

Tab 1	SB 832 by Calatayud ; (Identical to H 01137) Employment of Individuals with Disabilities
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Tab 3	SB 1344 by Calatayud ; (Compare to H 00483) Computer Science Education					
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Tab 4	SB 1688 by Osgood ; (Identical to H 00553) Career-themed Courses
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Tab 2	SB 1016 by Wright ; (Similar to H 01317) Patriotic Organizations					
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The Florida Senate
COMMITTEE MEETING EXPANDED AGENDA

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

MEETING DATE: Tuesday, January 23, 2024
TIME: 3:30—5:30 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

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
1	SB 832 Calatayud (Identical H 1137)	Employment of Individuals with Disabilities; Requiring the collection and sharing of data between multiple agencies for the interagency cooperative agreement under the Employment First Act; requiring the Office of Reimagining Education and Career Help to issue an annual statewide report by a specified date each year, etc. ED 01/23/2024 Favorable CM RC	Favorable Yeas 9 Nays 0
2	SB 1016 Wright (Similar H 1317)	Patriotic Organizations; Defining the term “patriotic organization”; requiring school districts to allow representatives of patriotic organizations certain opportunities to speak to students, distribute certain materials, and provide certain displays relating to the patriotic organizations; requiring patriotic organizations to be provided certain access to school buildings and properties under certain circumstances, etc. ED 01/23/2024 Fav/CS JU RC	Fav/CS Yeas 9 Nays 0
3	SB 1344 Calatayud (Compare H 483)	Computer Science Education; Providing that state academic standards include computer science skills; requiring K-12 public schools to provide computer science instruction; requiring the department to publish specified information on its website relating to computer science education and certain industry certifications; requiring the department to adopt and publish by a specified date a strategic plan for computer science education; creating the AI in Education Task Force within the department, etc. ED 01/23/2024 Fav/CS AED FP	Fav/CS Yeas 9 Nays 0

COMMITTEE MEETING EXPANDED AGENDA

Education Pre-K -12

Tuesday, January 23, 2024, 3:30—5:30 p.m.

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
4	SB 1688 Osgood (Identical H 553, Compare H 917)	Career-themed Courses; Revising the requirements for a specified school district strategic plan to include certain information; requiring the Department of Education to include specified data in an annual review of K-12 and postsecondary career and technical education offerings, etc. ED CM RC	Favorable Yeas 9 Nays 0

Other Related Meeting Documents

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Committee on Education Pre-K -12

BILL: SB 832

INTRODUCER: Senator Calatayud

SUBJECT: Employment of Individuals with Disabilities

DATE: January 23, 2024

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Brick	Bouck	ED	Favorable
2.			CM	
3.			RC	

I. Summary:

SB 832 adds requirements relating to data sharing and accountability measures to the roles, responsibilities, and objectives included in the Employment First Act to achieve better employment outcomes for individuals with disabilities.

The bill also requires the Office of Reimagining Education and Career Help to issue an annual statewide report by December 1 each year on the implementation of the Employment First Act and progress made on the accountability measures.

The bill takes effect July 1, 2024.

II. Present Situation:

The Employment First Act

Employment is the most direct and cost-effective means to assist an individual in achieving independence and fulfillment; however, individuals with disabilities are confronted by unique barriers to employment which inhibit their opportunities to compete fairly in the labor force. The Employment First Act provides a framework for a long-term commitment to improving employment outcomes for individuals with disabilities.¹ The Employment First Act:²

- Prioritizes employment of individuals with disabilities and improves the employment system to better integrate individuals with disabilities into the workforce; and
- Encourages a collaborative effort between state agencies and organizations to achieve better employment outcomes for individuals with disabilities.

¹ Section 413.80(2), F.S.

² Section 413.80(3), F.S.

The Employment First Act requires certain state agencies and organizations, and others, as appropriate, to develop an interagency cooperative agreement. The agencies that must participate in developing the agreement include:³

- The Division of Vocational Rehabilitation of the Department of Education.
- The Division of Blind Services of the Department of Education.
- The Bureau of Exceptional Education and Student Services of the Department of Education.
- The Agency for Persons with Disabilities.
- The Substance Abuse and Mental Health Program Office of the Department of Children and Families.
- The Department of Commerce.
- CareerSource Florida, Inc.
- The Florida Developmental Disabilities Council.
- The Florida Association of Rehabilitation Facilities.

The interagency cooperative agreement must identify its objectives and the roles and responsibilities of the state agencies and organizations. The objectives of the agreement must include:⁴

- Establishing a commitment by leadership of the state agencies and organizations to maximize resources and coordination to improve employment outcomes for individuals with disabilities who seek publicly funded services.
- Developing strategic goals and benchmarks to assist the state agencies and organizations in the implementation of the agreement.
- Identifying financing and contracting methods that will help to prioritize employment for individuals with disabilities by state agencies and organizations.
- Establishing training methods to better integrate individuals with disabilities into the workforce.
- Ensuring collaborative efforts between multiple agencies to achieve the purposes of the Employment First Act.
- Promoting service innovations to better assist individuals with disabilities in the workplace.
- Identifying accountability measures to ensure the sustainability of the agreement.

Florida's current interagency cooperative agreement remains in effect until June 30, 2024.⁵

Office of Reimagining Education and Career Help

In 2021, the Legislature passed the Reimagining Education and Career Help Act (REACH Act). The REACH Act serves to address the evolving needs of Florida's economy by increasing the level of collaboration and cooperation among state businesses and education communities while improving training and equity and access to a more integrated workforce and education system.⁶

³ Section 413.80(4), F.S.

⁴ Section 413.80(4), F.S.

⁵ The Able Trust, *Maximizing Employment for Persons with Disabilities in Florida* (Nov. 28, 2023), available at <https://www.abletrust.org/wp-content/uploads/2023/12/FINAL-REPORT-11.28.2023.pdf> at 30.

⁶ Chapter 2021-164, s. 1, Laws of Fla., codified at s. 14.36, F.S.

To facilitate alignment and coordination of entities responsible for Florida's workforce development system, the Office of Reimagining Education and Career Help (REACH Office) was created in the Executive Office of the Governor. The Director of the REACH Office is appointed by, and serves at the pleasure of, the Governor.⁷

The duties of the REACH Office are to:⁸

- Serve as an advisor to the Governor on matters related to the state's workforce development system.
- Establish criteria and goals for workforce development and diversification in Florida's workforce development system.
- Provide strategies to align and improve efficiency in Florida's workforce development system and the delivery of workforce related programs.
- Coordinate state and federal workforce related programs, plans, resources, and activities provided by CareerSource, the Department of Commerce, and the Department of Education (DOE).
- Oversee the workforce development information system designed by the DOE to verify the validity of data collected and monitor compliance of workforce related programs and education and training programs with applicable federal and state requirements as authorized by federal and state law.
- Serve on the Credentials Review Committee to identify non-degree and degree credentials of value and facilitate the collection of data necessary to conduct committee work.
- Coordinate and facilitate a memorandum of understanding for data sharing agreements of the state's workforce performance data among state agencies and align, to the greatest extent possible, adopted performance measures.
- Develop the criteria for assigning a letter grade for each local workforce development board.
- Streamline the clinical placement process and increase clinical placement opportunities for students, hospitals, and other clinical sites by administering, directly or through a contract, a web-based centralized clinical placement system for use by all nursing education programs subject to the requirements of nursing education program approval.
- Direct the objectives of the Talent Development Council.

The office is required to provide the public with access to available federal, state, and local services and provide stakeholders with a systemwide, global view of workforce related program data across various programs through actionable qualitative and quantitative information.⁹

The Florida Endowment Foundation for Vocational Rehabilitation

The Florida Endowment Foundation for Vocational Rehabilitation (Able Trust), is a direct support organization for the Division of Vocational Rehabilitation within the DOE that is intended to encourage public and private support to enhance vocational rehabilitation and employment of citizens who are disabled.¹⁰ A board of directors, appointed by the Governor, oversees the operations of the Able Trust and ensures that funds are provided for programs or

⁷ Section 14.36(1), F.S.

⁸ Section 14.36(3)(a)-(j), F.S.

⁹ Section 14.36(5), F.S.

¹⁰ Section 413.615(5), F.S.

initiatives which engage in the research, promotion, or aid of job training and counseling for Florida's disabled citizens, and to support the work of the Division of Vocational Rehabilitation.¹¹

The Able Trust is required to conduct research and issue reports on the systems in Florida that provide services to individuals with disabilities, including autism and intellectual and developmental disabilities.¹² The board of the Able Trust was required to submit a report to the Legislature, and duly did so on November 28, 2023. The board was required to:¹³

- Identify the current systems for service delivery to persons with disabilities, including operations, services, coordination activities, and structures.
- Identify barriers and obstacles in transportation for persons with disabilities living in the home or receiving community-based services for jobs, medical appointments, and peer-to-peer groups.
- Identify workforce issues related to direct support professionals, behavioral or mental health specialists, health care practitioners, and other individuals who assist with the provision of services to persons with disabilities.
- Examine the best practices for uniform and efficient service delivery and the coordination of and transition among systems, including transitioning out of high school.
- Examine federal and state law and rules that impact or limit supports or services for persons with disabilities.
- Identify systemwide incongruency and inefficiencies in service delivery.
- Identify opportunities for job coaching and community participation supports, including those opportunities for individuals who cannot or choose not to go into the community because of underlying issues.

In the report, the board recommended that the partners to the interagency cooperative agreement should establish uniform employment outcome data and set targets for improvement that encompass various employment outcomes, including competitive or gainful employment.¹⁴ The board noted it would be particularly valuable for agencies if the employment outcome data and targets for improvement included the categories of:¹⁵

- Competitive integrated employment;¹⁶
- Non-integrated employment; and
- Sub-minimum wage employment.

The Able Trust noted that the centralization of data, reporting, and information on an interagency portal for streamlined service access, reporting, and follow-up may serve to enhance awareness

¹¹ Sections 413.615(4)(c), and (8)-(10), F.S.

¹² Section 413.615(10)(a)2., F.S.

¹³ Section 413.615(10)(a)2., F.S.

¹⁴ The Able Trust, *Maximizing Employment for Persons with Disabilities in Florida* (Nov. 28, 2023), available at <https://www.abletrust.org/wp-content/uploads/2023/12/FINAL-REPORT-11.28.2023.pdf> at 30.

¹⁵ The Able Trust, *Maximizing Employment for Persons with Disabilities in Florida* (Nov. 28, 2023), available at <https://www.abletrust.org/wp-content/uploads/2023/12/FINAL-REPORT-11.28.2023.pdf> at 30.

¹⁶ The term "competitive integrated employment" refers to full-time or part-time work (including self-employment) where an individual is paid at least minimum wage or the standard rate for similar work, is eligible for the same benefits as other employees, works in a setting where they interact with non-disabled individuals to a similar extent as their non-disabled counterparts, and has comparable opportunities for advancement. 29 U.S.C. s. 705(5).

and communication regarding post-secondary education and employment resources, employer-centric support and resources for individuals with disabilities, and awareness of resources related to transportation, housing, and benefits or medical assistance planning services.¹⁷

III. Effect of Proposed Changes:

SB 832 modifies s. 413.80, F.S., to add to the roles, responsibilities, and objectives of the interagency cooperative agreement that implements the Employment First Act to achieve better employment outcomes for individuals with disabilities.

