) To the extent that a governmental agency uses electronic records and electronic signatures under paragraph (a), the Department of Management Services, in consultation with the governmental agency, giving due consideration to security, may specify:*

- 1. The manner and format in which the electronic records must be created, generated, sent, communicated, received, and stored and the systems established for those purposes.*
- 2. If electronic records must be signed by electronic means, the type of electronic signature required, the manner and format in which the electronic signature must be affixed to the electronic record, and the identity of, or criteria that must be met by, any third party used by a person filing a document to facilitate the process.*
- 3. Control processes and procedures as appropriate to ensure adequate preservation, disposition, integrity, security, confidentiality, and auditability of electronic records.*
- 4. Any other required attributes for electronic records which are specified for corresponding nonelectronic records or reasonably necessary under the circumstances.*

## **CHAPTER 1001**

### **EARLY LEARNING-20 GOVERNANCE**

- **1001.02 General powers of State Board of Education**
  - *Revise Section 1001.02(5) by removing the language, "and subject to existing law, shall establish the tuition and out-of-state fees for developmental education and for credit instruction that may be counted toward an associate in arts degree, an associate in applied science degree, or an associate in science degree." The State Board of Education does not set tuition amounts and therefore this language is outdated and unnecessary.*

*(5) The State Board of Education is responsible for reviewing and administering the state program of support for the Florida College System institutions and, subject to existing law, shall establish the tuition and out-of-state fees for developmental education and for credit instruction that may be counted toward an associate in arts degree, an associate in applied science degree, or an associate in science degree.*

- **1001.03 Specific powers of State Board of Education**
  - *Revise Section 1001.03 by removing subsection (17), as this provision conflicts with Section 1001.02(3), which requires the State Board of Education to include the Florida College System in its Strategic Plan.*

*(17) PLAN SPECIFYING GOALS AND OBJECTIVES.—By July 1, 2013, the State Board of Education shall identify performance metrics for the Florida College System and develop a plan that specifies goals and objectives for each Florida College System institution. The plan must include:*

*(a) Performance metrics and standards common for all institutions and metrics and standards unique to institutions depending on institutional core missions, including, but not limited to, remediation success, retention, graduation, employment, transfer rates, licensure passage, excess hours, student loan burden and default rates, job placement, faculty awards, and highly respected rankings for institution and program achievements.*

*(b) Student enrollment and performance data delineated by method of instruction, including, but not limited to, traditional, online, and distance learning instruction.*

*(3)(a) The State Board of Education shall adopt a strategic plan that specifies goals and objectives for the state's public schools and Florida College System institutions. The plan shall be formulated in conjunction*

*with plans of the Board of Governors in order to provide for the roles of the universities and Florida College System institutions to be coordinated to best meet state needs and reflect cost-effective use of state resources. The strategic plan must clarify the mission statements of each Florida College System institution and the system as a whole and identify degree programs, including baccalaureate degree programs, to be offered at each Florida College System institution in accordance with the objectives provided in this subsection and the coordinated 5-year plan pursuant to paragraph (2)(v). The strategic plan must cover a period of 5 years, with modification of the program lists after 2 years. Development of each 5-year plan must be coordinated with and initiated after completion of the master plan. The strategic plans must specifically include programs and procedures for responding to the educational needs of teachers and students in the public schools of this state and consider reports and recommendations of the Florida Talent Development Council pursuant to s. 1004.015 and the Articulation Coordinating Committee pursuant to s. 1007.01. The state board shall submit a report to the President of the Senate and the Speaker of the House of Representatives upon modification of the plan and as part of its legislative budget request.*

- 1001.42 Powers and duties of district school board
  - *Revise Section 1001.42 by removing subsection (12)(l). This would remove the requirement that medium and large districts hire and employ an internal auditor, leaving the decision to locally elected school boards. District school boards located in Florida are required by Florida law to have an annual financial audit.*

*(12) FINANCE.—Take steps to assure students adequate educational facilities through the financial procedure authorized in chapters 1010 and 1011 and as prescribed below:*

*(l) Internal auditor.—May or, in the case of a school district receiving annual federal, state, and local funds in excess of \$500 million, shall employ an internal auditor. The scope of the internal auditor shall not be restricted and shall include every functional and program area of the school system.*

*1. The internal auditor shall perform ongoing financial verification of the financial records of the school district, a comprehensive risk assessment of all areas of the school system every 5 years, and other audits and reviews as the district school board directs for determining:*

*a. The adequacy of internal controls designed to prevent and detect fraud, waste, and abuse as defined in s. 11.45(1).*

*b. Compliance with applicable laws, rules, contracts, grant agreements, district school board-approved policies, and best practices.*

*c. The efficiency of operations.*

*d. The reliability of financial records and reports.*

*e. The safeguarding of assets.*

*f. Financial solvency.*

*g. Projected revenues and expenditures.*

*h. The rate of change in the general fund balance.*

*2. The internal auditor shall prepare audit reports of his or her findings and report directly to the district school board or its designee.*

*3. Any person responsible for furnishing or producing any book, record, paper, document, data, or sufficient information necessary to conduct a proper audit or examination which the internal auditor is by law authorized to perform is subject to the provisions of s. 11.47(3) and (4).*

**CHAPTER 1002**  
**STUDENT AND PARENTAL RIGHTS AND EDUCATIONAL CHOICES**

- 1002.20 K-12 student and parent rights
  - Revise Section 1002.20 by removing subsection (24). This subsection requires school districts to provide each middle and high school student a two-page summary of the Department of Economic Opportunity economic security report of employment and earning outcomes. This information is now available to all parents through the Department's Xello web portal, Florida's official K-12 career planning and work-based learning coordination tool.

*(24) ECONOMIC SECURITY REPORT.—Beginning in the 2014-2015 school year and annually thereafter, each middle school and high school student or the student's parent prior to registration shall be provided a two-page summary of the Department of Economic Opportunity's economic security report of employment and earning outcomes prepared pursuant to s. 445.07 and electronic access to the report.*

- 1002.311 Single-gender programs authorized
  - Repeal Section 1002.311 as it is unnecessary and duplicative of federal law. Repealing this statute will allow districts to offer single-sex classes or schools as long they comport with applicable federal law.

*(1) Subject to subsection (2) and in accordance with 34 C.F.R. s. 106.34, a district school board may establish and maintain a nonvocational class, extracurricular activity, or school for elementary, middle, or high school students in which enrollment is limited to a single gender if the school district also makes available a substantially equal:*

*(a) Single-gender class, extracurricular activity, or school to students of the other gender; and*  
*(b) Coeducational class, extracurricular activity, or school to all students.*

*(2) A district school board that establishes a single-gender class, extracurricular activity, or school:*

*(a) May not require participation by any student. The district school board must ensure that participation in the single-gender class, extracurricular activity, or school is voluntary.*

*(b) Must evaluate each single-gender class, extracurricular activity, or school in the school district at least once every 2 years in order to ensure that it is in compliance with this section and 34 C.F.R. s. 106.34.*

*(c) Must comply with the following requirements when establishing a gender-specific elementary, middle, or high school:*

*1. Separate into grade-level boys-only classes and girls-only classes during instruction in core courses.*

*2. Open enrollment to all students within the school district.*

*3. Require the school's administrative and instructional personnel to participate in professional development that includes scheduling and instructional strategies.*

*4. Provide to the department a comparison of the academic performance of students in the gender-specific elementary, middle, or high school with the academic performance of students in other public elementary, middle, or high schools, as appropriate, in the school district.*

- 1002.34 Charter technical career centers
  - Revise Section 1002.34 by removing subsection (19). The annual report is no longer necessary. The information included in the report can be provided upon request.

*(19) EVALUATION; REPORT.—The Commissioner of Education shall provide for an annual comparative evaluation of charter technical career centers and public technical centers. The evaluation may be conducted in cooperation with the sponsor, through private contracts, or by department staff. At a minimum, the comparative evaluation must address the demographic and socioeconomic characteristics of the students served, the types and costs of services provided, and the outcomes achieved. By December 30 of each year, the Commissioner of Education shall submit to the Governor, the President of the Senate, the Speaker of the House of Representatives, and the Senate and House committees that have responsibility for secondary and postsecondary career and technical education a report of the comparative evaluation completed for the previous school year.*

- 1002.55 School-year prekindergarten program delivered by private prekindergarten providers
  - Revise Section 1002.55(3)(c), to require that within 60 days of employment, VPK instructors must complete three emergent literacy training courses, providing additional flexibility for VPK providers to hire and onboard staff.

*(3) To be eligible to deliver the prekindergarten program, a private prekindergarten provider must meet each of the following requirements:*

*(c) The private prekindergarten provider must have, for each prekindergarten class of 11 children or fewer, at least one prekindergarten instructor who meets each of the following requirements:*

*1. The prekindergarten instructor must hold, at a minimum, one of the following credentials:*

*a. A child development associate credential issued by the National Credentialing Program of the Council for Professional Recognition; or*

*b. A credential approved by the Department of Children and Families as being equivalent to or greater than the credential described in sub-subparagraph a.*

*The Department of Children and Families may adopt rules under ss. 120.536(1) and 120.54 which provide criteria and procedures for approving equivalent credentials under sub-subparagraph b.*

*2. The prekindergarten instructor must successfully complete three emergent literacy training courses that include developmentally appropriate and experiential learning practices for children and a student performance standards training course approved by the department as meeting or exceeding the minimum standards adopted under s. 1002.59. The prekindergarten instructor must complete an emergent literacy training course at least once every 5 years after initially completing the three emergent literacy training courses. The courses in this subparagraph must be recognized as part of the informal early learning and career pathway identified by the department under s. 1002.995(1)(b). The requirement for completion of the standards training course shall take effect July 1, 2022. The courses must be made available online or in person.*

- 1002.82 Department of Education; powers and duties
  - Revise Section 1002.82(2)(e), to require the review and approval of Early Learning Coalition school readiness program plan every three years instead of every two years, aligning the review process with the state's submission of the federal Child Care and Development Fund (CCDF) plan submission.

*(2) The department shall:*

*(e) Review each early learning coalition's school readiness program plan every 2 years and provide final approval of the plan and any amendments submitted.*

- 1002.85 Early learning coalition plans
  - Revise Section 1002.85(2) to require Early Learning Coalitions to submit a school readiness program plan every three years, aligning the requirement with the recommendation above and with the state's submission of the federal CCDF plan submission.

*(2) Each early learning coalition must biennially submit a school readiness program plan to the department before the expenditure of funds. A coalition may not implement its school readiness program plan until it receives approval from the department. A coalition may not implement any revision to its school readiness program plan until the coalition submits the revised plan to and receives approval from the department. If the department rejects a plan or revision, the coalition must continue to operate under its previously approved plan.*

## CHAPTER 1003 PUBLIC K-12 EDUCATION

- 1003.4935 Middle grades career and professional academy courses and career-themed courses
  - Revise Section 1003.4935 to remove subsection (3) as the report is no longer necessary. School-based performance data are made available through the Department's Know Your Schools portal.

*(3) Beginning with the 2012-2013 school year, if a school district implements a middle school career and professional academy or a career-themed course, the Department of Education shall collect and report student achievement data pursuant to performance factors identified under s. 1003.492(3) for students enrolled in an academy or a career-themed course.*

- 1003.4995 Fine arts report
  - Repeal 1003.4995. This report is no longer necessary as all of the information is available within the PK-12 Public School Data Publications and Reports on the Department's website.