The bill requires that the interagency cooperative agreement ensure that collaborative efforts between the agencies include the collection and sharing of data. The bill also requires that the accountability measures in the interagency cooperative agreement include, minimally, systemwide measures to:

- Increase the number of individuals working in competitive integrated employment;
- Decrease the number of individuals working in subminimum wage employment; and
- Decrease the number of individuals working in nonintegrated employment settings.

The bill also requires the Office of Reimagining Education and Career Help to issue an annual statewide report by December 1 each year on the implementation of the Employment First Act and progress made on the accountability measures.

The bill takes effect July 1, 2024.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

¹⁷ The Able Trust, *Maximizing Employment for Persons with Disabilities in Florida* (Nov. 28, 2023), available at <https://www.abletrust.org/wp-content/uploads/2023/12/FINAL-REPORT-11.28.2023.pdf> at 31.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

None.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends section 413.80 of the Florida Statutes.

IX. Additional Information:

A. Committee Substitute – Statement of Changes:

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

None.

B. Amendments:

None.

By Senator Calatayud

38-01067-24

2024832__

1 A bill to be entitled
 2 An act relating to employment of individuals with
 3 disabilities; amending s. 413.80, F.S.; requiring the
 4 collection and sharing of data between multiple
 5 agencies for the interagency cooperative agreement
 6 under the Employment First Act; providing requirements
 7 for accountability measures; requiring the Office of
 8 Reimagining Education and Career Help to issue an
 9 annual statewide report by a specified date each year;
 10 providing an effective date.

11
 12 Be It Enacted by the Legislature of the State of Florida:

13
 14 Section 1. Paragraphs (e) and (g) of subsection (5) of
 15 section 413.80, Florida Statutes, are amended, and subsection
 16 (6) is added to that section, to read:

17 413.80 Employment First Act.—

18 (5) ROLES, RESPONSIBILITIES, AND OBJECTIVES.—The
 19 interagency cooperative agreement must identify the roles and
 20 responsibilities of the state agencies and organizations
 21 identified in subsection (4) and the objectives of the
 22 interagency cooperative agreement, which must include all of the
 23 following:

24 (e) Ensuring collaborative efforts between multiple
 25 agencies to achieve the purposes of this act, including the
 26 collection and sharing of data.

27 (g) Identifying accountability measures to ensure the
 28 sustainability of this agreement. At a minimum, the
 29 accountability measures shall include systemwide measures to

Page 1 of 2

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38-01067-24

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30 increase the number of individuals working in competitive
 31 integrated employment, decrease the number of individuals
 32 working in subminimum wage employment, and decrease the number
 33 of individuals working in nonintegrated employment settings.
 34 (6) ANNUAL REPORT.—The Office of Reimagining Education and
 35 Career Help shall issue an annual statewide report by December 1
 36 each year on the implementation of this act and progress made on
 37 the accountability measures.

38 Section 2. This act shall take effect July 1, 2024.

Page 2 of 2

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THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

COMMITTEES:

Community Affairs, Chair
Appropriations Committee on Education
Education Pre-K 12
Fiscal Policy
Health Policy
Select Committee on Resiliency

SENATOR Alexis Calatayud

38th District

January 5, 2024

Honorable Senator Corey Simon
Chair - Committee Education- Pre-K- 12
Honorable Chair Simon,

I respectfully request **SB-832 Employment of Individuals with Disabilities** be placed on the next committee agenda.

The bill requires the collection and sharing of data between multiple agencies for the interagency cooperative agreement under the Employment First Act; requiring the Office of Reimagining Education and Career Help to issue an annual statewide report by a specified date each year.

Sincerely,

Alexis M. Calatayud

Senator Alexis M. Calatayud
Florida Senate, District 38

CC: Matthew Bouck, Staff Director
Secret Williams, Committee Administrative Assistant

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Committee on Education Pre-K -12

BILL: CS/SB 1344

INTRODUCER: Education Pre-K -12 Committee and Senator Calatayud

SUBJECT: Computer Science Education

DATE: January 24, 2024

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Jahnke	Bouck	ED	Fav/CS
2.			AED	
3.			FP	

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

CS/SB 1344 establishes the AI in Education Task Force within the Department of Education (DOE) to evaluate the potential applications of artificial intelligence in K-12 and higher education and to develop policy recommendations.

Additionally, the bill requires the DOE to adopt and publish a strategic plan for a statewide computer science education program.

The bill takes effect July 1, 2024.

II. Present Situation:

Computer Science

The influence of computing is felt daily and experienced on a personal, societal, and global level.¹ Computer science, the discipline that makes the use of computers possible, has driven innovation in every industry and field of study and is powering approaches to many of the world's challenges.² Computer knowledge and skills are increasingly being recognized as

¹ K12 Computer Science, *K12 Computer Science Framework* (2016), available at <https://k12cs.org/wp-content/uploads/2016/09/K%E2%80%9312-Computer-Science-Framework.pdf> at 1.

² Examples of challenges include decreasing automobile deaths, distributing medical vaccines, and providing platforms for rural villagers to participate in larger economies. *Id.*

foundational for an educated citizenry as computer science is considered a central component of innovation, economic growth and employment.³

Computer science is also fundamental for student success. Multiple studies have shown that students who study computer science perform better in other subjects, excel at problem-solving, and are 17 percent more likely to attend college.⁴ Although 90 percent of parents want their child to study computer science, only 57.5 percent of high schools teach computer science.⁵

Computer Science Courses and Instruction

Florida law defines computer science as the study of computers and algorithmic processes, including their principles, hardware and software designs, applications, and their impact on society.⁶ Computer science also includes computer coding and computer programming.⁷

Foundational skills for computer science learning include problem solving, such as computational thinking, understanding and recognizing patterns, understanding and implementing sequencing, and understanding representation, meaning how computers represent data.⁸

Computational thinking, which refers to the thought processes involved in expressing solutions as computational steps or algorithms that can be carried out by a computer,⁹ is essentially a problem-solving process that designs solutions that capitalize on the power of computers.¹⁰ Although typically associated with computer science, computational thinking can also be applied in the classroom setting through lessons in core subject areas.¹¹

Florida public schools are required to provide students in grades K-12 opportunities for learning computer science including computer coding and computer programming.¹² Such opportunities may include:¹³

- Instruction on computer coding in elementary and middle school; and
- Instruction to develop computer usage and digital literacy¹⁴ skills in middle school.

³ Education Commission of the States, *State-level Policies Supporting Equitable K-12 Computer Science Education* (2017), available at <https://www.ecs.org/wp-content/uploads/MassCAN-Full-Report-v10.pdf> at 7.

⁴ Code.org, *Why Computer Science*, <https://code.org/promote> (last visited Jan. 18, 2024). Code.org, *More Data and Talking Points for Advocacy, Why study computer science*, <https://code.org/promote/morestats> (last visited Jan.18, 2024).

⁵ *Id.*

⁶ Section 1007.2616(1), F.S.

⁷ *Id.*

⁸ K-12 Computer Instruction Framework Steering Committee, *K-12 Computer Instructional Framework* (2016), pgs. 183-198, available at <https://k12cs.org/wp-content/uploads/2016/09/K%E2%80%9312-Computer-Science-Framework.pdf>.

⁹ *Id.* at 295.

¹⁰ *Id.* at 69.

¹¹ For example, in English language arts, students may be asked to analyze simple sentences and determine a framework for generating similar sentences, using pattern recognition and problem solving skills. Code.org, *Computational Thinking Lesson Assessment*, available at <https://code.org/curriculum/course3/1/Assessment1-CompThinking.pdf>.

¹² Section 1007.2616(2)(a), F.S.

¹³ *Id.*

¹⁴ Digital literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills. American Library Association, *Digital Literacy*, <https://literacy.ala.org/digital-literacy/> (last visited Jan. 19, 2024).

Elementary and middle schools may establish digital classrooms in which students are provided opportunities to improve digital literacy and competency; to learn digital skills, such as coding, multiple media presentation, and the manipulation of multiple digital graphic images. Students may also have the opportunity to earn digital tool certificates and certifications.¹⁵

Computer science courses must be offered to students in middle school and high school, including opportunities to earn industry certifications related to the courses.¹⁶ Computer science courses and technology-related industry certifications that are identified as meeting mathematics or science requirements for high school graduation must be included in the Course Code Directory (CCD).¹⁷

The Florida Virtual School (FLVS) must offer computer science courses identified in the CCD. If a school district does not offer an identified course, the district must provide students access to the course through FLVS or other means.¹⁸

There are 72 middle and high school, as well as 2 elementary school, computer science courses currently identified in the CCD.¹⁹

Regulating Artificial Intelligence in Education

Federal Action

The recent surge in the use of generative artificial intelligence (AI) applications has prompted discussions about the role of this technology in the field of education. In fall 2022, the White House Office of Science and Technology announced²⁰ a series of steps to address the rise of AI-driven tools across a variety of sectors.²¹ The United States Department of Education (USDOE) was charged with developing guidance and recommendations for the use of AI in teaching and learning. The USDOE published the report²² in May 2023 with guidance and recommendations focused on the use of AI to:²³

- leverage automation;
- support education systems, teachers, and classroom planning;
- interrogate data and examine inequities; and
- protect student privacy and assess student learning.

¹⁵ Section 1007.2616(5), F.S. *See* s. 1003.4203, F.S.

¹⁶ *Id.*

¹⁷ Section 1007.2616(6), F.S.

¹⁸ Section 1007.2616(3), F.S.

¹⁹ Florida Department of Education, *Florida Course Code Directory Computer Science Course Information 2023-2024*, available at <https://www.fldoe.org/core/fileparse.php/7746/urlt/2324CompSci.pdf>.

²⁰ The White House, *Fact Sheet: Biden-Harris Administration Announces Key Actions to Advance Tech Accountability and Protect the Rights of the American Public*, <https://www.whitehouse.gov/ostp/news-updates/2022/10/04/fact-sheet-biden-harris-administration-announces-key-actions-to-advance-tech-accountability-and-protect-the-rights-of-the-american-public/> (last visited Jan. 18, 2024).

²¹ Education Commission of the States, *State Information Request AI Regulation Policies* (Dec. 12 2023), available at https://www.ecs.org/wp-content/uploads/State-Information-Request_AI-Regulation-Policies.pdf.

²² United States Department of Education, Office of Educational Technology, *Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations* (May 2023), available at <https://www2.ed.gov/documents/ai-report/ai-report.pdf>.

²³ *Id.*, at 5.

The report notes several desired national research and design (R&D) objectives, such as, “creating and studying effective programs for AI literacy for students, teachers and educational constituents in general, including literacy with regard to the ethics and equity issues specific to AI in educational settings.”²⁴

State Action

A few states are in the early stages of developing policies and guidance related to AI in education.²⁵ In January 2024, the North Carolina Department of Public Instruction became the fourth state education department to issue guidance to its schools on the use of AI technology.²⁶ Executive orders have been signed by the Governors in seven states to establish task forces to recommend or establish standards and policies regarding the use of AI in education.²⁷

III. Effect of Proposed Changes:

CS/SB 1344 creates s. 1003.4202, F.S., to establish the AI in Education Task Force (task force) within the Department of Education (DOE), which must provide administrative support. The purpose of the task force is to:

- Evaluate the potential applications of artificial intelligence (AI) in K-12 and higher education.
- Develop policy recommendations for responsible and effective uses of AI by students and educators.
- Create a definition for the term “artificial intelligence”.
- Identify workforce needs related to AI, computational thinking, and computer science.
- Provide policy recommendations to ensure that the state develops education and workforce training programs that align with changing industry needs.

The bill provides the following definitions:

- “Computational thinking” as the thought process involved in expressing solutions as computational steps or algorithms that can be carried out by a computer.
- “Computer science” as the study of computers and algorithmic processes, including their principles, hardware and software designs, applications, implementation, and impact on society, and includes computer coding, computer programming, computational thinking, robotics, cybersecurity, artificial intelligence, machine learning, computer networking, and physical computing.

The bill establishes the Commissioner of Education as the chair of the task force. Other members of the task force must be appointed by the Governor by October 1, 2024, as follows:

- A representative from the State Board of Education (SBE);

²⁴ United States Department of Education, Office of Educational Technology, *Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations* (May 2023), available at <https://www2.ed.gov/documents/ai-report/ai-report.pdf>, at 51.

²⁵ Education Commission of the States, *State Information Request AI Regulation Policies* (Dec. 12 2023), available at https://www.ecs.org/wp-content/uploads/State-Information-Request_AI-Regulation-Policies.pdf.

²⁶ EdNC, *N.C. DPI releases guidebook on the use of AI in schools*, <https://www.ednc.org/n-c-dpi-releases-guidebook-on-the-use-of-ai-in-schools/> (last visited Jan. 18, 2024).

²⁷ Education Commission of the States, *State Information Request AI Regulation Policies* (Dec. 12 2023), available at https://www.ecs.org/wp-content/uploads/State-Information-Request_AI-Regulation-Policies.pdf.

- A representative from the Board of Governors of the State University System;
- A representative from the Division of State Purchasing within the Department of Management Services with expertise in technology procurement and data privacy standards;
- A representative from the Office of the Attorney General;
- One school board member and one district school superintendent, each representing a rural school district, a suburban school district, and an urban school district, respectively;
- A school district educational technology director;
- Faculty in this state with expertise on AI, educational technology, or ethics from a public college, a private college, and a community or technical college, respectively;
- Educators from one public school, one public charter school, and one private school in this state; and
- Leaders from three industry sectors in this state directly affected by developments in AI.

The bill requires the task force to meet at least four times per year beginning January 1, 2025, and to complete its work within one year. Upon completion, the task force must submit recommendations to the Governor, the President of the Senate, and the Speaker of the House of Representatives. The bill specifies that all meetings must be open to the public.

The bill requires the task force to do all of the following:

- Evaluate the current state of AI technology and its potential applications in K-12 and higher education.
- Assess the ethical, legal, and data privacy implications of AI usage in education.

Additionally, the bill requires the DOE to adopt and publish a strategic plan for a statewide computer science education program by February 28, 2026, which must include, at a minimum, all of the following:

- A statement of purpose describing the objectives or goals the DOE will accomplish by implementing a computer science education program, the strategies by which those goals will be achieved, and a timeline for achieving them.
- A summary of the current state landscape for K-12 computer science education, including the diversity of students taking these courses.
- A plan for expanding flexible options to license computer science teachers, which may include approval codes technical permits, ancillary licenses, and standard licenses.
- A plan for expanding computer science education opportunities to every school in the state by the timeline established within the statement of purpose.
- A plan for defining high-quality professional learning for teachers to begin teaching computer science.
- An ongoing evaluation process that is overseen by the DOE.
- Proposed rules that incorporate the principles of the strategic plan into the state's public education system as a whole.
- A recommended long-term plan for implementing a requirement that every K-12 public school and public charter school employ at least one certified or endorsed computer science teacher or one career and technical education teacher trained in computer science.
- A plan to ensure long-term sustainability.

The bill requires the SBE to adopt rules regarding the task force and strategic plan provisions created in the bill.

The bill takes effect July 1, 2024.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

None.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill creates section 1003.4202 of the Florida Statutes.

IX. Additional Information:**A. Committee Substitute – Statement of Changes:**

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

CS by Education Pre-K -12 Committee on January 23, 2024.

The committee substitute removes from the bill provisions related to computer science instruction and expanded eligibility for financial incentives related to computer science training and credentials. The bill retains provisions in the bill related to the AI in Education Task Force and the strategic plan for a statewide computer science education program, with the following modifications:

- Maintains the scope of the task force to identify workforce needs to artificial intelligence and adds computational thinking and computer science to the scope.
- Includes the definition of “computational thinking” and “computer science” relating to the scope of the task force.
- Changes the date the strategic plan must be adopted and published from October 31, 2025 to February 28, 2026.

B. Amendments:

None.



535138

LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
01/23/2024	.	
	.	
	.	
	.	

The Committee on Education Pre-K -12 (Calatayud) recommended the following:

Senate Amendment (with title amendment)

Delete everything after the enacting clause
and insert:

Section 1. Section 1003.4202, Florida Statutes, is created
to read:

1003.4202 Computer science and technology instruction.-

(1) (a) The AI in Education Task Force is established within
the Department of Education. The purpose of the task force is to
evaluate the potential applications of artificial intelligence



535138

11 in K-12 and higher education and to develop policy
12 recommendations for responsible and effective uses of artificial
13 intelligence by students and educators, including creating a
14 definition for the term "artificial intelligence." The task
15 force shall also identify workforce needs related to artificial
16 intelligence, computational thinking, and computer science and
17 provide policy recommendations to ensure that the state develops
18 education and workforce training programs that align with
19 changing industry needs. As used in this section, the term
20 "computational thinking" means the thought process involved in
21 expressing solutions as computational steps or algorithms that
22 can be carried out by a computer, and the term "computer
23 science" means the study of computers and algorithmic processes,
24 including their principles, hardware and software designs,
25 applications, implementation, and impact on society, and
26 includes computer coding, computer programming, computational
27 thinking, robotics, cybersecurity, artificial intelligence,
28 machine learning, computer networking, and physical computing.

29 (b) The Commissioner of Education shall serve as the chair
30 of the task force.

31 (c) The department shall provide administrative support for
32 the task force, including, but not limited to, developing
33 agendas, coordinating meetings, and drafting reports for task
34 force feedback.

35 (d) The task force shall include members who possess
36 knowledge or expertise in the fields of education, technology,
37 artificial intelligence, ethics, data privacy, industry demands,
38 state and local policy, and state procurement.

39 (e) The Governor shall appoint members to the task force by



40 October 1, 2024. The members shall include, at a minimum:
41 1. A representative from the State Board of Education;
42 2. A representative from the Board of Governors of the
43 State University System;
44 3. A representative of the State Workforce Development
45 Board;
46 4. A representative from the Division of State Purchasing
47 within the Department of Management Services who has expertise
48 in technology procurement and data privacy standards;
49 5. A representative from the Office of the Attorney
50 General;
51 6. One local school board member and one local district
52 school superintendent, each representing a rural school
53 district, a suburban school district, and an urban school
54 district, respectively;
55 7. A school district educational technology director;
56 8. Faculty in this state with expertise on artificial
57 intelligence, educational technology, or ethics from a public
58 college, a private college, and a community or technical
59 college, respectively;
60 9. Educators from one public school, one public charter
61 school, and one private school in this state; and
62 10. Leaders from three industry sectors in this state which
63 are directly affected by developments in artificial
64 intelligence.
65 (f) The task force shall meet at least four times per year
66 beginning in January 2025 and shall complete its work within 1
67 year. Upon completion, the task force shall submit
68 recommendations to the Governor, the President of the Senate,



535138

69 and the Speaker of the House of Representatives. All meetings
70 must be open to the public.

71 (g) The task force shall do all of the following:

72 1. Evaluate the current state of artificial intelligence
73 technology and its potential applications in K-12 and higher
74 education.

75 2. Assess the ethical, legal, and data privacy implications
76 of artificial intelligence usage in education.

77 (2) The department shall adopt a strategic plan for a
78 statewide computer science education program which must be
79 published by February 28, 2026, and must include, at a minimum,
80 all of the following:

81 (a) A statement of purpose that describes the objectives or
82 goals the department will accomplish by implementing a computer
83 science education program, the strategies by which those goals
84 will be achieved, and a timeline for achieving those goals.

85 (b) A summary of the current state landscape for K-12
86 computer science education, including diversity of students
87 taking these courses.

88 (c) A plan for expanding flexible options to license
89 computer science teachers, which may include approval codes,
90 technical permits, ancillary licenses, and standard licenses.

91 (d) A plan for expanding computer science education
92 opportunities to every school in this state by the timelines
93 established in subsection (1).

94 (e) A plan for defining high-quality professional learning
95 for teachers to begin teaching computer science.

96 (f) An ongoing evaluation process that is overseen by the
97 department.



535138

98 (g) Proposed rules that incorporate the principles of the
99 strategic plan into the state's public education system as a
100 whole.

101 (h) A recommended long-term plan for implementing a
102 requirement that every K-12 public school and public charter
103 school employ at least one certified or endorsed computer
104 science teacher or one career and technical education teacher
105 trained in computer science. The plan must allow for this
106 requirement to be satisfied through multiple department-approved
107 processes for certification and endorsement, including, but not
108 limited to, endorsing a certified teacher endorsed in another
109 subject area.

110 (i) A plan to ensure long-term sustainability.

111 (3) The State Board of Education shall adopt rules to
112 administer this section.

113 Section 2. This act shall take effect July 1, 2024.

114
115 ===== T I T L E A M E N D M E N T =====

116 And the title is amended as follows:

117 Delete everything before the enacting clause
118 and insert:

119 A bill to be entitled
120 An act relating to computer science education;
121 creating s. 1003.4202, F.S.; creating the AI in
122 Education Task Force within the Department of
123 Education; providing the purpose of the task force;
124 defining terms; requiring the Commissioner of
125 Education to serve as the chair of the task force;
126 requiring the department to provide certain



535138

127 administrative support to the task force; requiring
128 the Governor to appoint members to the task force by a
129 specified date; requiring the task force to meet a
130 certain number of times per year; providing the duties
131 of the task force; requiring the department to adopt
132 and publish by a specified date a strategic plan for
133 computer science education; providing requirements for
134 the strategic plan; requiring the State Board of
135 Education to adopt rules; providing an effective date.