*The Commissioner of Education shall prepare an annual report that includes a description, based on annual reporting by schools, of student access to and participation in fine arts courses, which are visual arts, music, dance, and theatre courses; the number and certification status of educators providing instruction in the courses; educational facilities designed and classroom space equipped for fine arts instruction; and the manner in which schools are providing the core curricular content for fine arts established in the state academic standards. The report shall be posted on the Department of Education's website and updated annually.*

- 1003.4996 Competency-Based Education Pilot Program
  - Repeal Section 1003.4996 as 2022-23 was the last year of the pilot project and it was not extended in statute.

- 1003.51 Other public educational services
  - Revise Section 1003.51 to remove (2)(g)1. Students in DJJ programs are required to take the same statewide assessments as all public school students. Under Florida's new statewide coordinated screening and progress monitoring system, this requirement is no longer needed, and removing it is consistent with the Governor's goal of reducing testing.
  - Revise Section 1003.51(2)(r) to provide the Department and the Department of Juvenile Justice the authority to develop an accountability system for all programs, consistent with s. 985.16(4)(b)3.a., specifically by removing the reference to a six month timeline.

*(2) The State Board of Education shall adopt rules articulating expectations for effective education programs for students in Department of Juvenile Justice programs, including, but not limited to, education programs in juvenile justice prevention, day treatment, residential, and detention programs. The rule shall establish policies and standards for education programs for students in Department of Juvenile Justice programs and shall include the following:*

*(g) Assessment procedures, which:*

*1. For prevention, day treatment, and residential programs, include appropriate academic and career assessments administered at program entry and exit that are selected by the Department of Education in partnership with representatives from the Department of Juvenile Justice, district school boards, and education providers. Assessments must be completed within the first 10 school days after a student's entry into the program.*

*(r) A series of graduated sanctions for district school boards whose educational programs in Department of Juvenile Justice programs are considered to be unsatisfactory and for instances in which district school boards fail to meet standards prescribed by law, rule, or State Board of Education policy. These sanctions shall include the option of requiring a district school board to contract with a provider or another district school board if the educational program at the Department of Juvenile Justice program is performing below minimum standards and, after 6 months, is still performing below minimum standards.*

- 1003.621 Academically high-performing school districts
  - Revise Section 1003.621 to remove (4). This will remove the annual reporting requirement for Academically High-Performing School Districts. The majority of the data required in the annual report is already made available through the Department's Know Your Schools portal.

*(4) REPORTS.—The academically high-performing school district shall submit to the State Board of Education and the Legislature an annual report on December 1 which delineates the performance of the school district relative to the academic performance of students at each grade level in reading, writing, mathematics, science, and any other subject that is included as a part of the statewide assessment program in s. 1008.22. The annual report shall be submitted in a format prescribed by the Department of Education and shall include:*

*(a) Longitudinal performance of students on statewide, standardized assessments taken under s. 1008.22;*

*(b) Longitudinal performance of students by grade level and subgroup on statewide, standardized assessments taken under s. 1008.22;*

*(c) Longitudinal performance regarding efforts to close the achievement gap;*

*(d)1. Number and percentage of students who take an Advanced Placement Examination; and*



2. *Longitudinal performance regarding students who take an Advanced Placement Examination by demographic group, specifically by age, gender, race, and Hispanic origin, and by participation in the National School Lunch Program;*  
*(e) Evidence of compliance with subsection (1); and*  
*(f) A description of each waiver and the status of each waiver.*

#### CHAPTER 1004

#### PUBLIC POSTSECONDARY EDUCATION

- 1004.925 Automotive service technology education programs; certification
  - Repeal the statute. This statute mandates that all automotive services providers be accredited. This is not necessary for program quality as this is not required for any other unregulated training program.

*(1) All automotive service technology education programs shall be industry certified in accordance with rules adopted by the State Board of Education.*

*(2) New automotive service technology education programs and automotive service technology education programs that are in the process of becoming industry certified shall have 3 years to become certified.*

*(3) Effective with the 2013-2014 fiscal year, students enrolled in an automotive service technology education program that is not industry certified pursuant to this section shall not be eligible to be reported for state funding.*

#### CHAPTER 1006

#### SUPPORT FOR LEARNING

- 1006.025 Guidance services
  - Repeal Section 1006.025. This section of law requires each district school board to annually provide a guidance report to the Department. The report is no longer necessary as Districts provide this information in their annual Mental Health Assistance Allocation Plan (HHAAP) and the MHAA Outcomes and Expenditure Report.

*(1) Each district school board shall annually submit a district guidance report to the Commissioner of Education by June 30.*

*(2) The guidance report shall include, but not be limited to, the following:*

*(a) Examination of student access to certified school counselors.*

*(b) Degree to which a district has adopted or implemented a guidance model program.*

*(c) Evaluation of the information and training available to certified school counselors and career specialists to advise students on areas of critical need, labor market trends, and technical training requirements.*

*(d) Progress toward incorporation of best practices for advisement as identified by the department.*

*(e) Consideration of alternative guidance systems or ideas, including, but not limited to, a teacher-advisor model, mentoring, partnerships with the business community, web-based delivery, and parental involvement.*

*(f) A guidance plan for the district.*

*(3) The department shall provide resources to district school boards that may assist districts in preparing the annual guidance report. The resources shall include, but are not limited to, materials relating to*

*guidance model programs, training available through the department for career guidance, adopted best practices, alternative guidance systems or ideas, and a model district guidance plan.*

- 1006.21 Duties of district school superintendent and district school board regarding transportation
  - In implementation of 1006.21(1) and (5), revise rule 6A-3.0171, Florida Administrative Code, Responsibilities of School Districts for Student Transportation, to increase the school bus inspection interval from 30 calendar days to approximately 90 calendar days when school is in session. This will allow districts to achieve greater school bus maintenance efficiency while ensuring school bus safety.

*(1) The district school superintendent shall ascertain which students should be transported to school or to school activities, determine the most effective arrangement of transportation routes to accommodate these students; recommend such routing to the district school board; recommend plans and procedures for providing facilities for the economical and safe transportation of students; recommend such rules as may be necessary and see that all rules relating to the transportation of students approved by the district school board, as well as rules of the State Board of Education, are properly carried into effect, as prescribed in this chapter.*

*(5) Contiguous school districts shall make provisions for reciprocal policies and agreements for contracts for school bus transportation services, inspections, and screening requirements for public schools and public charter schools.*

## CHAPTER 1007 ARTICULATION AND ACCESS

- 1007.33 Site-determined baccalaureate degree access
  - Revise Section 1007.33 to delete flush left language in subsection (4) regarding special baccalaureate approval process for St. Petersburg college. This process was granted to St. Pete when bachelor's degrees were first authorized in the FCS. It is no longer needed or utilized by the college.

*The Board of Trustees of St. Petersburg College is authorized to establish one or more bachelor of applied science degree programs based on an analysis of workforce needs in Pinellas, Pasco, and Hernando Counties and other counties approved by the Department of Education. For each program selected, St. Petersburg College must offer a related associate in science or associate in applied science degree program, and the baccalaureate degree level program must be designed to articulate fully with at least one associate in science degree program. The college is encouraged to develop articulation agreements for enrollment of graduates of related associate in applied science degree programs. The Board of Trustees of St. Petersburg College is authorized to establish additional baccalaureate degree programs if it determines a program is warranted and feasible based on each of the factors in paragraph (5)(d). Prior to developing or proposing a new baccalaureate degree program, St. Petersburg College shall engage in need, demand, and impact discussions with the state university in its service district and other local and regional, accredited postsecondary providers in its region. Documentation, data, and other information from inter-institutional discussions regarding program need, demand, and impact shall be provided to the college's board of trustees to inform the program approval process. Employment at St. Petersburg College is governed by the same laws that govern Florida College System institutions, except that upper-*

division faculty are eligible for continuing contracts upon the completion of the fifth year of teaching. Employee records for all personnel shall be maintained as required by s. 1012.81.

## CHAPTER 1008 ASSESSMENT AND ACCOUNTABILITY

- 1008.25 Public school student progression; student support; coordinated screening and progress monitoring; reporting requirements
  - Revise Section 1008.25 to amend the requirement in (9)(b) that Voluntary Prekindergarten (VPK) Education program providers administer the coordinated screening and progress monitoring program (CSPM) three times per year for summer programs. Administering CSPM three times during the shortened summer program adds no instructional value and will not provide sufficient time between administrations to make data informed decisions. The requirement should be amended to require two administrations of the CSPM, one at the beginning and one at the end of the summer program. This will still allow for growth measurements.

*(b) Beginning with the 2022-2023 school year, private Voluntary Prekindergarten Education Program providers and public schools must participate in the coordinated screening and progress monitoring system pursuant to this paragraph.*

*1. For students in the Voluntary Prekindergarten Education Program through grade 2, the coordinated screening and progress monitoring system must be administered at least three times within a program year or school year, as applicable, with the first administration occurring no later than the first 30 instructional days after a student's enrollment or the start of the program year or school year, the second administration occurring midyear, and the third administration occurring within the last 30 days of the program or school year pursuant to state board rule. The state board may adopt alternate timeframes to address nontraditional school year calendars or summer programs to ensure the coordinated screening and progress monitoring program is administered a minimum of three times within a year or program.*

- 1008.332 Committee of practitioners pursuant to federal No Child Left Behind Act
  - Revise Section 1008.332 to remove the requirement for an annual report. The report is not required in federal law and is unnecessary.

*The Department of Education shall establish a committee of practitioners pursuant to federal requirements of the No Child Left Behind Act of 2001. The committee members shall be appointed by the Commissioner of Education and shall annually report to the Governor, the President of the Senate, and the Speaker of the House of Representatives by January 1. The committee shall meet regularly and is authorized to review potential rules and policies that will be considered by the State Board of Education.*

- 1008.345 Implementation of state system of school improvement and education accountability
  - Revise Section 1008.345 by removing (3)(4) and (5)(b)-(d). The data provided in the annual feedback report is available through the Department's Know Your Schools Portal. The requirements in (5)(a) are sufficient to inform the State Board and Legislature on the state of school improvement and necessary policy revisions.

*(3) The annual feedback report shall be developed by the Department of Education.*

*(4) The commissioner shall review each district school board's feedback report and submit findings to the State Board of Education. If adequate progress is not being made toward implementing and maintaining a system of school improvement and education accountability, the State Board of Education shall direct the commissioner to prepare and implement a corrective action plan. The commissioner and State Board of Education shall monitor the development and implementation of the corrective action plan.*

*(5) The commissioner shall annually report to the State Board of Education and the Legislature and recommend changes in state policy necessary to foster school improvement and education accountability. The report shall include:*

*(a) For each school district:*

*1. The percentage of students, by school and grade level, demonstrating learning growth in English Language Arts and mathematics.*

*2. The percentage of students, by school and grade level, in both the highest and lowest quartiles demonstrating learning growth in English Language Arts and mathematics.*

*3. The information contained in the school district's annual report required pursuant to s. 1008.25(10).*

*(b) Intervention and support strategies used by school districts whose students in both the highest and lowest quartiles exceed the statewide average learning growth for students in those quartiles.*

*(c) Intervention and support strategies used by school districts whose schools provide educational services to youth in Department of Juvenile Justice programs that demonstrate learning growth in English Language Arts and mathematics that exceeds the statewide average learning growth for students in those subjects.*

*(d) Based upon a review of each school district's reading instruction plan submitted pursuant to s. 1003.4201, intervention and support strategies used by school districts that were effective in improving the reading performance of students, as indicated by student performance data, who are identified as having a substantial reading deficiency pursuant to s. 1008.25(5)(a).*

*School reports shall be distributed pursuant to this subsection and s. 1001.42(18)(c) and according to rules adopted by the State Board of Education.*

- 1008.45 Florida College System institution accountability process
  - Revise Section 1008.45 to remove a portion of subsection (3) containing outdated language referencing the Executive Director of the Florida College System.