By Senator Calatayud

38-00726A-24

20241344__

1 A bill to be entitled
 2 An act relating to computer science education;
 3 amending s. 1003.01, F.S.; defining terms; amending s.
 4 1003.41, F.S.; providing that state academic standards
 5 include computer science skills; providing
 6 requirements for computer science academic standards;
 7 creating s. 1003.4202, F.S.; requiring K-12 public
 8 schools to provide computer science instruction;
 9 providing requirements for such instruction for
 10 different grade levels; requiring the Department of
 11 Education to identify in the Course Code Directory and
 12 publish on its website specified computer science
 13 courses; requiring the department to publish specified
 14 information on its website relating to computer
 15 science education and certain industry certifications;
 16 requiring the Florida Virtual School to offer
 17 specified computer science courses; requiring school
 18 districts to provide access to specified courses under
 19 certain circumstances; requiring the department to
 20 adopt and publish by a specified date a strategic plan
 21 for computer science education; providing requirements
 22 for the strategic plan; authorizing the department to
 23 award funding to a school district or consortium of
 24 school districts for specified purposes, subject to
 25 legislative appropriation; requiring the department to
 26 establish a deadline for the submission of
 27 applications; authorizing public elementary schools
 28 and public middle schools to establish digital
 29 classrooms; requiring public high schools to provide

Page 1 of 46

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38-00726A-24

20241344__

30 students with opportunities to take computer science
 31 courses and to earn certain certifications to satisfy
 32 high school graduation requirements; requiring bonuses
 33 to instructional personnel under certain conditions,
 34 subject to legislative appropriation; providing for
 35 the carrying forward of certain funds; creating the AI
 36 in Education Task Force within the department;
 37 providing the purpose of the task force; requiring the
 38 Commissioner of Education to serve as the chair of the
 39 task force; requiring the department to provide
 40 certain administrative support to the task force;
 41 requiring the Governor to appoint members to the task
 42 force by a specified date; requiring the task force to
 43 meet a certain number of times per year; providing the
 44 duties of the task force; requiring the State Board of
 45 Education to adopt rules; repealing s. 1007.2616,
 46 F.S., relating to computer science and technology
 47 instruction; amending ss. 11.45, 39.0016, 327.371,
 48 414.1251, 553.865, 1001.11, 1002.01, 1002.20,
 49 1002.3105, 1002.33, 1002.394, 1002.395, 1002.42,
 50 1002.43, 1002.44, 1003.03, 1003.21, 1003.26, 1003.52,
 51 1003.573, 1003.575, 1006.0626, 1006.07, 1008.24, and
 52 1012.2315, F.S.; conforming cross-references;
 53 providing an effective date.

54
 55 Be It Enacted by the Legislature of the State of Florida:

56
 57 Section 1. Present subsections (5) through (17) of section
 58 1003.01, Florida Statutes, are redesignated as subsections (7)

Page 2 of 46

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38-00726A-24

20241344__

59 through (19), respectively, new subsections (5) and (6) are
60 added to that section, and present subsection (5) of that
61 section is amended, to read:

62 1003.01 Definitions.—As used in this chapter, the term:

63 (5) "Computational thinking" means the thought process
64 involved in expressing solutions as computational steps or
65 algorithms that can be carried out by a computer.

66 (6) "Computer science" means the study of computers and
67 algorithmic processes, including their principles, hardware and
68 software designs, applications, implementation, and impact on
69 society, and includes computer coding, computer programming,
70 computational thinking, robotics, cybersecurity, artificial
71 intelligence, machine learning, computer networking, and
72 physical computing.

73 (7)~~(5)~~ "Core-curricula courses" means:

74 (a) Courses in language arts/reading, mathematics, social
75 studies, and science in prekindergarten through grade 3,
76 excluding extracurricular courses pursuant to subsection (13)
77 ~~(11)~~;

78 (b) Courses in grades 4 through 8 in subjects that are
79 measured by state assessment at any grade level and courses
80 required for middle school promotion, excluding extracurricular
81 courses pursuant to subsection (13) ~~(11)~~;

82 (c) Courses in grades 9 through 12 in subjects that are
83 measured by state assessment at any grade level and courses that
84 are specifically identified by name in statute as required for
85 high school graduation and that are not measured by state
86 assessment, excluding extracurricular courses pursuant to
87 subsection (13) ~~(11)~~;

38-00726A-24

20241344__

88 (d) Exceptional student education courses; and
89 (e) English for Speakers of Other Languages courses.

90
91 The term is limited in meaning and used for the sole purpose of
92 designating classes that are subject to the maximum class size
93 requirements established in s. 1, Art. IX of the State
94 Constitution. This term does not include courses offered under
95 ss. 1002.321(3)(e), 1002.33(7)(a)2.c., 1002.37, 1002.45, and
96 1003.499.

97 Section 2. Subsection (1) of section 1003.41, Florida
98 Statutes, is amended, and paragraph (f) is added to subsection
99 (2) of that section, to read:

100 1003.41 State academic standards.—

101 (1) The state academic standards establish the core content
102 of the curricula to be taught in the state and specify the core
103 content knowledge and skills that K-12 public school students
104 are expected to acquire. Standards must be rigorous and relevant
105 and provide for the logical, sequential progression of core
106 curricular content that incrementally increases a student's core
107 content knowledge and skills over time. Curricular content for
108 all subjects must integrate critical-thinking, problem-solving,
109 and workforce-literacy skills; communication, reading, and
110 writing skills; mathematics skills; collaboration skills;
111 contextual and applied-learning skills; technology-literacy
112 skills; computer science skills; information and media-literacy
113 skills; and civic-engagement skills. The standards must include
114 distinct grade-level expectations for the core content knowledge
115 and skills that a student is expected to have acquired by each
116 individual grade level from kindergarten through grade 8. The

38-00726A-24

20241344__

117 standards for grades 9 through 12 may be organized by grade
 118 clusters of more than one grade level except as otherwise
 119 provided for visual and performing arts, physical education,
 120 health, and foreign language standards.

121 (2) The state academic standards must meet the following
 122 requirements:

123 (f) Computer science standards must establish specific
 124 curricular content for, at a minimum, computer coding, computer
 125 programming, computational thinking, robotics, cybersecurity,
 126 artificial intelligence, machine learning, computer networking,
 127 and physical computing. The standards for kindergarten through
 128 grade 8 may be organized by grade clusters of more than one
 129 grade level. The standards for grades 9 through 12 may be
 130 organized by grade clusters of more than one grade level.

131 Section 3. Section 1003.4202, Florida Statutes, is created
 132 to read:

133 1003.4202 Computer science and technology instruction.—

134 (1) K-12 public schools shall provide computer science
 135 instruction in conformity with all of the following:

136 (a) Beginning with the 2025-2026 school year, each:

137 1. Elementary school shall provide computer science
 138 instruction to develop in students a foundation for future
 139 computer usage and achieving digital literacy.

140 2. Middle school shall provide computer science instruction
 141 to develop in students a foundation for future computer usage
 142 and achieving digital literacy.

143 3. High school or public charter high school shall offer at
 144 least one computer science course that satisfies the
 145 requirements for a student to obtain a standard high school

38-00726A-24

20241344__

146 diploma under s. 1003.4282(3).

147 (b) Computer science courses or instruction in computer
 148 science offered by a public school or public charter school
 149 must:

150 1. Be of high quality, as defined by the State Board of
 151 Education.

152 2. Meet or exceed the standards and curriculum requirements
 153 established by the State Board of Education.

154 3. At the high school level, be aligned with content
 155 required for, or that supports progress toward, computer
 156 science-related industry certifications.

157 (2) The Department of Education shall identify in the
 158 Course Code Directory and publish on its website computer
 159 science courses identified as eligible for meeting requirements
 160 for a standard high school diploma under s. 1003.4282(3).
 161 Additional computer science courses may be subsequently
 162 identified and posted on the department's website.

163 (3) The department shall publish on its website the
 164 computer science industry certification identified as eligible
 165 for meeting requirements for a standard high school diploma
 166 under s. 1003.4282(3). Additional computer science industry
 167 certifications may be subsequently identified and posted on the
 168 department's website.

169 (4) The department shall identify in the Course Code
 170 Directory and publish on its website the computer science
 171 courses that meet the Scholar designation requirements for
 172 mathematics, science, and electives as identified in s.
 173 1003.4285(1)(a).

174 (5) The Florida Virtual School shall offer computer science

38-00726A-24

20241344__

175 courses identified in the Course Code Directory pursuant to
 176 subsection (2). If a school district does not offer an
 177 identified course, the district must provide students access to
 178 the course through the Florida Virtual School or through other
 179 means approved by the department.

180 (6) The department shall adopt a strategic plan for a
 181 statewide computer science education program which must be
 182 published by October 31, 2025, and must include, at a minimum,
 183 all of the following:

184 (a) A statement of purpose that describes the objectives or
 185 goals the department will accomplish by implementing a computer
 186 science education program, the strategies by which those goals
 187 will be achieved, and a timeline for achieving those goals.

188 (b) A summary of the current state landscape for K-12
 189 computer science education, including diversity of students
 190 taking these courses.

191 (c) A plan for expanding flexible options to license
 192 computer science teachers, which may include approval codes,
 193 technical permits, ancillary licenses, and standard licenses.

194 (d) A plan for expanding computer science education
 195 opportunities to every school in the state by the timelines
 196 established in subsection (1).

197 (e) A plan for defining high-quality professional learning
 198 for teachers to begin teaching computer science.

199 (f) An ongoing evaluation process that is overseen by the
 200 department.

201 (g) Proposed rules that incorporate the principles of the
 202 strategic plan into the state's public education system as a
 203 whole.

38-00726A-24

20241344__

204 (h) A recommended long-term plan for implementing a
 205 requirement that every K-12 public school and public charter
 206 school employ at least one certified or endorsed computer
 207 science teacher or one career and technical education teacher
 208 trained in computer science. The plan must allow for this
 209 requirement to be satisfied through multiple department-approved
 210 processes for certification and endorsement, including, but not
 211 limited to, endorsing a certified teacher endorsed in another
 212 subject area.

213 (i) A plan to ensure long-term sustainability.

214 (7) Subject to legislative appropriation, the department
 215 may award funding to a school district or a consortium of school
 216 districts that applies for funding in a format prescribed by the
 217 department. The funding must be used for training instructional
 218 personnel or for fees for examinations of such personnel which
 219 lead to a credential or professional development. The department
 220 shall establish a deadline for the submission of applications.

221 (8) Public elementary schools and public middle schools may
 222 establish digital classrooms in which students are provided
 223 opportunities to learn digital skills, such as computer science,
 224 multiple media presentation, and the manipulation of multiple
 225 digital graphic images, and to earn digital tool certificates
 226 and certifications pursuant to s. 1003.4203 and grade-
 227 appropriate, technology-related industry certifications.

228 (9) Public high schools must provide students with the
 229 opportunity to take computer science courses and earn
 230 technology-related industry certifications to satisfy high
 231 school graduation requirements as provided in s. 1003.4282(3).
 232 Computer science courses and technology-related industry

38-00726A-24 20241344__

233 certifications that are identified as eligible for meeting
 234 mathematics or science requirements for high school graduation
 235 must be included in the Course Code Directory.

236 (10) Subject to legislative appropriation, instructional
 237 personnel evaluated as effective or highly effective pursuant to
 238 s. 1012.34 in the previous school year or instructional
 239 personnel who were newly hired by the district school board and
 240 have not been evaluated pursuant to s. 1012.34 must receive a
 241 bonus as follows:

242 (a) If the individual holds an educator certificate in
 243 computer science pursuant to s. 1012.56 or has passed the
 244 computer science subject area examination and holds an adjunct
 245 certificate issued by a school district pursuant to s. 1012.57,
 246 he or she must receive a bonus of \$1,000 after each year that he
 247 or she completes teaching a computer science course identified
 248 in the Course Code Directory pursuant to subsection (2) at a
 249 public elementary, middle, high, or combination school in this
 250 state, for up to 3 years.

251 (b) If the individual holds an industry certification
 252 associated with a course identified in the Course Code Directory
 253 pursuant to subsection (2), he or she must receive a bonus of
 254 \$500 after each year that he or she completes teaching the
 255 identified course at a public elementary, middle, high, or
 256 combination school in this state, for up to 3 years.

257
 258 Eligible instructional personnel shall receive the bonus upon
 259 completion of the school year in which he or she taught the
 260 course but may not receive more than one bonus per year under
 261 this subsection.

38-00726A-24 20241344__

262 (11) Notwithstanding s. 216.301 and pursuant to s. 216.351,
 263 funds allocated for the purpose of this section which are not
 264 disbursed by June 30 of the fiscal year in which such funds are
 265 allocated may be carried forward for up to 5 years after the
 266 effective date of the original appropriation.

267 (12) (a) The AI in Education Task Force is established
 268 within the department. The purpose of the task force is to
 269 evaluate the potential applications of artificial intelligence
 270 in K-12 and higher education and to develop policy
 271 recommendations for responsible and effective uses of artificial
 272 intelligence by students and educators, including creating a
 273 definition for the term "artificial intelligence". The task
 274 force shall also identify workforce needs related to artificial
 275 intelligence and provide policy recommendations to ensure that
 276 the state develops education and workforce training programs
 277 that align with changing industry needs.

278 (b) The Commissioner of Education shall serve as the chair
 279 of the task force.

280 (c) The department shall provide administrative support for
 281 the task force, including, but not limited to, developing
 282 agendas, coordinating meetings, and drafting reports for task
 283 force feedback.

284 (d) The task force shall include members who possess
 285 knowledge or expertise in fields of education, technology,
 286 artificial intelligence, ethics, data privacy, industry demands,
 287 state and local policy, and state procurement.

288 (e) The Governor shall appoint members to the task force by
 289 October 1, 2024. The members shall include, at a minimum:

290 1. A representative from the State Board of Education;

38-00726A-24

20241344__

291 2. A representative from the Board of Governors of the
 292 State University System;
 293 3. A representative of the State Workforce Development
 294 Board;
 295 4. A representative from the Division of State Purchasing
 296 within the Department of Management Services who has expertise
 297 in technology procurement and data privacy standards;
 298 5. A representative from the Office of the Attorney
 299 General;
 300 6. One local school board member and one local district
 301 school superintendent, each representing a rural school
 302 district, a suburban school district, and an urban school
 303 district, respectively;
 304 7. A school district educational technology director;
 305 8. Faculty in this state with expertise on artificial
 306 intelligence, educational technology, or ethics from a public
 307 college, a private college, and a community or technical
 308 college, respectively;
 309 9. Educators from one public school, one public charter
 310 school, and one private school in this state; and
 311 10. Leaders from three industry sectors in this state which
 312 are directly affected by developments in artificial
 313 intelligence.
 314 (f) The task force shall meet at least four times per year
 315 beginning in January of 2025 and shall complete its work within
 316 1 year. Upon completion, the task force shall submit
 317 recommendations to the Governor, the President of the Senate,
 318 and the Speaker of the House of Representatives. All meetings
 319 must be open to the public.

Page 11 of 46

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38-00726A-24

20241344__

320 (g) The task force shall do all of the following:
 321 1. Evaluate the current state of artificial intelligence
 322 technology and its potential applications in K-12 and higher
 323 education.
 324 2. Assess the ethical, legal, and data privacy implications
 325 of artificial intelligence usage in education.
 326 (13) The State Board of Education shall adopt rules to
 327 administer this section.
 328 Section 4. Section 1007.2616, Florida Statutes, is
 329 repealed.
 330 Section 5. Paragraph (k) of subsection (2) of section
 331 11.45, Florida Statutes, is amended to read:
 332 11.45 Definitions; duties; authorities; reports; rules.—
 333 (2) DUTIES.—The Auditor General shall:
 334 (k) Contact each district school board, as defined in s.
 335 1003.01 ~~s. 1003.01(7)~~, with the findings and recommendations
 336 contained within the Auditor General's previous operational
 337 audit report. The district school board shall provide the
 338 Auditor General with evidence of the initiation of corrective
 339 action within 45 days after the date it is requested by the
 340 Auditor General and evidence of completion of corrective action
 341 within 180 days after the date it is requested by the Auditor
 342 General. If the district school board fails to comply with the
 343 Auditor General's request or is unable to take corrective action
 344 within the required timeframe, the Auditor General shall notify
 345 the Legislative Auditing Committee.
 346
 347 The Auditor General shall perform his or her duties
 348 independently but under the general policies established by the

Page 12 of 46

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38-00726A-24

20241344__

349 Legislative Auditing Committee. This subsection does not limit
 350 the Auditor General's discretionary authority to conduct other
 351 audits or engagements of governmental entities as authorized in
 352 subsection (3).

353 Section 6. Paragraph (b) of subsection (3) of section
 354 39.0016, Florida Statutes, is amended to read:

355 39.0016 Education of abused, neglected, and abandoned
 356 children; agency agreements; children having or suspected of
 357 having a disability.—

358 (3) CHILDREN HAVING OR SUSPECTED OF HAVING A DISABILITY.—

359 (b)1. Each district school superintendent or dependency
 360 court must appoint a surrogate parent for a child known to the
 361 department who has or is suspected of having a disability, as
 362 defined in s. 1003.01 ~~s. 1003.01(9)~~, when:

363 a. After reasonable efforts, no parent can be located; or

364 b. A court of competent jurisdiction over a child under
 365 this chapter has determined that no person has the authority
 366 under the Individuals with Disabilities Education Act, including
 367 the parent or parents subject to the dependency action, or that
 368 no person has the authority, willingness, or ability to serve as
 369 the educational decisionmaker for the child without judicial
 370 action.

371 2. A surrogate parent appointed by the district school
 372 superintendent or the court must be at least 18 years old and
 373 have no personal or professional interest that conflicts with
 374 the interests of the student to be represented. Neither the
 375 district school superintendent nor the court may appoint an
 376 employee of the Department of Education, the local school
 377 district, a community-based care provider, the Department of

38-00726A-24

20241344__

378 Children and Families, or any other public or private agency
 379 involved in the education or care of the child as appointment of
 380 those persons is prohibited by federal law. This prohibition
 381 includes group home staff and therapeutic foster parents.
 382 However, a person who acts in a parental role to a child, such
 383 as a foster parent or relative caregiver, is not prohibited from
 384 serving as a surrogate parent if he or she is employed by such
 385 agency, willing to serve, and knowledgeable about the child and
 386 the exceptional student education process. The surrogate parent
 387 may be a court-appointed guardian ad litem or a relative or
 388 nonrelative adult who is involved in the child's life regardless
 389 of whether that person has physical custody of the child. Each
 390 person appointed as a surrogate parent must have the knowledge
 391 and skills acquired by successfully completing training using
 392 materials developed and approved by the Department of Education
 393 to ensure adequate representation of the child.

394 3. If a guardian ad litem has been appointed for a child,
 395 the district school superintendent must first consider the
 396 child's guardian ad litem when appointing a surrogate parent.
 397 The district school superintendent must accept the appointment
 398 of the court if he or she has not previously appointed a
 399 surrogate parent. Similarly, the court must accept a surrogate
 400 parent duly appointed by a district school superintendent.

401 4. A surrogate parent appointed by the district school
 402 superintendent or the court must be accepted by any subsequent
 403 school or school district without regard to where the child is
 404 receiving residential care so that a single surrogate parent can
 405 follow the education of the child during his or her entire time
 406 in state custody. Nothing in this paragraph or in rule shall

38-00726A-24

20241344__

407 limit or prohibit the continuance of a surrogate parent
 408 appointment when the responsibility for the student's
 409 educational placement moves among and between public and private
 410 agencies.

411 5. For a child known to the department, the responsibility
 412 to appoint a surrogate parent resides with both the district
 413 school superintendent and the court with jurisdiction over the
 414 child. If the court elects to appoint a surrogate parent, notice
 415 shall be provided as soon as practicable to the child's school.
 416 At any time the court determines that it is in the best
 417 interests of a child to remove a surrogate parent, the court may
 418 appoint a new surrogate parent for educational decisionmaking
 419 purposes for that child.

420 6. The surrogate parent shall continue in the appointed
 421 role until one of the following occurs:

422 a. The child is determined to no longer be eligible or in
 423 need of special programs, except when termination of special
 424 programs is being contested.

425 b. The child achieves permanency through adoption or legal
 426 guardianship and is no longer in the custody of the department.

427 c. The parent who was previously unknown becomes known,
 428 whose whereabouts were unknown is located, or who was
 429 unavailable is determined by the court to be available.

430 d. The appointed surrogate no longer wishes to represent
 431 the child or is unable to represent the child.

432 e. The superintendent of the school district in which the
 433 child is attending school, the Department of Education contract
 434 designee, or the court that appointed the surrogate determines
 435 that the appointed surrogate parent no longer adequately

38-00726A-24

20241344__

436 represents the child.

437 f. The child moves to a geographic location that is not
 438 reasonably accessible to the appointed surrogate.

439 7. The appointment and termination of appointment of a
 440 surrogate under this paragraph shall be entered as an order of
 441 the court with a copy of the order provided to the child's
 442 school as soon as practicable.

443 8. The person appointed as a surrogate parent under this
 444 paragraph must:

445 a. Be acquainted with the child and become knowledgeable
 446 about his or her disability and educational needs.

447 b. Represent the child in all matters relating to
 448 identification, evaluation, and educational placement and the
 449 provision of a free and appropriate education to the child.

450 c. Represent the interests and safeguard the rights of the
 451 child in educational decisions that affect the child.

452 9. The responsibilities of the person appointed as a
 453 surrogate parent shall not extend to the care, maintenance,
 454 custody, residential placement, or any other area not
 455 specifically related to the education of the child, unless the
 456 same person is appointed by the court for such other purposes.

457 10. A person appointed as a surrogate parent shall enjoy
 458 all of the procedural safeguards afforded a parent with respect
 459 to the identification, evaluation, and educational placement of
 460 a student with a disability or a student who is suspected of
 461 having a disability.

462 11. A person appointed as a surrogate parent shall not be
 463 held liable for actions taken in good faith on behalf of the
 464 student in protecting the special education rights of the child.