*(3) The State Board of Education shall address within the annual evaluation of the performance of the executive director, and the Florida College System institution boards of trustees shall address within the annual evaluation of the presidents, the achievement of the performance goals established by the accountability process.*

## CHAPTER 1011

### PLANNING AND BUDGETING

- 1011.035 School district fiscal transparency
  - Revise Section 1011.035 to remove the requirement that school districts provide graphical representations of financial data. The Department's Know Your Schools portal provides expenditure data at the school, district and state level.

*(2) Each district school board shall post on its website a plain language version of each proposed, tentative, and official budget which describes each budget item in terms that are easily understandable to the public and includes:*

*(a) Graphical representations, for each public school within the district and for the school district, of the following:*

*1. Summary financial efficiency data.*

*2. Fiscal trend information for the previous 3 years on:*

*a. The ratio of full-time equivalent students to full-time equivalent instructional personnel.*

*b. The ratio of full-time equivalent students to full-time equivalent administrative personnel.*

*c. The total operating expenditures per full-time equivalent student.*

*d. The total instructional expenditures per full-time equivalent student.*

*e. The general administrative expenditures as a percentage of total budget.*

*f. The rate of change in the general fund's ending fund balance not classified as restricted.*

- 1011.71 District school tax

- Revise Section 1011.71(2)(e), to authorize the use of 1.5 mil funds for the lease-purchase financing for ancillary facilities such as transportation centers. Districts can finance the purchases of buses, but not the facilities and infrastructure needed to maintain them. This will provide districts with additional financial flexibility.

- Revise Section 1011.71(5) to eliminate the limitation that districts can only use the 1.5 mil funds up to \$175 per unweighted FTE for the payment of property and casualty insurance and the purchase of vehicles, providing districts with additional flexibility.

*(2) In addition to the maximum millage levy as provided in subsection (1), each school board may levy not more than 1.5 mills against the taxable value for school purposes for charter schools pursuant to s. 1013.62(1) and (3) and for district schools to fund:*

*(e) Payments for educational facilities and sites due under a lease-purchase agreement entered into by a district school board pursuant to s. 1003.02(1)(f) or s. 1013.15(2), not exceeding, in the aggregate, an amount equal to three-fourths of the proceeds from the millage levied by a district school board pursuant to this subsection. The three-fourths limit is waived for lease-purchase agreements entered into before June 30, 2009, by a district school board pursuant to this paragraph. If payments under lease-purchase agreements in the aggregate, including lease-purchase agreements entered into before June 30, 2009, exceed three-fourths of the proceeds from the millage levied pursuant to this subsection, the district school board may not withhold the administrative fees authorized by s. 1002.33(20) from any charter school operating in the school district.*

*(5) A school district may expend, subject to s. 200.065, up to \$175 per unweighted full-time equivalent student from the revenue generated by the millage levy authorized by subsection (2) to fund, in addition to expenditures authorized in paragraphs (2)(a)-(j), expenses for the following:*

*(a) The purchase, lease-purchase, or lease of driver's education vehicles; motor vehicles used for the maintenance or operation of plants and equipment; security vehicles; or vehicles used in storing or distributing materials and equipment.*

*(b) Payment of the cost of premiums, as defined in s. 627.403, for property and casualty insurance necessary to insure school district educational and ancillary plants. As used in this paragraph, casualty insurance has the same meaning as in s. 624.605(1)(d), (f), (g), (h), and (m). Operating revenues that are made available through the payment of property and casualty insurance premiums from revenues*

generated under this subsection may be expended only for nonrecurring operational expenditures of the school district.

## CHAPTER 1012

### PERSONNEL

- 1012.86 Florida College System institution employment equity accountability program
  - Repeal Section 1012.86. This requirement does not exist for K-12 or the State University System and conflicts with the current requirements found in s. 1000.05.
  
- 1012.72 Dale Hickam Excellent Teaching Program
  - Repeal Section 1012.72. The 1998 Florida Legislature passed the Excellent Teaching Program Act. The program was renamed the Dale Hickam Excellent Teaching Program in 2002. The 2008 Florida Legislature adopted substantial changes to the program. When legislative funds are available, bonuses are provided to teachers who attain advanced certification by the National Board for Professional Teaching Standards (NBPTS) or are NBPTS certified and who mentor non-NBPTS Florida teachers. The implementing rule was repealed in 2020 (Rule 6A-10.060, F.A.C.). The state-funded subsidy was eliminated by the legislature during the fall 2008 legislative session. Candidates may still pursue NBPTS certification, but at their own expense or with district support.

*(1) The Legislature recognizes that teachers play a critical role in preparing students to achieve the high levels of academic performance expected by the state academic standards. The Legislature further recognizes the importance of identifying and rewarding teaching excellence and of encouraging good teachers to become excellent teachers. The Legislature finds that the National Board for Professional Teaching Standards (NBPTS) has established high and rigorous standards for accomplished teaching and has developed a national voluntary system for assessing and certifying teachers who demonstrate teaching excellence by meeting those standards. It is therefore the Legislature's intent to reward teachers who demonstrate teaching excellence by attaining NBPTS certification and sharing their expertise with other teachers.*

*(2) The Dale Hickam Excellent Teaching Program is created to provide categorical funding for bonuses for teaching excellence. The bonuses may be provided for initial certification for up to one 10-year period. The Department of Education shall distribute to each school district an amount as prescribed annually by the Legislature for the Dale Hickam Excellent Teaching Program. For purposes of this section, the Florida School for the Deaf and the Blind shall be considered a school district. Unless otherwise provided in the General Appropriations Act, each distribution shall be the sum of the amounts earned for the following:*

*(a) An annual bonus equal to 10 percent of the prior fiscal year's statewide average salary for classroom teachers to be distributed to the school district to be paid to each individual who holds NBPTS certification and is employed by the district school board or by a public school within the school district. The district school board shall distribute the annual bonus to each individual who meets the requirements of this paragraph and who is certified annually by the district to have demonstrated satisfactory teaching performance pursuant to s. 1012.34. The annual bonus may be paid as a single payment or divided into not more than three payments.*

*(b) An annual bonus equal to 10 percent of the prior fiscal year's statewide average salary for classroom teachers to be distributed to the school district to be paid to each individual who meets the requirements of paragraph (a) and agrees, in writing, to provide the equivalent of 12 workdays of mentoring and*

*related services to public school teachers within the state who do not hold NBPTS certification. Related services must include instruction in helping teachers work more effectively with the families of their students. The district school board shall distribute the annual bonus in a single payment following the completion of all required mentoring and related services for the year. It is not the intent of the Legislature to remove excellent teachers from their assigned classrooms; therefore, credit may not be granted by a school district or public school for mentoring or related services provided during student contact time during the 196 days of required service for the school year.*

*(c) The employer's share of social security and Medicare taxes for those teachers who receive bonus amounts under paragraph (a) or paragraph (b).*

*(3) If the funds available in any fiscal year are insufficient to pay in full the annual bonuses for certification and for providing mentoring and related services, payments for providing mentoring and related services shall be prorated among the eligible recipients. If the mentoring and related services are prorated, school districts may pay a portion or all of the balance. If funds are insufficient to pay in full the annual bonuses for certification, payments of bonuses for certification shall be prorated among the eligible recipients.*

## **CHAPTER 1013 EDUCATIONAL FACILITIES**

- 1013.14 Proposed purchase of real property by a board; confidentiality of records; procedure
  - Revise Section 1013.14(1)(b) to increase the threshold at which appraisals are required for purchase of real property. The current statutory thresholds should be raised as a result of inflation.

*(1)(a) In any case in which a board, pursuant to the provisions of this chapter, seeks to acquire by purchase any real property for educational purposes, every appraisal, offer, or counteroffer must be in writing and is exempt from the provisions of s. 119.07(1) until an option contract is executed or, if no option contract is executed, until 30 days before a contract or agreement for purchase is considered for approval by the board. If a contract or agreement for purchase is not submitted to the board for approval, the exemption from s. 119.07(1) shall expire 30 days after the termination of negotiations. The board shall maintain complete and accurate records of every such appraisal, offer, and counteroffer. For the purposes of this section, the term "option contract" means an agreement by the board to purchase a piece of property, subject to the approval of the board at a public meeting after 30 days' public notice.*

*(b) Before acquisition of the property, the board shall obtain at least one appraisal by an appraiser approved pursuant to s. 253.025(8) for each purchase in an amount greater than \$100,000 and not more than \$500,000. For each purchase in an amount in excess of \$500,000, the board shall obtain at least two appraisals by appraisers approved pursuant to s. 253.025(8). If the agreed to purchase price exceeds the average appraised value, the board is required to approve the purchase by an extraordinary vote.*

- 1013.45 Educational facilities contracting and construction techniques for school districts and Florida College System institutions
  - Revise Section 1013.45(1)(e), to increase the threshold at which districts can no longer use district staff to complete projects. The current statutory thresholds should be raised as a result of inflation.

- Revise Section 1013.45(4) to increase the threshold at which a district is required to obtain the services of a registered architect. The current statutory thresholds should be raised as a result of inflation.

*(1) District school boards and boards of trustees of Florida College System institutions may employ procedures to contract for construction of new facilities, or for additions, remodeling, renovation, maintenance, or repairs to existing facilities, which include, but are not limited to:*

*(e) Day-labor contracts not exceeding \$280,000 for construction, renovation, remodeling, or maintenance of existing facilities. This amount shall be adjusted annually based upon changes in the Consumer Price Index.*

*(4) Except as otherwise provided in this section and s. 481.229, the services of a registered architect must be used for the development of plans for the erection, enlargement, or alteration of any educational facility. The services of a registered architect are not required for a minor renovation project for which the construction cost is less than \$50,000 or for the placement or hookup of relocatable educational facilities that conform to standards adopted under s. 1013.37. However, boards must provide compliance with building code requirements and ensure that these structures are adequately anchored for wind resistance as required by law. A district school board shall reuse existing construction documents or design criteria packages if such reuse is feasible and practical. If a school district's 5-year educational facilities work plan includes the construction of two or more new schools for students in the same grade group and program, such as elementary, middle, or high school, the district school board must require that prototype design and construction be used for the construction of these schools. Notwithstanding s. 287.055, a board may purchase the architectural services for the design of educational or ancillary facilities under an existing contract agreement for professional services held by a district school board in the State of Florida, provided that the purchase is to the economic advantage of the purchasing board, the services conform to the standards prescribed by rules of the State Board of Education, and such reuse is not without notice to, and permission from, the architect of record whose plans or design criteria are being reused. Plans must be reviewed for compliance with the State Requirements for Educational Facilities. Rules adopted under this section must establish uniform prequalification, selection, bidding, and negotiation procedures applicable to construction management contracts and the design-build process. This section does not supersede any small, woman-owned, or minority-owned business enterprise preference program adopted by a board. Except as otherwise provided in this section, the negotiation procedures applicable to construction management contracts and the design-build process must conform to the requirements of s. 287.055. A board may not modify any rules regarding construction management contracts or the design-build process.*