38-00726A-24

20241344__

465 Section 7. Paragraph (c) of subsection (1) of section
 466 327.371, Florida Statutes, is amended to read:
 467 327.371 Human-powered vessels regulated.—
 468 (1) A person may operate a human-powered vessel within the
 469 boundaries of the marked channel of the Florida Intracoastal
 470 Waterway as defined in s. 327.02:
 471 (c) When participating in practices or competitions for
 472 interscholastic, intercollegiate, intramural, or club rowing
 473 teams affiliated with an educational institution identified in
 474 s. 1000.21, s. 1002.01(3), s. 1003.01 ~~s. 1003.01(17)~~, s.
 475 1005.02(4), or s. 1005.03(1)(d), if the adjacent area outside of
 476 the marked channel is not suitable for such practice or
 477 competition. The teams must use their best efforts to make use
 478 of the adjacent area outside of the marked channel. The
 479 commission must be notified in writing of the details of any
 480 such competition, and the notification must include, but need
 481 not be limited to, the date, time, and location of the
 482 competition.
 483 Section 8. Subsection (1) of section 414.1251, Florida
 484 Statutes, is amended to read:
 485 414.1251 Learnfare program.—
 486 (1) The department shall reduce the temporary cash
 487 assistance for a participant's eligible dependent child or for
 488 an eligible teenage participant who has not been exempted from
 489 education participation requirements, if the eligible dependent
 490 child or eligible teenage participant has been identified either
 491 as a habitual truant, pursuant to s. 1003.01 ~~s. 1003.01(12)~~, or
 492 as a dropout, pursuant to s. 1003.01 ~~s. 1003.01(8)~~. For a
 493 student who has been identified as a habitual truant, the

Page 17 of 46

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38-00726A-24

20241344__

494 temporary cash assistance must be reinstated after a subsequent
 495 grading period in which the child's attendance has substantially
 496 improved. For a student who has been identified as a dropout,
 497 the temporary cash assistance must be reinstated after the
 498 student enrolls in a public school, receives a high school
 499 diploma or its equivalency, enrolls in preparation for the high
 500 school equivalency examination, or enrolls in other educational
 501 activities approved by the district school board. Good cause
 502 exemptions from the rule of unexcused absences include the
 503 following:
 504 (a) The student is expelled from school and alternative
 505 schooling is not available.
 506 (b) No licensed day care is available for a child of teen
 507 parents subject to Learnfare.
 508 (c) Prohibitive transportation problems exist (e.g., to and
 509 from day care).
 510
 511 Within 10 days after sanction notification, the participant
 512 parent of a dependent child or the teenage participant may file
 513 an internal fair hearings process review procedure appeal, and
 514 no sanction shall be imposed until the appeal is resolved.
 515 Section 9. Paragraph (g) of subsection (3) of section
 516 553.865, Florida Statutes, is amended to read:
 517 553.865 Private spaces.—
 518 (3) As used in this section, the term:
 519 (g) "K-12 educational institution or facility" means:
 520 1. A school as defined in s. 1003.01 ~~s. 1003.01(17)~~
 521 operated under the control of a district school board as defined
 522 in s. 1003.01 ~~s. 1003.01(7)~~;

Page 18 of 46

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38-00726A-24

20241344__

523 2. The Florida School for the Deaf and the Blind as
 524 described in ss. 1000.04(4) and 1002.36;
 525 3. A developmental research (laboratory) school established
 526 pursuant to s. 1002.32(2);
 527 4. A charter school authorized under s. 1002.33; or
 528 5. A private school as defined in s. 1002.01(3).

529 Section 10. Subsection (7) of section 1001.11, Florida
 530 Statutes, is amended to read:
 531 1001.11 Commissioner of Education; other duties.—
 532 (7) The commissioner shall make prominently available on
 533 the department's website the following: links to the Internet-
 534 based clearinghouse for professional development regarding
 535 physical education; the school wellness and physical education
 536 policies and other resources required under s. 1003.453; and
 537 other Internet sites that provide professional development for
 538 elementary teachers of physical education as defined in s.
 539 1003.01 ~~s. 1003.01(15)~~. These links must provide elementary
 540 teachers with information concerning current physical education
 541 and nutrition philosophy and best practices that result in
 542 student participation in physical activities that promote
 543 lifelong physical and mental well-being.

544 Section 11. Section 1002.01, Florida Statutes, is amended
 545 to read:
 546 1002.01 Definitions.—
 547 (1) A "home education program" means the sequentially
 548 progressive instruction of a student directed by his or her
 549 parent to satisfy the attendance requirements of ss. 1002.41,
 550 1003.01, and 1003.21(1) ~~ss. 1002.41, 1003.01(16), and~~
 551 ~~1003.21(1)~~.

Page 19 of 46

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38-00726A-24

20241344__

552 (2) A "personalized education program" means the
 553 sequentially progressive instruction of a student directed by
 554 his or her parent to satisfy the attendance requirements of ss.
 555 1003.01 and 1003.21(1) ~~ss. 1003.01(16) and 1003.21(1)~~ while
 556 registered with an eligible nonprofit scholarship-funding
 557 organization pursuant to s. 1002.395. A personalized education
 558 student shall be provided the same flexibility and opportunities
 559 as provided in s. 1002.41(3)-(12).

560 (3) A "private school" is a nonpublic school defined as an
 561 individual, association, copartnership, or corporation, or
 562 department, division, or section of such organizations, that
 563 designates itself as an educational center that includes
 564 kindergarten or a higher grade or as an elementary, secondary,
 565 business, technical, or trade school below college level or any
 566 organization that provides instructional services that meet the
 567 intent of s. 1003.01(18) ~~s. 1003.01(16)~~ or that gives
 568 preemployment or supplementary training in technology or in
 569 fields of trade or industry or that offers academic, literary,
 570 or career training below college level, or any combination of
 571 the above, including an institution that performs the functions
 572 of the above schools through correspondence or extension, except
 573 those licensed under the provisions of chapter 1005. A private
 574 school may be a parochial, religious, denominational, for-
 575 profit, or nonprofit school. This definition does not include
 576 home education programs conducted in accordance with s. 1002.41.

577 Section 12. Paragraph (b) of subsection (2) of section
 578 1002.20, Florida Statutes, is amended to read:
 579 1002.20 K-12 student and parent rights.—Parents of public
 580 school students must receive accurate and timely information

Page 20 of 46

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38-00726A-24 20241344__

581 regarding their child's academic progress and must be informed
582 of ways they can help their child to succeed in school. K-12
583 students and their parents are afforded numerous statutory
584 rights including, but not limited to, the following:

585 (2) ATTENDANCE.—

586 (b) *Regular school attendance.*—Parents of students who have
587 attained the age of 6 years by February 1 of any school year but
588 who have not attained the age of 16 years must comply with the
589 compulsory school attendance laws. Parents have the option to
590 comply with the school attendance laws by attendance of the
591 student in a public school; a parochial, religious, or
592 denominational school; a private school; a home education
593 program; or a private tutoring program, in accordance with the
594 provisions of s. 1003.01(18) ~~s. 1003.01(16)~~.

595 Section 13. Paragraph (d) of subsection (3) of section
596 1002.3105, Florida Statutes, is amended to read:

597 1002.3105 Academically Challenging Curriculum to Enhance
598 Learning (ACCEL) options.—

599 (3) STUDENT ELIGIBILITY CONSIDERATIONS.—When establishing
600 student eligibility requirements, principals and school
601 districts must consider, at a minimum:

602 (d) Recommendations from one or more of the student's
603 teachers in core-curricula courses as defined in s. 1003.01 ~~s.~~
604 ~~1003.01(5)(a)–(c)~~.

605 Section 14. Paragraph (a) of subsection (20) of section
606 1002.33, Florida Statutes, is amended to read:

607 1002.33 Charter schools.—

608 (20) SERVICES.—

609 (a)1. A sponsor shall provide certain administrative and

38-00726A-24 20241344__

610 educational services to charter schools. These services shall
611 include contract management services; full-time equivalent and
612 data reporting services; exceptional student education
613 administration services; services related to eligibility and
614 reporting duties required to ensure that school lunch services
615 under the National School Lunch Program, consistent with the
616 needs of the charter school, are provided by the sponsor at the
617 request of the charter school, that any funds due to the charter
618 school under the National School Lunch Program be paid to the
619 charter school as soon as the charter school begins serving food
620 under the National School Lunch Program, and that the charter
621 school is paid at the same time and in the same manner under the
622 National School Lunch Program as other public schools serviced
623 by the sponsor or the school district; test administration
624 services, including payment of the costs of state-required or
625 district-required student assessments; processing of teacher
626 certificate data services; and information services, including
627 equal access to the sponsor's student information systems that
628 are used by public schools in the district in which the charter
629 school is located or by schools in the sponsor's portfolio of
630 charter schools if the sponsor is not a school district. Student
631 performance data for each student in a charter school,
632 including, but not limited to, FCAT scores, standardized test
633 scores, previous public school student report cards, and student
634 performance measures, shall be provided by the sponsor to a
635 charter school in the same manner provided to other public
636 schools in the district or by schools in the sponsor's portfolio
637 of charter schools if the sponsor is not a school district.

638 2. A sponsor shall provide training to charter schools on

38-00726A-24

20241344__

639 systems the sponsor will require the charter school to use.
 640 3. A sponsor may withhold an administrative fee for the
 641 provision of such services which shall be a percentage of the
 642 available funds defined in paragraph (17)(b) calculated based on
 643 weighted full-time equivalent students. If the charter school
 644 serves 75 percent or more exceptional education students as
 645 defined in s. 1003.01 ~~s. 1003.01(9)~~, the percentage shall be
 646 calculated based on unweighted full-time equivalent students.
 647 The administrative fee shall be calculated as follows:
 648 a. Up to 5 percent for:
 649 (I) Enrollment of up to and including 250 students in a
 650 charter school as defined in this section.
 651 (II) Enrollment of up to and including 500 students within
 652 a charter school system which meets all of the following:
 653 (A) Includes conversion charter schools and nonconversion
 654 charter schools.
 655 (B) Has all of its schools located in the same county.
 656 (C) Has a total enrollment exceeding the total enrollment
 657 of at least one school district in this state.
 658 (D) Has the same governing board for all of its schools.
 659 (E) Does not contract with a for-profit service provider
 660 for management of school operations.
 661 (III) Enrollment of up to and including 250 students in a
 662 virtual charter school.
 663 b. Up to 2 percent for enrollment of up to and including
 664 250 students in a high-performing charter school as defined in
 665 s. 1002.331.
 666 c. Up to 2 percent for enrollment of up to and including
 667 250 students in an exceptional student education center that

38-00726A-24

20241344__

668 meets the requirements of the rules adopted by the State Board
 669 of Education pursuant to s. 1008.3415(3).
 670 4. A sponsor may not charge charter schools any additional
 671 fees or surcharges for administrative and educational services
 672 in addition to the maximum percentage of administrative fees
 673 withheld pursuant to this paragraph. A sponsor may not charge or
 674 withhold any administrative fee against a charter school for any
 675 funds specifically allocated by the Legislature for teacher
 676 compensation.
 677 5. A sponsor shall provide to the department by September
 678 15 of each year the total amount of funding withheld from
 679 charter schools pursuant to this subsection for the prior fiscal
 680 year. The department must include the information in the report
 681 required under sub-sub-subparagraph (5)(b)1.k.(III).
 682 6. A sponsor shall annually provide a report to its charter
 683 schools on what services are being rendered from the sponsor's
 684 portion of the administrative fee. The report must include the
 685 listed services and be submitted to the department by September
 686 15 of each year.
 687 Section 15. Subsections (4) and (10) of section 1002.394,
 688 Florida Statutes, are amended to read:
 689 1002.394 The Family Empowerment Scholarship Program.—
 690 (4) AUTHORIZED USES OF PROGRAM FUNDS.—
 691 (a) Program funds awarded to a student determined eligible
 692 pursuant to paragraph (3)(a) may be used for:
 693 1. Tuition and fees at an eligible private school.
 694 2. Transportation to a Florida public school in which a
 695 student is enrolled and that is different from the school to
 696 which the student was assigned or to a lab school as defined in

38-00726A-24 20241344__

697 s. 1002.32.