**Public School Deregulation  
Senator Calatayud**

	F.S.	Present Situation	Proposed Bill Provision
<b>Personnel Qualifications and Educator Certification</b>			
1	S. 1012.585 Process for renewal of professional certificates	<ul style="list-style-type: none"> <li>Professional certificates are renewable for successive periods not to exceed 5 years.</li> <li>For the renewal of a professional certificate, the applicant must earn a minimum of 6 college credits (1 credit must be in teaching students with disabilities) or 120 inservice points, or a combination of hours and credits.</li> <li>For each area of specialization to be retained on a certificate, the applicant must earn at least 3 of the required credit hours or equivalent inservice points in the specialization area.</li> <li>To reinstate an expired professional certificate, an applicant must complete 6 college credits or equivalent, pass the appropriate subject area examination, complete a background screening, and pay a reinstatement fee.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes an additional 10-year professional certificate for teachers who hold a 5-year professional certificate and are rated highly effective in 4 of 5 years.</li> <li>Provides renewal criteria (9 credits or 180 hours) for teachers renewing a professional certificate with a 10-year validity period.</li> <li>Allows district school boards to reduce the renewal requirements for teachers on their initial 5-year professional certificate from 6 college credits to 5 college credits or 120 inservice points to 100 inservice points, for teachers rated highly effective in 3 of 5 years.</li> <li>Provides that a teacher who taught at a private school during the 5-year validity period of his or her professional certificate and then returned to teaching in a school district can extend the expiration date of his or her professional certificate for a duration equivalent to the number of years taught at a private school, up to a maximum of 3 years.</li> <li>Requires the SBE rule regarding reinstatement must include an expedited reinstatement for professional certificates expired for 5 or fewer years.</li> </ul>
2	S. 1012.56 Educator certification requirements	<p>To receive a professional certificate all personnel must demonstrate mastery on the General Knowledge (GK) test. Mastery is demonstrated by a passing score on the GK test; another state's certificate; National Board certification; postsecondary teaching experience; GRE scores; or master's degree.</p> <p>The DOE issues two types of educator certificates: the professional certificate and the temporary certificate. The 5-year nonrenewable temporary certificate may be issued for a candidate who meets general requirements and has demonstrated subject area knowledge, is enrolled in a teacher preparation program, or is enrolled in an apprenticeship program.</p>	<ul style="list-style-type: none"> <li>Provides that the mastery of General Knowledge requirement is met if a teacher on a temporary certificate is effective or highly effective in each year of the temporary certificate.</li> <li>Allows school districts or a consortium to issue temporary certifications, but maintains the requirements for the award of a temporary certificate, and establishes reporting requirements.</li> </ul>
3	S. 1002.55 School-year prekindergarten program delivered by private prekindergarten providers.	School districts may only hire VPK instructors who hold specified credentials or degrees, have completed a background screening, and have completed three emergent literacy training courses.	<ul style="list-style-type: none"> <li>Allows newly hired VPK instructors 30 days to complete the three emergent literacy courses after being hired, if not previously completed.</li> <li>Removes an obsolete date for standards training.</li> </ul>

**Public School Deregulation  
Senator Calatayud**

F.S.		Present Situation	Proposed Bill Provision
<b>Personnel Qualifications and Educator Certification (cont.)</b>			
4	S. 1012.05 Teacher recruitment and retention	<ul style="list-style-type: none"> <li>Each school board must adopt policies relating to mentors and support for first-time teachers based upon guidelines issued by the DOE.</li> <li>By September 15 and February 15 each school year, each school district must electronically submit accurate public school e-mail addresses for all instructional and administrative personnel to the DOE.</li> </ul>	<ul style="list-style-type: none"> <li>Removes the requirement that school board policies relating to mentors and support for first-time teachers must be based upon the guidelines issued by the DOE.</li> <li>Reduces the number of times a school district is required to submit to the DOE school email addresses for instructional and administrative personnel from twice per year to once.</li> </ul>
5	S. 1012.2315 Assignment of teachers	<p>Provides specific criteria for school districts when hiring instructional personnel at low-performing schools, including:</p> <ul style="list-style-type: none"> <li>A school district may not assign a higher percentage than the school district average of temporarily certified teachers, teachers in need of improvement, or out-of-field teachers to schools graded "D" or "F."</li> <li>A school district may assign newly hired instructional personnel to a school that has earned a grade of "F" in the previous year or any combination of three consecutive grades of "D" or "F" in the previous 3 years if the individual meets certain criteria in law (effective or highly eff., teacher prep program, mentoring).</li> <li>Collective bargaining provisions may not preclude a school district from providing incentives to high-quality teachers and assigning such teachers to low-performing schools.</li> </ul> <p>Title I requires that low-income students are not disproportionately served by ineffective or inexperienced teachers (20 USC s. 6311(g)).</p>	<ul style="list-style-type: none"> <li>Provides a definition of an inexperienced teacher as a teacher with two or fewer years of experience, and changes references from temporarily certified teachers to inexperienced teachers.</li> <li>Specifies that district teacher incentive funding from federal funds are exempt from collective bargaining.</li> </ul>
6	S. 1012.42 Teacher teaching out-of-field	A teacher with an educator certificate in Exceptional Student Education (Grades K-12) who teaches in a self-contained (elementary) classroom must also be certified in Elementary Education (Grades K-6) in order to be considered in field.	Specifies that a certified ESE instructor shall be considered in-field if he or she is teaching in a self-contained classroom and is responsible for instruction of all academic subjects. The self-contained classroom is made up of exceptional education students under s. 1003.01.

**Public School Deregulation  
Senator Calatayud**

	F.S.	Present Situation	Proposed Bill Provision
<b>Personnel Qualifications and Educator Certification (cont.)</b>			
7	S. 1012.45 School bus drivers; requirements and duties	<ul style="list-style-type: none"> <li>• School bus drivers must meet requirements in statute, rule, and federal regulation. Federal requirements are: (1) is at least 21 years old; (2) English proficiency; (3) can, by reason of experience, training, or both, safely operate the type of commercial motor vehicle he/she drives; (4) physically qualified to drive a commercial motor vehicle; (5) has a current valid commercial motor vehicle operator's license issued only by one State or jurisdiction; (6) is not disqualified to drive a commercial motor vehicle; and (7) has met road test requirements.</li> <li>• The SBE rule places additional requirements of 40 hours of preservice training (which includes CPR and first aid), classroom training, specified behind the wheel training, procedures for verification of driver history, and requires the district to ensure compliance.</li> </ul>	Shifts from the SBE to school boards the authority and requirement to adopt rules for school bus drivers, and requires school boards to adopt rules that must include specific training for CPR, first aid, and students with special needs.
8	S. 1012.555 Teacher Apprenticeship Program	<ul style="list-style-type: none"> <li>• A teacher apprentice must have an associate in arts degree, a 3.0 GPA in the degree program, a background screening, and a temporary apprenticeship certificate.</li> <li>• A mentor teacher must have at least 7 years experience in FL; be highly effective for 3 years according to VAM score; and meet any other DOE requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Expands eligibility for the teacher apprenticeship program by allowing candidates who are enrolled in an associate degree program at an accredited postsecondary institution (rather than completed) to be eligible for the apprenticeship program.</li> <li>• Aligns the GPA requirements of the teacher apprenticeship program with the GPA requirements for a professional certificate (2.5 GPA).</li> </ul>
9	S. 1012.39 Employment of substitute teachers, teachers of adult education, nondegreed teachers of career education, and career specialists; students performing clinical field experience	District school boards must set qualifications for non-degreed teachers of career and technical education courses based primarily on successful occupational experience rather than academic training. Qualifications must require background screening, documentation of specified education and occupational experience, industry certifications, and specified professional competence.	Removes the occupational experience requirements, in favor of district requirements, and training requirement for non-degreed CTE educators.

**Public School Deregulation  
Senator Calatayud**

F.S.		Present Situation	Proposed Bill Provision
<b>Personnel Qualifications and Educator Certification (cont.)</b>			
10	S. 1012.57 Certification of adjunct educators	Each adjunct teaching certificate is valid through the term of the educator's annual contract. An additional annual certification and an additional annual contract may be awarded by the district at the district's discretion for an effective or highly effective teacher. An adjunct teaching certificate issued for a full-time teaching position is valid for no more than 5 years and is nonrenewable.	Removes the annual contract limit on initial and additional adjunct teaching certificates.
11	S. 1004.88 Florida Institute for Charter School Innovation	The Florida Institute for Charter School Innovation is established at Miami Dade College. Its purpose includes reviewing charter school applications, conducting research on charter schools, collaborating on the sponsor evaluation framework, disseminating information.	Provides that the Florida Institute for Charter School Innovation may develop a professional learning system.
12	S. 1012.575 Alternative preparation programs for certified teachers to add additional coverage	A district school board, or an organization of private schools or a consortium of charter schools (must have 10 members (see s. 1012.98(7)) with an approved professional learning system may design alternative teacher preparation programs to enable persons already certificated to add an additional coverage to their certificates.	Authorizes the Florida Institute for Charter School Innovation to develop a professional learning system for certificate add-ons and endorsements.

<b>Instructional Personnel Contracts</b>			
13	S. 1012.335 Contracts with instructional personnel hired on or after July 1, 2011	Beginning July 1, 2011, each individual newly hired as instructional personnel by the district school board is awarded a probationary contract. Upon successful completion of the probationary contract, the district school board may award an annual contract. The individual must be certified and may not have specified needs improvement or unsatisfactory evaluations.	Beginning on July 1, 2025, creates a 3-year maximum instructional multiyear contract that may be awarded to a certified teacher with an effective or highly effective evaluation, following the initial probationary period and one annual contract. An instructor may maintain the multiyear contract for continuous effective/highly effective evaluations; or must be returned to an annual contract.

**Public School Deregulation  
Senator Calatayud**

	F.S.	Present Situation	Proposed Bill Provision
<b>Instructional Personnel Salary Schedules</b>			
14	S. 1012.22 Public school personnel; powers and duties of the district school board	<ul style="list-style-type: none"> <li>By July 1, 2014, a district school board must adopt a performance salary schedule that provides annual salary adjustments for instructional personnel and school administrators based upon performance evaluations. Personnel hired prior to that date may remain on a grandfathered salary schedule, which may use additional criteria (responsibilities, critical areas, job difficulty) in setting the salary schedule.</li> <li>Salary adjustments and salary supplements are specified in law. Adjustments under the performance salary schedule must be greater than the grandfathered schedule.</li> </ul>	Removes requirements related to required salary adjustments, including the: prohibition on the use of advanced degrees, highly effective teacher salary adjustments between schedules, and longevity provisions.
<b>Personnel Evaluations</b>			
15	S. 1012.34 Personnel evaluation procedures and criteria	<p>Instructional personnel and school administrator performance evaluations must be based upon the performance of students assigned to their classrooms or schools, and must include:</p> <ul style="list-style-type: none"> <li>One third based on student performance.</li> <li>One third based on instructional practice (or leadership).</li> <li>One third based on other indicators of performance.</li> </ul> <ul style="list-style-type: none"> <li>The DOE must approve each school district's instructional personnel and school administrator evaluation systems.</li> <li>The Commissioner of Education must approve a formula to measure individual student learning growth on the statewide, standardized assessments in English Language Arts and mathematics (VAM).</li> </ul>	<ul style="list-style-type: none"> <li>Removes specific requirements under the performance, practice, and leadership metrics, and requires that the student performance metric must constitute at least half of the personnel evaluation.</li> <li>Provides flexibility to school districts on any other measure to be included in the evaluation.</li> <li>Removes the requirement that a school district receive approval from the DOE of the district's personnel evaluation system, but evaluation systems must still be submitted to the DOE.</li> <li>Provides that VAM cannot be used as the sole determinate for incentive pay.</li> </ul>

**Public School Deregulation  
Senator Calatayud**

	F.S.	Present Situation	Proposed Bill Provision
<b>Personnel Administration and Operations</b>			
16	S. 1012.22 Public school personnel; powers and duties of the district school board	<ul style="list-style-type: none"> <li>• Art. 1, s. 6, Fla Const. specifies that the right of employees, by and through a labor organization, to bargain collectively shall not be denied or abridged. Florida law selectively limits collective bargaining for educational units (salary incentives related to educational emergencies, the School Recognition program, or in assigning teachers to low performing schools; and the procedures for the teacher evaluation).</li> <li>• A district school board that is at an impasse in collective bargaining regarding teacher minimum salaries must notify the DOE. The SBE has required superintendents to appear before the board to explain an impasse.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides that collective bargaining may not preclude a district from policies relating to:               <ul style="list-style-type: none"> <li>o Providing incentives to highly-effective teachers.</li> <li>o Implementing school improvement plans.</li> <li>o Implementing student discipline.</li> <li>o Implementing school safety plans.</li> <li>o Implementing staff and student recognition programs.</li> <li>o Distributing correspondence to parents.</li> <li>o Providing required notice or copies of information related to district school operations that is readily available on the school district’s website.</li> <li>o The school district calendar.</li> <li>o Award of instructional multi-year contracts.</li> </ul> </li> <li>• Specifies that if the SBE requires a superintendent to appear before the board to provide an update on a negotiation impasse, that the president of the school district bargaining unit must also appear.</li> </ul>
17	S. 1012.07 Identification of critical teacher shortage areas	The SBE is required to annually identify areas of critical teacher shortage using criteria specified in law and rule.	Requires the DOE to develop written strategies to address state board-identified critical teacher shortages.

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	F.S.	Present Situation	Proposed Bill Provision
<b>Finance and Budget</b>			
1	1011.03 Public hearings; budget to be submitted to Department of Education	<ul style="list-style-type: none"> <li>• Each district school board must provide a summary of its tentative budget, including the proposed millage levies, to be posted on the district’s official website and advertised once in a newspaper of general circulation published in the district or to be posted at the courthouse if there be no such newspaper. The advertisement shall appear adjacent to the advertisement relating to the method of fixing millage.</li> <li>• Each superintendent is required to transmit two copies of the adopted budget to the DOE as prescribed by law and rules of the SBE.</li> </ul>	<ul style="list-style-type: none"> <li>• Authorizes the district school board to publish its budget and proposed millage levies on a publicly accessible website instead of in a newspaper.</li> <li>• Removes the requirement that the transmission of the school board budget to the DOE include two copies of the adopted budget.</li> </ul>
2	1011.69 Equity in School-Level Funding Act	<ul style="list-style-type: none"> <li>• Title I, Part A (Title I) of ESSA provides financial assistance to Local Education Agencies and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.</li> <li>• LEAs must provide Title I, Part A, Basic funds to schools above the 75 percent poverty threshold, which may include high schools above the 50 percent threshold. Districts may not raise the Title I threshold above the threshold set in 2016-2017.</li> <li>• Prior to allocating Title I funds to eligible schools, school districts may hold back funds for districtwide programs as follows: <ul style="list-style-type: none"> <li>○ One percent for parent involvement</li> <li>○ A necessary and reasonable amount for administration not to exceed 10 percent; and also to provide programs for homeless; delinquent, prekindergarten, private school equitable services, transportation for foster children.</li> <li>○ Educational services in accordance with the district’s approved Title I plan, not to exceed 1 percent, for Title I schools.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Removes the prohibition for a school district to exceed the poverty threshold established by a school district for the 2016-2017 school year, or the statewide percentage of economically disadvantaged students determined annually.</li> <li>• Authorizes districts to use a portion of Title I funds to reward teachers in eligible schools identified for improvement.</li> <li>• Removes the cap of one percent of Title I funds that a district may withhold to provide district educational services to Title I schools.</li> <li>• Authorizes district school boards to utilize federal funds in accordance with a plan of up to 27 months, or as otherwise allowed under federal law.</li> </ul>
3	1011.035 School district fiscal transparency	District school boards are required to post on their websites a plain language version of each proposed, tentative, and official budget which describes each budget item in terms that are easily understandable to the public and includes graphical representations.	Removes the requirement that the plain language of the school board budget posted on its website include graphical representations of the budget, and removes the requirement for specified website links.

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	<b>F.S.</b>	<b>Present Situation</b>	<b>Proposed Bill Provision</b>
<b>Finance and Budget (cont.)</b>			
4	1011.68 Funds for student transportation	<ul style="list-style-type: none"> <li>• Sec. 1006.27 requires the DOE to furnish to district school boards periodic information concerning the lowest prices at which school buses and other vehicles, equipment, and related supplies are available based upon comparable specifications.</li> <li>• Sec. 1011.68(4) Prohibits districts from using funds to purchase transportation equipment and supplies at prices which exceed those determined by the department to be the lowest which can be obtained.</li> </ul>	Removes the restriction on district school boards purchasing transportation supplies at a cost higher than the cost established by the DOE.
5	1010.02 Financial accounting and expenditures	<ul style="list-style-type: none"> <li>• Funds for a district school board must be received, accounted for, and expended in accordance with law and rules of the SBE.</li> <li>• SBE Rule 6A-1.008, FAC, requires that at least monthly the superintendent of schools submit a financial statement in a form prescribed by the school board.</li> <li>• The SBE rule allows for each school board to prescribe the form of their financial reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduces the frequency at which district school boards are required to submit financial reports from monthly to quarterly or less frequently based on the district's financial status.</li> <li>• Requires the State Board of Education to adopt rules to establish guidelines and criteria for determining a district's financial status.</li> </ul>
6	1010.20 Cost accounting and reporting for school districts	<ul style="list-style-type: none"> <li>• School districts are required to account for expenditures of all state, local, and federal funds on a school-by-school and a district-aggregate basis.</li> <li>• Annually, district school boards are required to report to the DOE on a district-aggregate basis expenditures for inservice training and for categorical programs, as well as, report on a school-by-school and district aggregate basis expenditures for each program funded, total operating costs, and expenditures for classroom instruction.</li> </ul>	Provides that charter schools are to receive and respond to monitoring questions from the DOE regarding the charter school's cost report, instead of the school district acting as the intermediary between the DOE and the charter school.

<b>Facilities</b>			
7	1011.14 Obligations for a period of 1 year	A district school board may incur debt to purchase school buses, land, and equipment for educational purposes; the erection of, alteration to, or addition to educational facilities; and the adjustment of insurance on educational property on a 5-year plan per SBE rule.	Expands to auxiliary facilities and ancillary plants the types of facilities that district school boards may create obligations through anticipated revenues.
8	1013.15 Lease, rental, and lease-purchase of educational facilities and sites	<ul style="list-style-type: none"> <li>• A district school board may rent or lease educational facilities and sites, while complying with requirements for inspections, SREF, bids, and lease terms.</li> <li>• Educational facilities and sites acquired pursuant to a lease-purchase agreement are exempt from ad valorem taxation.</li> </ul>	<ul style="list-style-type: none"> <li>• Authorizes the lease-purchase of ancillary plants and auxiliary facilities.</li> <li>• Provides flexibility for the lease-purchase of educational facilities and sites to align with SREF flexibility for the construction of facilities.</li> </ul>



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	F.S.	Present Situation	Proposed Bill Provision
<b>Facilities (cont.)</b>			
9	1013.385 School district construction flexibility	<ul style="list-style-type: none"> <li>The State Requirements for Educational Facilities (SREF) is a uniform statewide building code for the planning and construction of public educational and ancillary plants by district school boards and Florida College System institution district boards of trustees within the Florida Building Code. SREF establishes the requirements for public educational facilities under the Florida K-20 Education Code and chapter 1013, F.S., in particular.</li> <li>A district school board may, by majority vote, adopt a resolution to implement one or more of the exceptions to the educational facilities construction requirements relating to non-load-bearing walls, walkways and parking areas, relocatable, site lighting, and any other provisions that limit the ability of a school to operate in a facility on the same basis as a charter school so long as the regional planning council determines that there is sufficient shelter capacity within the school district as documented in the Statewide Emergency Shelter Plan.</li> </ul>	Clarifies the authority of district school boards to adopt exceptions to SREF provided that any exceptions to requirements for public shelter design criteria, when applicable, remain subject to the concurrence of the applicable local emergency management agency or the Florida Division of Emergency Management.
10	1013.35 School district educational facilities plan; definitions; preparation, adoption, and amendment; long-term work programs	<ul style="list-style-type: none"> <li>Annually, prior to the adoption of the district school budget, each district school board must prepare a tentative district educational facilities plan that includes long-range planning for facilities needs over 5-year, 10-year, and 20-year periods.</li> <li>The district must submit to local government for agreement with comprehensive plan.</li> <li>The first year of the adopted district educational facilities plan constitutes the capital outlay budget required in s. 1013.61.</li> </ul> <p>As a part of the district educational facilities plan districts must provide an adequate number of satisfactory student stations for the projected student enrollment of the district in K-12 programs.</p>	Replaces specific requirements for school board educational facilities plans with the general requirement that each school board adopt a facilities plan to meet the needs of the district, with public participation.
11	1013.31 Educational plant survey; localized need assessment; PECO project funding	At least every 5 years, each board is required to arrange for an educational plant survey, to aid in formulating plans for housing the educational program and student population, faculty, administrators, staff, and auxiliary and ancillary services of the district or campus, including consideration of the local comprehensive plan. Survey recommendations are generally not required when using local funds.	<ul style="list-style-type: none"> <li>Removes the requirement for each school board to complete an educational plant survey.</li> <li>Authorizes the Commissioner of Education to condition state funds on the submission of an accurate plant survey.</li> </ul>