698 3. Instructional materials, including digital materials and

699 Internet resources.

700 4. Curriculum as defined in subsection (2).

701 5. Tuition and fees associated with full-time or part-time

702 enrollment in an eligible postsecondary educational institution

703 or a program offered by the postsecondary educational

704 institution, unless the program is subject to s. 1009.25 or

705 reimbursed pursuant to s. 1009.30; an approved preapprenticeship

706 program as defined in s. 446.021(5) which is not subject to s.

707 1009.25 and complies with all applicable requirements of the

708 department pursuant to chapter 1005; a private tutoring program

709 authorized under s. 1002.43; a virtual program offered by a

710 department-approved private online provider that meets the

711 provider qualifications specified in s. 1002.45(2)(a); the

712 Florida Virtual School as a private paying student; or an

713 approved online course offered pursuant to s. 1003.499 or s.

714 1004.0961.

715 6. Fees for nationally standardized, norm-referenced

716 achievement tests, Advanced Placement Examinations, industry

717 certification examinations, assessments related to postsecondary

718 education, or other assessments.

719 7. Contracted services provided by a public school or

720 school district, including classes. A student who receives

721 contracted services under this subparagraph is not considered

722 enrolled in a public school for eligibility purposes as

723 specified in subsection (6) but rather attending a public school

724 on a part-time basis as authorized under s. 1002.44.

725 8. Tuition and fees for part-time tutoring services or fees

38-00726A-24 20241344__

726 for services provided by a choice navigator. Such services must

727 be provided by a person who holds a valid Florida educator's

728 certificate pursuant to s. 1012.56, a person who holds an

729 adjunct teaching certificate pursuant to s. 1012.57, a person

730 who has a bachelor's degree or a graduate degree in the subject

731 area in which instruction is given, a person who has

732 demonstrated a mastery of subject area knowledge pursuant to s.

733 1012.56(5), or a person certified by a nationally or

734 internationally recognized research-based training program as

735 approved by the department. As used in this subparagraph, the

736 term "part-time tutoring services" does not qualify as regular

737 school attendance as defined in s. 1003.01(18)(e) ~~or~~

738 ~~1003.01(16)(e)~~.

739 (b) Program funds awarded to a student with a disability

740 determined eligible pursuant to paragraph (3)(b) may be used for

741 the following purposes:

742 1. Instructional materials, including digital devices,

743 digital periphery devices, and assistive technology devices that

744 allow a student to access instruction or instructional content

745 and training on the use of and maintenance agreements for these

746 devices.

747 2. Curriculum as defined in subsection (2).

748 3. Specialized services by approved providers or by a

749 hospital in this state which are selected by the parent. These

750 specialized services may include, but are not limited to:

751 a. Applied behavior analysis services as provided in ss.

752 627.6686 and 641.31098.

753 b. Services provided by speech-language pathologists as

754 defined in s. 468.1125(8).

38-00726A-24

20241344__

755 c. Occupational therapy as defined in s. 468.203.
 756 d. Services provided by physical therapists as defined in
 757 s. 486.021(8).
 758 e. Services provided by listening and spoken language
 759 specialists and an appropriate acoustical environment for a
 760 child who has a hearing impairment, including deafness, and who
 761 has received an implant or assistive hearing device.

762 4. Tuition and fees associated with full-time or part-time
 763 enrollment in a home education program; an eligible private
 764 school; an eligible postsecondary educational institution or a
 765 program offered by the postsecondary educational institution,
 766 unless the program is subject to s. 1009.25 or reimbursed
 767 pursuant to s. 1009.30; an approved preapprenticeship program as
 768 defined in s. 446.021(5) which is not subject to s. 1009.25 and
 769 complies with all applicable requirements of the department
 770 pursuant to chapter 1005; a private tutoring program authorized
 771 under s. 1002.43; a virtual program offered by a department-
 772 approved private online provider that meets the provider
 773 qualifications specified in s. 1002.45(2)(a); the Florida
 774 Virtual School as a private paying student; or an approved
 775 online course offered pursuant to s. 1003.499 or s. 1004.0961.

776 5. Fees for nationally standardized, norm-referenced
 777 achievement tests, Advanced Placement Examinations, industry
 778 certification examinations, assessments related to postsecondary
 779 education, or other assessments.

780 6. Contributions to the Stanley G. Tate Florida Prepaid
 781 College Program pursuant to s. 1009.98 or the Florida College
 782 Savings Program pursuant to s. 1009.981 for the benefit of the
 783 eligible student.

Page 27 of 46

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38-00726A-24

20241344__

784 7. Contracted services provided by a public school or
 785 school district, including classes. A student who receives
 786 services under a contract under this paragraph is not considered
 787 enrolled in a public school for eligibility purposes as
 788 specified in subsection (6) but rather attending a public school
 789 on a part-time basis as authorized under s. 1002.44.

790 8. Tuition and fees for part-time tutoring services or fees
 791 for services provided by a choice navigator. Such services must
 792 be provided by a person who holds a valid Florida educator's
 793 certificate pursuant to s. 1012.56, a person who holds an
 794 adjunct teaching certificate pursuant to s. 1012.57, a person
 795 who has a bachelor's degree or a graduate degree in the subject
 796 area in which instruction is given, a person who has
 797 demonstrated a mastery of subject area knowledge pursuant to s.
 798 1012.56(5), or a person certified by a nationally or
 799 internationally recognized research-based training program as
 800 approved by the department. As used in this subparagraph, the
 801 term "part-time tutoring services" does not qualify as regular
 802 school attendance as defined in s. 1003.01 ~~s. 1003.01(16)(e)~~.

803 9. Fees for specialized summer education programs.
 804 10. Fees for specialized after-school education programs.
 805 11. Transition services provided by job coaches.
 806 12. Fees for an annual evaluation of educational progress
 807 by a state-certified teacher under s. 1002.41(1)(f), if this
 808 option is chosen for a home education student.

809 13. Tuition and fees associated with programs offered by
 810 Voluntary Prekindergarten Education Program providers approved
 811 pursuant to s. 1002.55 and school readiness providers approved
 812 pursuant to s. 1002.88.

Page 28 of 46

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38-00726A-24

20241344__

813 14. Fees for services provided at a center that is a member
814 of the Professional Association of Therapeutic Horsemanship
815 International.

816 15. Fees for services provided by a therapist who is
817 certified by the Certification Board for Music Therapists or
818 credentialed by the Art Therapy Credentials Board, Inc.

819 (10) PARENT AND STUDENT RESPONSIBILITIES FOR PROGRAM
820 PARTICIPATION.—

821 (a) A parent who applies for program participation under
822 paragraph (3) (a) whose student will be enrolled full time in a
823 private school must:

824 1. Select the private school and apply for the admission of
825 his or her student.

826 2. Request the scholarship by a date established by the
827 organization, in a manner that creates a written or electronic
828 record of the request and the date of receipt of the request.

829 3. Inform the applicable school district when the parent
830 withdraws his or her student from a public school to attend an
831 eligible private school.

832 4. Require his or her student participating in the program
833 to remain in attendance throughout the school year unless
834 excused by the school for illness or other good cause.

835 5. Meet with the private school's principal or the
836 principal's designee to review the school's academic programs
837 and policies, specialized services, code of student conduct, and
838 attendance policies before enrollment.

839 6. Require that the student participating in the
840 scholarship program takes the norm-referenced assessment offered
841 by the private school. The parent may also choose to have the

38-00726A-24

20241344__

842 student participate in the statewide assessments pursuant to
843 paragraph (7) (d). If the parent requests that the student
844 participating in the program take all statewide assessments
845 required pursuant to s. 1008.22, the parent is responsible for
846 transporting the student to the assessment site designated by
847 the school district.

848 7. Approve each payment before the scholarship funds may be
849 deposited by funds transfer pursuant to subparagraph (12) (a) 4.
850 The parent may not designate any entity or individual associated
851 with the participating private school as the parent's attorney
852 in fact to approve a funds transfer. A participant who fails to
853 comply with this paragraph forfeits the scholarship.

854 8. Agree to have the organization commit scholarship funds
855 on behalf of his or her student for tuition and fees for which
856 the parent is responsible for payment at the private school
857 before using empowerment account funds for additional authorized
858 uses under paragraph (4) (a). A parent is responsible for all
859 eligible expenses in excess of the amount of the scholarship.

860 (b) A parent who applies for program participation under
861 paragraph (3) (b) is exercising his or her parental option to
862 determine the appropriate placement or the services that best
863 meet the needs of his or her child and must:

864 1. Apply to an eligible nonprofit scholarship-funding
865 organization to participate in the program by a date set by the
866 organization. The request must be communicated directly to the
867 organization in a manner that creates a written or electronic
868 record of the request and the date of receipt of the request.

869 2. Sign an agreement with the organization and annually
870 submit a sworn compliance statement to the organization to

38-00726A-24 20241344__

871 satisfy or maintain program eligibility, including eligibility
872 to receive and spend program payments by:

873 a. Affirming that the student is enrolled in a program that
874 meets regular school attendance requirements as provided in s.
875 1003.01(18)(b), (c), or (d) ~~s. 1003.01(16)(b), (c), or (d)~~.

876 b. Affirming that the program funds are used only for
877 authorized purposes serving the student's educational needs, as
878 described in paragraph (4)(b); that any prepaid college plan or
879 college savings plan funds contributed pursuant to subparagraph
880 (4)(b)6. will not be transferred to another beneficiary while
881 the plan contains funds contributed pursuant to this section;
882 and that they will not receive a payment, refund, or rebate of
883 any funds provided under this section.

884 c. Affirming that the parent is responsible for all
885 eligible expenses in excess of the amount of the scholarship and
886 for the education of his or her student by, as applicable:

887 (I) Requiring the student to take an assessment in
888 accordance with paragraph (9)(c);

889 (II) Providing an annual evaluation in accordance with s.
890 1002.41(1)(f); or

891 (III) Requiring the child to take any preassessments and
892 postassessments selected by the provider if the child is 4 years
893 of age and is enrolled in a program provided by an eligible
894 Voluntary Prekindergarten Education Program provider. A student
895 with disabilities for whom the physician or psychologist who
896 issued the diagnosis or the IEP team determines that a
897 preassessment and postassessment is not appropriate is exempt
898 from this requirement. A participating provider shall report a
899 student's scores to the parent.

38-00726A-24 20241344__

900 d. Affirming that the student remains in good standing with
901 the provider or school if those options are selected by the
902 parent.