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	F.S.	Present Situation	Proposed Bill Provision
<b>Facilities (cont.)</b>			
12	1013.64 Funds for comprehensive educational plant needs; construction cost maximums for school district capital projects	<ul style="list-style-type: none"> <li>• In Florida, construction costs for traditional K-12 public school facilities are reported based on the cost per student station.</li> <li>• Except for certain facilities or construction funded solely through local impact fees, 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 that exceeds amounts that are specified in statute (and adjusted annually based on DOE/Economic &amp; Demographic Research (EDR) index of construction costs).</li> <li>• In 2023, the cost-per-student-station restriction was waived for any unfinished construction project started before July 1, 2026.</li> </ul>	<ul style="list-style-type: none"> <li>• Removes the requirement that at least one-tenth of a board's annual PECO allocation be spent to correct unsafe, unhealthy, or unsanitary conditions in its educational facilities.</li> <li>• Under the Special Facility Construction Account, limits the review of available student stations to those student stations that are available in the vicinity of the proposed project.</li> <li>• Removes cost per student station limitations on school board construction projects.</li> </ul>
13	1013.19 Purchase, conveyance, or encumbrance of property interests above surface of land; joint-occupancy structures	<ul style="list-style-type: none"> <li>• Any board may purchase, own, convey, sell, lease, or encumber airspace or any other interests in property above the surface of the land, provided the lease of airspace for nonpublic use is for such reasonable rent, length of term, and conditions as the board in its discretion may determine.</li> <li>• Proceeds must be used for the renovation of existing facilities or construction of new facilities.</li> </ul>	Removes the requirement that proceeds from the sale or lease of airspace by school boards must be used for fixed capital outlay.
14	1013.28 Disposal of property	Tangible personal property that has been properly classified as surplus, marked for disposal, or otherwise unused by a district school board shall be provided for a charter school's use on the same basis as it is made available to other public schools in the district.	Removes the requirement that surplus school board property be provided for a charter school's use on the same basis as it is made available to other public schools in the district.
15	1002.33 Charter schools	<ul style="list-style-type: none"> <li>• Each district school board must annually provide to the DOE as part of its 5-year work plan the number of existing vacant classrooms in each school that the district does not use or will not use in the following school year. The DOE may recommend that a district make such space available to a charter school.</li> <li>• Property classified as surplus, marked for disposal, or otherwise unused by a district must be provided for a charter school's use on the same basis as other public schools in the district.</li> </ul>	Removes the requirement that surplus school board property be provided for a charter school's use on the same basis as it is made available to other public schools in the district.
16	1002.333 Persistently low-performing schools	The DOE must annually provide to school districts a list of all underused, vacant, or surplus facilities owned or operated by the school district as reported in the Florida Inventory of School Houses (FISH). A hope operator establishing a school of hope may use an educational facility identified in this paragraph at no cost or at a mutually agreeable cost not to exceed \$600 per student.	Removes the requirement regarding DOE reporting of vacant or surplus property, and makes optional the district provision of such property to Schools of Hope.

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	F.S.	Present Situation	Proposed Bill Provision
<b>Facilities (cont.)</b>			
17	1011.71 District school tax	<p>Within the 1.5 mill discretionary capital levy, a district may fund such items as new construction or remodeling, school buses, equipment, specified loans, library media collections, associated salaries and benefits, and payments for educational facilities and sites due under a lease-purchase agreement entered into by the district school board.</p> <p>School districts are limited to spending \$175 (from \$150 in 2022) per unweighted FTE from the 1.5 mill levy for:</p> <ul style="list-style-type: none"> <li>• The purchase, lease-purchase, or lease of driver's education vehicles; motor vehicles used for the maintenance or operation of plants and equipment; security vehicles; or vehicles used in storing or distributing materials and equipment.</li> <li>• Payment of the cost of premiums for property and casualty insurance necessary to insure district school board educational and ancillary plants. Operating revenues may be expended only for nonrecurring operational expenditures of the school district.</li> </ul>	<ul style="list-style-type: none"> <li>• Authorizes a school board to use proceeds from the district discretionary 1.5 mill levy for other facilities besides education facilities, such as transportation hubs.</li> <li>• Removes the cap of \$175 per FTE student from revenues from the discretionary 1.5 mills for certain district vehicles and property and casualty insurance on school district educational and ancillary plants.</li> </ul>
18	1013.45 Educational facilities contracting and construction techniques for school districts and Florida College System institutions	<ul style="list-style-type: none"> <li>• District school boards may employ procedures to contract for construction of new facilities, or for additions, remodeling, renovation, maintenance, or repairs to existing facilities, which include, but are not limited to, day-labor contracts not exceeding \$280,000 for construction, renovation, remodeling, or maintenance of existing facilities. This amount is adjusted annually based upon changes in the Consumer Price Index. ("Day-labor contract" means a project constructed using persons employed directly by a board or by contracted labor.)</li> </ul> <p>Districts must follow requirements for government contracting in s. 255.103, including competitive bids.</p> <p>The services of a registered architect must be used for the development of plans for the erection, enlargement, or alteration of any educational facility. The services of a registered architect are not required for a minor renovation project for which the construction cost is less than \$50,000.</p>	<ul style="list-style-type: none"> <li>• Authorizes district school boards to employ day-labor contracts without limits on the amount of the contract.</li> <li>• Removes the requirement for school boards to employ an architect for the erection, enlargement, or alteration of any educational facility. An architect would be required as specified in the building code.</li> </ul>

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	<b>F.S.</b>	<b>Present Situation</b>	<b>Proposed Bill Provision</b>
<b>Facilities (cont.)</b>			
19	1013.48 Changes in construction requirements after award of contract	A district school board may authorize the superintendent or president or other designated individual to approve change orders in the name of the board for pre-established amounts.	Removes limitations on the authority of school boards to delegate the approval of change orders in the name of the board for pre-established amounts.
20	1013.16 Construction of facilities on leased property; conditions	A board (both district and postsecondary) may construct or place educational facilities and ancillary facilities on land that is owned by any person after the board has acquired from the owner of the land a long-term lease for the use of this land for a period of not less than 40 years or the life expectancy of the permanent facilities constructed thereon, whichever is longer.	Removes the requirement that the school boards must acquire a lease of at least 40 years to construct or place a facility, in favor of the facility lifespan.
21	1013.451 Life-cycle costs comparison	The construction of new and expanded education facilities must provide the best long-term value, district school boards must compare specified life-cycle costs of materials used by competing providers when constructing or expanding school capacity (energy, wind damage, termites, maintenance, fire, insurance). Limits use of contractor estimates.	Removes requirements for district school boards to perform life-cycle cost comparisons of specific items.
22	1013.20 Standards for relocatables used as classroom space; inspections	<ul style="list-style-type: none"> <li>• The State Board of Education shall adopt rules establishing standards for relocatables intended for long-term use as classroom space at a public elementary school, middle school, or high school.</li> <li>• Requires an annual progress report regarding relocatables to be provided by the Commissioner to the House and Senate. Relocatables that fail to meet the standards after completion of the approved plan may not be used as classrooms.</li> </ul>	Removes the requirement for school boards to submit a plan regarding the use of relocatable classrooms.
23	1013.21 Reduction of relocatable facilities in use	It is a goal of the Legislature that all district school boards shall provide a quality educational environment for their students such that, by July 1, 2003, student stations in relocatable facilities exceeding 20 years of age and in use by a district during the 1998-1999 fiscal year shall be removed and the number of all other relocatable student stations at over-capacity schools during that fiscal year shall be decreased by half.	Repeals obsolete requirements for the reduction in relocatable classrooms.

<b>District School Board/State Board of Education Administration and Oversight</b>			
24	120.81 Exceptions and special requirements; general areas	District school boards do not require specific statutory authority to adopt rules to implement their general powers under s. 1001.41.	Exempts district school boards from rulemaking requirements under the Administrative Procedures Act when exercising with public input at a public meeting their statutory powers and duties to formulate policy.

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	F.S.	Present Situation	Proposed Bill Provision
<b>District School Board/State Board of Education Administration and Oversight (cont.)</b>			
25	1001.49 General powers of district school superintendent	Superintendents may recommend policies deemed necessary for more efficient operations to the school board through a formal adoption process.	Authorizes the district school board to delegate to the superintendent the authority to establish a process for the review and approval of district-wide policies and procedures to improve efficiency.
26	252.38 Emergency management powers of political subdivisions	During a declared state or local emergency and upon the request of the director of a local emergency management agency, the district school board or school boards in the affected area must participate in emergency management by providing facilities and necessary personnel to staff such facilities. Each school board providing transportation assistance in an emergency evacuation shall coordinate the use of its vehicles and personnel with the local emergency management agency.	Replaces requirement for school districts to staff emergency facilities with the requirement to provide staff to access such facilities.
27	1006.1494 Student online personal information protection	<ul style="list-style-type: none"> <li>• Student online personnel information is protected from disclosure by an Internet website, online service, online application, or mobile application that has actual knowledge that the site, service, or application is used primarily for K-12 school purposes, or the site, service, or application was designed and marketed for K-12 school purposes.</li> <li>• SBE Rule provides requirements on contracts with third-party vendors (e.g., FERPA, COPPA, compliance with other laws, limits on disclosures).</li> </ul>	Clarifies that statutory requirements for online services to protect student online personal information do not require K-12 schools to include any specified provision in a contract with any operator or vendor.
28	1011.60 Minimum requirements of the Florida Education Finance Program	District school boards are required to operate all schools for a term of 180 actual teaching days or the hourly equivalent. The SBE may alter this requirement during an emergency as it may apply to an individual school or schools in any district or districts if, in the opinion of the board, it is not feasible to make up lost days or hours.	Removes the required threshold of infeasibility that a district must demonstrate in order to be released from making up days lost because of a bona fide emergency.
29	1001.372 District school board meetings	Each district school board must publicly notice regular and special board meetings in a county newspaper of general circulation at least 2 days prior to the meeting, or on a radio station if no such newspaper exists.	Replaces requirement to notice district school board meetings in the newspaper or a radio station with the requirement to notice the meetings on a publicly accessible website pursuant to statutory requirements.
30	1001.02 General powers of State Board of Education	The SBE has authority to adopt rules under ch. 120 to implement the provisions of law conferring duties upon it for the improvement of the state system of Early Learning-20 public education except for the State University System.	Clarifies that the SBE is authorized to adopt rules as specifically provided in law.

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	F.S.	Present Situation	Proposed Bill Provision
<b>District School Board/State Board of Education Administration and Oversight (cont.)</b>			
31	1001.23 Specific powers and duties of the Department of Education	Sec. 120.565, F.S. authorizes any substantially affected person to seek a declaratory statement regarding an agency's opinion as to the applicability of a statutory provision, or of any rule or order of the agency, as it applies to the petitioner's particular set of circumstances.	Requires the DOE to annually: <ul style="list-style-type: none"> <li>• Inform districts of their right to receive a declaratory statement for interpretation of law and rule.</li> <li>• Make available to district school boards a list of statutory and rule-required actions by district school boards or superintendents.</li> </ul>
32	1002.20 K-12 student and parent rights	<ul style="list-style-type: none"> <li>• The parent of a public school student has the right to receive written notice by certified mail prior to placement of the student in a dropout prevention and academic intervention program.</li> <li>• A school principal must provide that the school make a good faith effort to use parental assistance to avoid a student suspension, and a good faith effort to immediately inform a parent by telephone of a student's suspension. The school must also report each suspension and the reason to the parent within 24 hours by US mail.</li> <li>• Students with one of the following condition must have parent and physician approval for use of self-care medication at school: an inhaler; diabetes management; epinephrine use; and pancreatic enzyme supplements.</li> <li>• State board rule requires parents and school districts to coordinate various student medical care plans, and provides detailed requirements related to approval for on campus use.</li> <li>• Parents have the right to an easy-to-read report card about the school's grade or improvement designation, school's accountability report, and school's financial report.</li> <li>• District school boards are required to provide a two-page summary of the DEO's economic security report to students or parents prior to registration in middle and high school.</li> <li>• Middle school students are required to complete a course in career and education planning that includes information from the DEO's economic security report.</li> </ul>	<ul style="list-style-type: none"> <li>• Removes the requirement that written notice to a parent about a student's placement in a dropout prevention program must be made by certified mail or US mail for a suspension.</li> <li>• Reduces redundancy to authorize a student to carry at school specified self-care medications with a prescription and parent's approval.</li> <li>• Requires the DOE to produce reports related to school accountability and fiscal transparency and requires each school district to provide to parents links to the DOE developed reports.</li> <li>• Removes the requirement for district school boards to provide parents with the Economic Security Report.</li> </ul>

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	F.S.	Present Situation	Proposed Bill Provision
<b>District School Board/State Board of Education Administration and Oversight (cont.)</b>			
33	1003.53 Dropout prevention and academic intervention	The school principal or his or her designee shall, prior to placement in a dropout prevention and academic intervention program or the provision of an academic service, provide written notice of placement or services by certified mail, return receipt requested, to the student's parent. The parent of the student shall sign an acknowledgment of the notice of placement or service and return the signed acknowledgment to the principal within 3 days after receipt of the notice.	Authorizes written notification that is required to be provided to a parent regarding the placement of a student in a dropout prevention program to be provided an alternate method adopted by the school board.
34	1006.09 Duties of school principal relating to student discipline and school safety	Requires parental notification of student suspension and reasons for the suspension within 24 hours by U.S. mail.	Authorizes district school boards to adopt a policy to provide notices of suspension to parents by electronic transmission.
35	1003.03 Maximum class size	<ul style="list-style-type: none"> <li>• The district school board must develop and submit a plan to DOE that provides how each school found out of compliance during the October membership survey will be in full compliance by the next October student membership survey.</li> <li>• Compliance plans are not required for schools found out of compliance during the February membership survey.</li> </ul>	Removes the requirement that district school boards exceeding the maximum class size limits must submit a district school board-approved compliance plan to the DOE.
36	1006.025 Guidance Services	<p>District school boards are required to annually submit a district guidance report to the Commissioner of Education by June 30 that must include:</p> <ul style="list-style-type: none"> <li>• Examination of student access to certified school counselors.</li> <li>• Degree to which a district has adopted or implemented a guidance model program.</li> <li>• Evaluation of the information and training available to certified school counselors and career specialists to advise students on areas of critical need, labor market trends, and technical training requirements.</li> <li>• Progress toward incorporation of best practices for advisement as identified by the department.</li> <li>• Consideration of alternative guidance systems or ideas, including, but not limited to, a teacher-advisor model, mentoring, partnerships with the business community, web-based delivery, and parental involvement.</li> <li>• A guidance plan for the district.</li> </ul>	Repeals requirements for the district school board report on district guidance services.

**Public School Deregulation  
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	F.S.	Present Situation	Proposed Bill Provision
<b>Assessment and Accountability</b>			
1	1008.22 Student assessment program for public schools	<ul style="list-style-type: none"> <li>• The Commissioner must publish by January of each year a uniform calendar of assessment and reporting schedules for the next two years, to be populated by public schools with the district assessment calendar.</li> <li>• Each school district must establish schedules for the administration of any statewide, standardized assessments and district-required assessments and approve the schedules as an agenda item at a district school board meeting. Each school district is required to publish the testing schedules on its website by October 1 of each year. The uniform calendar must be included in the parent guide.</li> </ul>	Removes the requirement that school district assessment schedules use the prescribed DOE template; however, districts must still post the assessment schedules on the district website.
2	1008.25 Public school student progression; student support; coordinated screening and progress monitoring; reporting requirements	<ul style="list-style-type: none"> <li>• A student in grades K-3 who exhibits a substantial deficiency in reading or dyslexia must be provided with systematic and explicit reading interventions to address his or her specific deficiencies.</li> <li>• To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized ELA assessment for grade 3.</li> <li>• Good cause exemptions to promote a student include ESOL students with fewer than 2 years of instruction; students with disabilities; performance on alternative test approved by SBE; portfolio; student previously retained and 2 years of interventions.</li> <li>• A student may be retained in third grade only once.</li> </ul>	<ul style="list-style-type: none"> <li>• Removes the requirement that a 3rd grade student be retained if the student does not achieve a level 2 on the grade 3 statewide standardized ELA assessment.</li> <li>• Requires school districts to provide specific supports for students in grades K-3 who are retained because of a reading deficiency.</li> </ul>



**Public School Deregulation  
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	F.S.	Present Situation	Proposed Bill Provision
<b>Assessment and Accountability (cont.)</b>			
3	1008.33 Authority to enforce public school improvement	<p>STATE</p> <ul style="list-style-type: none"> <li>• All schools graded “D” or “F” are in need of intervention and support, using strategies identified by the state board.</li> <li>• A school with two consecutive “D” grades or one “F” grade must implement a district-managed turnaround plan to address student achievement, teachers, and leadership.</li> <li>• If, after a year of implementing the district-managed plan, the school does not earn a “C” grade, the school must implement a statutory turnaround plan, such as student reassignment, charter conversion, or contracting with an external operator.</li> </ul> <p>FEDERAL</p> <ul style="list-style-type: none"> <li>• ESSA requires states to identify schools in the following categories: ATS&amp;I, TSI, and CSI, based on the school accountability model approved in the ESSA state plan; states must implement more rigorous interventions for school classified as CSI for 4 years.</li> <li>• Schools classified as ATS&amp;I, TSI, and CSI are provided funding through the Unified School Improvement Grant (UniSIG). FDOE issues guidelines, determines criteria for distribution of a Supplemental Teacher Allocation, and monitors spending.</li> </ul>	<ul style="list-style-type: none"> <li>• Extends the number of years for a school district to implement a district managed turnaround plan from 2 years to 4 years. A school may exit district-managed turnaround with two consecutive grades of “C,” or a grade of “A” or “B.” A school may receive an additional year of district turnaround if it achieves a grade of “C” in the 4th year.</li> <li>• Allows a community partnership school to be a turnaround option.</li> <li>• Prohibits the requirement that VAM be used as the sole determinate in recruiting instructional personnel.</li> <li>• Requires that the SBE rule for school improvement provide a timeline for the approval of a district’s turnaround plan and a timeline for the release of Title I funding.</li> </ul>
4	1008.34 School grading system; school report cards; district grade	<ul style="list-style-type: none"> <li>• Each school must receive a school grade based on the school’s performance on the components specified in law (performance and growth on standardized exams, EOCs and industry certifications, graduation rate, college credit). Schools are graded on an A-F scale.</li> <li>• The percentage of total points needed to earn an "A", "B", "C", "D", "F" school grade are defined in SBE rule 6A-1.09981, F.A.C.</li> <li>• Once learning gains are available the SBE is required to review the school grading scale and determine if the scale should be adjusted for that year's school grades.</li> </ul>	Requires that any changes made by the SBE to the school grades model and scale may not go into effect until the following school year.
5	1008.212 Students with disabilities; extraordinary exemption	<ul style="list-style-type: none"> <li>• The IEP team, which must include the parent, may submit to the district school superintendent a written request for an extraordinary exemption from participation in a state assessment at any time during the school year, but not later than 60 days before the current year’s assessment administration for which the request is made.</li> <li>• The exemption includes all assessments including alternate assessments under s.1008.212(2), F.S.</li> </ul>	Allows district superintendents to establish deadlines for applications for extraordinary exemptions for certain standardized assessments.

**Public School Deregulation  
Senator Simon**

	F.S.	Present Situation	Proposed Bill Provision
<b>Instruction</b>			
6	1003.4282 Requirements for a standard high school diploma	To be awarded a 24-credit standard diploma, a student achieve a passing score on the: <ul style="list-style-type: none"> <li>• Standardized grade 10 ELA assessment, or earn a concordant score.</li> <li>• Statewide, standardized Algebra I EOC assessment, or earn a comparative score.</li> </ul>	Removes the requirement for students to pass the grade 10 ELA and Algebra 1 EOC assessments to earn a standard high school diploma.
7	1003.433 Learning opportunities for out-of-state and out-of-country transfer students and students needing additional instruction to meet high school graduation requirements	<ul style="list-style-type: none"> <li>• A student from out of state who transfers into a FL public school in the 11th/12th grade who meets the 24 credits but does not meet the grade 10 ELA or Algebra 1 EOC assessments may participate in a GED program or adult education.</li> <li>• An ESOL student for less than 2 years who can't pass the required ELA assessment for graduation may demonstrate expectations with a formative assessment in lieu of the grade 10 ELA.</li> </ul>	Removes the requirement for students who transfer from out-of-state and certain ESOL students to pass the grade 10 ELA and Algebra 1 EOC assessments to earn a standard high school diploma.
8	1003.435 High school equivalency diploma program	<ul style="list-style-type: none"> <li>• A candidate for a high school equivalency diploma must be at least 18 years of age on the date of the examination, except that in extraordinary circumstances, as provided for in rules of the district school board of the district in which the candidate resides or attends school, a candidate may take the examination after reaching the age of 16.</li> <li>• GED completers (W45 withdrawal code) are considered nongraduates for purpose of calculating the high school graduation rate.</li> </ul>	Provides that students who are 16 and 17 years old may take the assessment for a high school equivalency diploma, without an extraordinary exemption, provided the student has parent permission.
9	1002.45 Virtual instruction programs	<ul style="list-style-type: none"> <li>• All school districts must provide parents with timely written notification of at least one open enrollment period for full-time students of 90 days or more which ends 30 days before the first day of the school year.</li> <li>• The Auditor General requires district virtual programs to produce a DACS free or reduced price lunch form for every virtual FTE that gets free equipment. DACS only allows this form for free or reduced price lunch, but some district virtual programs provide free equipment for all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Specifies that the school district notification to parents regarding open enrollment periods does not have to be written in order to allow for electronic notice.</li> <li>• Authorizes school district virtual programs to provide equipment to any student enrolled in the program.</li> </ul>

**Public School Deregulation  
Senator Simon**

	F.S.	Present Situation	Proposed Bill Provision
<b>Instruction (cont.)</b>			
10	1003.455 Physical education; assessment	<ul style="list-style-type: none"> <li>• Each district school board must provide 150 minutes of physical education each week for grades K-6, which must include at least 30 consecutive minutes each day.</li> <li>• Additionally, each school board must provide at least 100 minutes of unstructured free-play recess each week for grades K-5, including at least 20 consecutive minutes of free-play recess per day. This requirement does not apply to charter schools.</li> </ul>	Removes the requirement for at least 20 consecutive minutes of unstructured free play under the required 100 minutes of supervised free-play recess.
11	1006.28 Duties of district school board, district school superintendent; and school principal regarding K-12 instructional materials	<ul style="list-style-type: none"> <li>• The district school board has the constitutional duty and responsibility to select and provide adequate instructional materials for all students.</li> <li>• Adequate instructional materials means a sufficient number of student or site licenses or sets of materials that are available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software that serve as the basis for instruction for each student in the core subject areas of mathematics, language arts, social studies, science, reading, and literature.</li> <li>• Each district school superintendent is required to notify the DOE by April 1 of each year the state-adopted instructional materials that will be requisitioned for use in the district--to determine if adequate instructional materials have been requisitioned.</li> <li>• The school principal must collect from a student the purchase price of any instructional material the student has lost, destroyed, or unnecessarily damaged and to report and transmit the money collected to the district school superintendent. Failure to pay may result in suspension from extracurricular activities or satisfaction of debt through school service.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides flexibility for district school boards to determine the adequate number of instructional materials in each classroom.</li> <li>• Changes from a specific date to annually for each superintendent to notify the DOE of requisitioned state-adopted materials.</li> <li>• Authorizes the principal to determine when the collection of the purchase price for lost, destroyed, or damaged materials is appropriate.</li> </ul>
12	1006.283 District school board instructional materials review process	A district school board may implement an instructional materials program that includes the review, recommendation, adoption, and purchase of instructional materials. The district school superintendent must certify to the DOE by March 31 of each year that all instructional materials for core courses used by the district are aligned with applicable state standards.	Changes from a specific date to annually for superintendents to certify to the DOE that all instructional materials for core courses are aligned with state standards.
13	1006.33 Bids or proposals; advertisement and its contents	Beginning on or before May 15 of any year in which an instructional materials adoption is to be initiated, the DOE must advertise in the FAR 4 weeks before the date for receipt of bids that no later than June 15, bids must be received.	Requires the DOE, beginning in the 2026 adoption cycle, to solicit bids for instructional materials on or before October 15 of any year, two years before any instructional materials adoption period.

**Public School Deregulation  
Senator Simon**

	F.S.	Present Situation	Proposed Bill Provision
<b>Instruction (cont.)</b>			
14	1006.34 Powers and duties of the commissioner and the department in selecting and adopting instructional materials	The Commissioner must, from the list of suitable instructional materials reported by the state instructional materials reviewers, select and adopt instructional materials for each grade and subject field. The adoption continues for the period specified in the bid advertisement, beginning on the ensuing April 1.	Requires the Commissioner of Education, beginning in the 2026 adoption cycle, to publish the list of adopted instructional materials not later than July 31 of the year preceding the beginning of the adoption period.
15	1006.40 Purchase of instructional materials	Each district school board must purchase current instructional materials for students in grades K-12 with a major tool of instruction in core courses. Such purchase must be made within the first 3 years after the effective date of the adoption cycle unless a district school board or a consortium of school districts has implemented an instructional materials program.	<ul style="list-style-type: none"> <li>• Authorizes district school boards to provide instructional materials for students, rather than for each student, and authorizes course exemptions from the provision of certain materials.</li> <li>• Allows districts to purchase materials within the first 5 years of the adoption cycle, instead of 3 years.</li> </ul>
16	1002.3105 Academically Challenging Curriculum to Enhance Learning (ACCEL) options	<p>If a student participates in an ACCEL option that was initiated by a parent, the law requires a performance contract to be executed by the student, the parent, and the principal. At a minimum, the performance contract must require compliance with:</p> <ul style="list-style-type: none"> <li>• Minimum student attendance requirements.</li> <li>• Minimum student conduct requirements.</li> <li>• ACCEL option requirements established by the principal, which may include participation in extracurricular activities, educational outings, field trips, interscholastic competitions, and other activities related to the ACCEL option selected.</li> </ul>	Removes the requirement for a performance contract to be executed between the student, parent, and principal when the request for an ACCEL option is made by the parent.
17	1003.4995 Fine Arts Report	Requires the Commissioner to annually report on student access to and participation in fine arts courses, based on annual reporting by schools.	Repeals the Fine Arts Report.
18	1003.49965 Art in the Capitol Competition	School districts are required to hold an art competition for all public, private and home education students. The competition is under the supervision of DMS and DOE.	Removes the requirement that school districts participate in the Art in the Capitol Competition, and instead allows the district to choose to participate.

**Public School Deregulation  
Senator Simon**

	F.S.	Present Situation	Proposed Bill Provision
<b>Education Choice</b>			
19	1002.31 Controlled open enrollment; public school parental choice	To facilitate controlled open enrollment, each district and charter school board is required to make capacity determinations for its schools, by grade level, and update them every 12 weeks. Capacity must be identified on the school district and charter school's websites. Determinations of capacity must be based on the school district educational facilities plan and the long-term work programs.	Reduces from every 12 weeks to twice annually the district calculation of capacity, and authorizes district school boards to determine how to make capacity determinations for controlled open enrollment.
20	1002.53 Voluntary Prekindergarten Education Program; eligibility and enrollment	<ul style="list-style-type: none"> <li>• A parent may enroll his or her child with any public school within the school district which is eligible to deliver the VPK Program, subject to available space. Each school district may limit the number of students admitted to a public school for the school-year program; however, the school district must provide for the admission of every eligible child within the district whose parent enrolls the child in a public school summer prekindergarten program.</li> <li>• EDR forecasts 2,620 summer VPK enrollments, compared to 152,903 school year enrollments (private providers typically make up about 80% of VPK enrollment).</li> </ul>	Removes the requirement for each school district to administer the summer VPK program.
21	1002.71 Funding; financial and attendance reporting	<ul style="list-style-type: none"> <li>• Summer VPK funding for school districts is based on a student enrollment that is evenly divisible by 12.</li> <li>• ELCs are required to report, using a database through a single point of entry, VPK enrollment to the DOE on a monthly basis. Districts are required to obtain written signatures from parents every month to receive funding.</li> </ul>	<ul style="list-style-type: none"> <li>• Removes the additional funding to school districts for the summer VPK program that sets minimum thresholds for funding based on enrollment that is divisible by 12.</li> <li>• Removes requirements for school districts to use and retain signed parental verification attendance forms.</li> <li>• Requires public schools to certify VPK attendance in the single point of entry system.</li> </ul>
22	1002.61 Summer prekindergarten program delivered by public schools and private prekindergarten providers	<ul style="list-style-type: none"> <li>• Each school district must administer the VPK program at the district level for students enrolled in a summer prekindergarten program delivered by a public school.</li> <li>• Each ELC must verify private and public school provider compliance with summer VPK requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Removes the requirement for an early learning coalition to verify compliance of public schools delivering the summer VPK program.</li> <li>• Allows a student who did not attend the school year VPK program and resides in a county that lacks access to summer VPK to enroll in a school district summer reading camp.</li> </ul>
23	1002.63 School-year prekindergarten program delivered by public schools	Requires that each early learning coalition verify a school district's compliance requirements of the VPK program.	Removes the requirement for an early learning coalition to verify compliance of public schools delivering the school year VPK program.



# THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

## COMMITTEES:

Appropriations Committee on Education, *Vice Chair*  
Education Postsecondary  
Education Pre-K - 12  
Fiscal Policy  
Regulated Industries  
Rules

**SENATOR SHEVRIN D. "SHEV" JONES**

District 34

November 7, 2023

**The Honorable Senator Corey Simon**  
Chairman, Education Pre-K - 12 Committee  
303 Senate Building  
404 South Monroe Street  
Tallahassee, FL 32399-1100

Dear Chairman Simon,

I respectfully request an excused absence from the Tuesday, November 7, 2023 Education Pre-K - 12 Committee Meeting taking place at 3:45 p.m. as I have duties that need to be attended to in my district.

Thank you in advance for your consideration of this request. As we prepare for future committees, if I may be of assistance to answer questions, comments or concerns, please do not hesitate to contact me or my office.

Sincerely,

A handwritten signature in blue ink, appearing to be "Shev Jones".

Shevrin D. "Shev" Jones  
Florida State Senator – Senate District 34

## REPLY TO:

- Capitol Office, 218 Senate Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 · (850) 487-5034
- District Office, 606 NW 183rd Street, Miami Gardens, FL 33169 · (305) 493-6002

Website: [www.flsenate.gov/Senators/S34](http://www.flsenate.gov/Senators/S34)

**KATHLEEN PASSIDOMO**  
President of the Senate

**DENNIS BAXLEY**  
President Pro Tempore

# CourtSmart Tag Report

**Room:** KB 412

**Case No.:** -

**Type:**

**Caption:** Senate Committee on Education Pre K-12

**Judge:**

**Started:** 11/7/2023 3:46:38 PM

**Ends:** 11/7/2023 4:24:30 PM

**Length:** 00:37:53

**3:46:37 PM** Chair Simon calls meeting to order  
**3:46:48 PM** Roll call  
**3:47:09 PM** Quorum is present  
**3:47:19 PM** Senator Jones excused  
**3:47:45 PM** Tab 1 Workshop on Recommendations to Reduce Regulations on Public Schools, Pursuant to Section 11, Chapter 2023-16, Laws of Florida  
**3:47:58 PM** Chair with comments  
**3:48:08 PM** Chair recognizes Senator Bill Montford  
**3:48:22 PM** Senator Montford  
**3:51:03 PM** Chair Simon  
**3:52:37 PM** Chancellor Adam Miller - FLDOE speaks and presents  
**4:04:16 PM** Questions  
**4:05:18 PM** Chair Simon  
**4:07:39 PM** Chair Simon  
**4:07:56 PM** Senator Calatayud  
**4:11:40 PM** Questions:  
**4:12:40 PM** Senator Hutson  
**4:15:15 PM** Questions  
**4:16:17 PM** Chair Simon  
**4:20:02 PM** Questions  
**4:21:17 PM** Chris Panenteau  
**4:21:41 PM** Thomas Bugos II  
**4:23:43 PM** Chair Simon  
**4:24:10 PM** Senator Burgess  
**4:24:18 PM** Meeting Adjourned

The Florida Senate

APPEARANCE RECORD

De-Regulation  
Bill Number or Topic

11/07/2023

Meeting Date

Deliver both copies of this form to  
Senate professional staff conducting the meeting

Senate Education Act-12

Committee

Boo Gus

Amendment Barcode (if applicable)

Name Thomas J. Bugos II

Phone 407 756 3943

Address 716 Pickfair Ter  
Street

Email thomas.bugos@floridaea.org

City Lake Mary

State FL

Zip 32746

Speaking:  For  Against  Information **OR** Waive Speaking:  In Support  Against

PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

I am not a lobbyist, but received something of value for my appearance (travel, meals, lodging, etc.), sponsored by:

While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2022 Joint Rules.pdf \(flsenate.gov\)](#)

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S-001 (08/10/2021)



The Florida Senate

APPEARANCE RECORD

EDUCATION DELEGATION

11-7-23

Meeting Date

Deliver both copies of this form to Senate professional staff conducting the meeting

Bill Number or Topic

Committee

(parent-0)

Amendment Barcode (if applicable)

Name

CHRIS PARENTEAU - SANASOTA COUNTY SCHOOLS

Phone

941-716-3137

Address

1960 LANDINGS BLVD

Email

CHRIS.PARENTEAU@SANASOTA COUNTY SCHOOLS.NET

Street

SANASOTA

FL

City

State

Zip

Speaking:  For  Against  Information

OR

Waive Speaking:  In Support  Against

PLEASE CHECK ONE OF THE FOLLOWING:

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S-001 (08/10/2021)

Nov. 7

Meeting Date

# The Florida Senate APPEARANCE RECORD

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De-Reg.

Bill Number or Topic

Committee

Amendment Barcode (if applicable)

Name

Adam Miller

Phone

850-245-0985

Address

325 W. Gandy St.

Email

Street

City

State

Zip

Speaking:

For

Against

Information

**OR**

Waive Speaking:

In Support

Against

### PLEASE CHECK ONE OF THE FOLLOWING:

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S-001 (08/10/2021)

The Florida Senate

# APPEARANCE RECORD

Meeting Date

Bill Number or Topic

Deliver both copies of this form to  
Senate professional staff conducting the meeting

Committee

Amendment Barcode (if applicable)

Name Bill Montford

Phone 850-577-5894

Address 208 S. Monroe St.  
Street

Email Bmontford@fads.org

Tallahassee 32301  
City State Zip

Speaking:  For  Against  Information **OR** Waive Speaking:  In Support  Against

**PLEASE CHECK ONE OF THE FOLLOWING:**

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

I am not a lobbyist, but received something of value for my appearance (travel, meals, lodging, etc.), sponsored by:

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S-001 (08/10/2021)