903 e. Enrolling his or her child in a program from a Voluntary
904 Prekindergarten Education Program provider authorized under s.
905 1002.55, a school readiness provider authorized under s.
906 1002.88, or an eligible private school if either option is
907 selected by the parent.

908 f. Renewing participation in the program each year. A
909 student whose participation in the program is not renewed may
910 continue to spend scholarship funds that are in his or her
911 account from prior years unless the account must be closed
912 pursuant to subparagraph (5)(b)3. Notwithstanding any changes to
913 the student's IEP, a student who was previously eligible for
914 participation in the program shall remain eligible to apply for
915 renewal. However, for a high-risk child to continue to
916 participate in the program in the school year after he or she
917 reaches 6 years of age, the child's application for renewal of
918 program participation must contain documentation that the child
919 has a disability defined in paragraph (2)(e) other than high-
920 risk status.

921 g. Procuring the services necessary to educate the student.
922 If such services include enrollment in an eligible private
923 school, the parent must meet with the private school's principal
924 or the principal's designee to review the school's academic
925 programs and policies, specialized services, code of student
926 conduct, and attendance policies before his or her student is
927 enrolled. When the student receives a scholarship, the district
928 school board is not obligated to provide the student with a free

38-00726A-24 20241344__

929 appropriate public education. For purposes of s. 1003.57 and the
 930 Individuals with Disabilities in Education Act, a participating
 931 student has only those rights that apply to all other
 932 unilaterally parentally placed students, except that, when
 933 requested by the parent, school district personnel must develop
 934 an IEP or matrix level of services.

935 (c) A participant who fails to comply with this subsection
 936 forfeits the scholarship.

937 Section 16. Paragraphs (d) and (e) of subsection (6) of
 938 section 1002.395, Florida Statutes, are amended to read:

939 1002.395 Florida Tax Credit Scholarship Program.—

940 (6) OBLIGATIONS OF ELIGIBLE NONPROFIT SCHOLARSHIP-FUNDING
 941 ORGANIZATIONS.—An eligible nonprofit scholarship-funding
 942 organization:

943 (d)1. For the 2023-2024 school year, may fund no more than
 944 20,000 scholarships for students who are enrolled pursuant to
 945 paragraph (7) (b). The number of scholarships funded for such
 946 students may increase by 40,000 in each subsequent school year.
 947 This subparagraph is repealed July 1, 2027.

948 2. Must establish and maintain separate empowerment
 949 accounts from eligible contributions for each eligible student.
 950 For each account, the organization must maintain a record of
 951 accrued interest retained in the student's account. The
 952 organization must verify that scholarship funds are used for:

953 a. Tuition and fees for full-time or part-time enrollment
 954 in an eligible private school.

955 b. Transportation to a Florida public school in which a
 956 student is enrolled and that is different from the school to
 957 which the student was assigned or to a lab school as defined in

38-00726A-24 20241344__

958 s. 1002.32.

959 c. Instructional materials, including digital materials and
 960 Internet resources.

961 d. Curriculum as defined in s. 1002.394(2).

962 e. Tuition and fees associated with full-time or part-time
 963 enrollment in a home education instructional program; an
 964 eligible postsecondary educational institution or a program
 965 offered by the postsecondary educational institution, unless the
 966 program is subject to s. 1009.25 or reimbursed pursuant to s.
 967 1009.30; an approved preapprenticeship program as defined in s.
 968 446.021(5) which is not subject to s. 1009.25 and complies with
 969 all applicable requirements of the Department of Education
 970 pursuant to chapter 1005; a private tutoring program authorized
 971 under s. 1002.43; a virtual program offered by a department-
 972 approved private online provider that meets the provider
 973 qualifications specified in s. 1002.45(2) (a); the Florida
 974 Virtual School as a private paying student; or an approved
 975 online course offered pursuant to s. 1003.499 or s. 1004.0961.

976 f. Fees for nationally standardized, norm-referenced
 977 achievement tests, Advanced Placement Examinations, industry
 978 certification examinations, assessments related to postsecondary
 979 education, or other assessments.

980 g. Contracted services provided by a public school or
 981 school district, including classes. A student who receives
 982 contracted services under this sub-subparagraph is not
 983 considered enrolled in a public school for eligibility purposes
 984 as specified in subsection (11) but rather attending a public
 985 school on a part-time basis as authorized under s. 1002.44.

986 h. Tuition and fees for part-time tutoring services or fees

38-00726A-24 20241344__
 987 for services provided by a choice navigator. Such services must
 988 be provided by a person who holds a valid Florida educator's
 989 certificate pursuant to s. 1012.56, a person who holds an
 990 adjunct teaching certificate pursuant to s. 1012.57, a person
 991 who has a bachelor's degree or a graduate degree in the subject
 992 area in which instruction is given, a person who has
 993 demonstrated a mastery of subject area knowledge pursuant to s.
 994 1012.56(5), or a person certified by a nationally or
 995 internationally recognized research-based training program as
 996 approved by the Department of Education. As used in this
 997 paragraph, the term "part-time tutoring services" does not
 998 qualify as regular school attendance as defined in s. 1003.01 ~~ss.~~
 999 ~~1003.01(16)(e)~~.

1000 (e) For students determined eligible pursuant to paragraph
 1001 (7) (b), must:

1002 1. Maintain a signed agreement from the parent which
 1003 constitutes compliance with the attendance requirements under
 1004 ss. 1003.01(18) and 1003.21(1) ~~ss. 1003.01(16) and 1003.21(1)~~.

1005 2. Receive eligible student test scores and, beginning with
 1006 the 2027-2028 school year, by August 15, annually report test
 1007 scores for students pursuant to paragraph (7) (b) to a state
 1008 university pursuant to paragraph (9) (f).

1009 3. Provide parents with information, guidance, and support
 1010 to create and annually update a student learning plan for their
 1011 student. The organization must maintain the plan and allow
 1012 parents to electronically submit, access, and revise the plan
 1013 continuously.

1014 4. Upon submission by the parent of an annual student
 1015 learning plan, fund a scholarship for a student determined

38-00726A-24 20241344__
 1016 eligible.

1017
 1018 Information and documentation provided to the Department of
 1019 Education and the Auditor General relating to the identity of a
 1020 taxpayer that provides an eligible contribution under this
 1021 section shall remain confidential at all times in accordance
 1022 with s. 213.053.

1023 Section 17. Subsection (7) of section 1002.42, Florida
 1024 Statutes, is amended to read:

1025 1002.42 Private schools.—

1026 (7) ATTENDANCE REQUIREMENTS.—Attendance of a student at a
 1027 private, parochial, religious, or denominational school
 1028 satisfies the attendance requirements of ss. 1003.01(18) and
 1029 1003.21(1) ~~ss. 1003.01(16) and 1003.21(1)~~.

1030 Section 18. Subsection (1) of section 1002.43, Florida
 1031 Statutes, is amended to read:

1032 1002.43 Private tutoring programs.—

1033 (1) Regular school attendance as defined in s. 1003.01 ~~ss.~~
 1034 ~~1003.01(16)~~ may be achieved by attendance in a private tutoring
 1035 program if the person tutoring the student meets the following
 1036 requirements:

1037 (a) Holds a valid Florida certificate to teach the subjects
 1038 or grades in which instruction is given.

1039 (b) Keeps all records and makes all reports required by the
 1040 state and district school board and makes regular reports on the
 1041 attendance of students in accordance with the provisions of s.
 1042 1003.23(2).

1043 (c) Requires students to be in actual attendance for the
 1044 minimum length of time prescribed by s. 1011.60(2).

38-00726A-24

20241344__

1045 Section 19. Subsections (1) and (3) of section 1002.44,
 1046 Florida Statutes, are amended to read:
 1047 1002.44 Part-time public school enrollment.—
 1048 (1) Any public school in this state, including a charter
 1049 school, may enroll a student who meets the regular school
 1050 attendance criteria in s. 1003.01 ~~s. 1003.01(16)(b)-(f)~~ on a
 1051 part-time basis, subject to space and availability according to
 1052 the school's capacity determined pursuant to s. 1002.31(2)(b).
 1053 (3) A student attending a public school on a part-time
 1054 basis pursuant to this section is not considered to be in
 1055 regular attendance at a public school as defined in s. 1003.01
 1056 ~~s. 1003.01(16)(a)~~.
 1057 Section 20. Subsection (6) of section 1003.03, Florida
 1058 Statutes, is amended to read:
 1059 1003.03 Maximum class size.—
 1060 (6) COURSES FOR COMPLIANCE.—Consistent with s. 1003.01 ~~s.~~
 1061 ~~1003.01(5)~~, the Department of Education shall identify from the
 1062 Course Code Directory the core-curricula courses for the purpose
 1063 of satisfying the maximum class size requirement in this
 1064 section. The department may adopt rules to implement this
 1065 subsection, if necessary.
 1066 Section 21. Subsection (4) of section 1003.21, Florida
 1067 Statutes, is amended to read:
 1068 1003.21 School attendance.—
 1069 (4) Before admitting a child to kindergarten, the principal
 1070 shall require evidence that the child has attained the age at
 1071 which he or she should be admitted in accordance with the
 1072 provisions of subparagraph (1)(a)2. The district school
 1073 superintendent may require evidence of the age of any child who

Page 37 of 46

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38-00726A-24

20241344__

1074 is being enrolled in public school and who the district school
 1075 superintendent believes to be within the limits of compulsory
 1076 attendance as provided for by law; however, the district school
 1077 superintendent may not require evidence from any child who meets
 1078 regular attendance requirements by attending a school or program
 1079 listed in s. 1003.01(18)(b)-(e) ~~s. 1003.01(16)(b)-(e)~~. If the
 1080 first prescribed evidence is not available, the next evidence
 1081 obtainable in the order set forth below shall be accepted:
 1082 (a) A duly attested transcript of the child's birth record
 1083 filed according to law with a public officer charged with the
 1084 duty of recording births;
 1085 (b) A duly attested transcript of a certificate of baptism
 1086 showing the date of birth and place of baptism of the child,
 1087 accompanied by an affidavit sworn to by the parent;
 1088 (c) An insurance policy on the child's life that has been
 1089 in force for at least 2 years;
 1090 (d) A bona fide contemporary religious record of the
 1091 child's birth accompanied by an affidavit sworn to by the
 1092 parent;
 1093 (e) A passport or certificate of arrival in the United
 1094 States showing the age of the child;
 1095 (f) A transcript of record of age shown in the child's
 1096 school record of at least 4 years prior to application, stating
 1097 date of birth; or
 1098 (g) If none of these evidences can be produced, an
 1099 affidavit of age sworn to by the parent, accompanied by a
 1100 certificate of age signed by a public health officer or by a
 1101 public school physician, or, if these are not available in the
 1102 county, by a licensed practicing physician designated by the

Page 38 of 46

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38-00726A-24

20241344__

1103 district school board, which states that the health officer or
 1104 physician has examined the child and believes that the age as
 1105 stated in the affidavit is substantially correct. Children and
 1106 youths who are experiencing homelessness and children who are
 1107 known to the department, as defined in s. 39.0016, shall be
 1108 given temporary exemption from this section for 30 school days.

1109 Section 22. Paragraph (f) of subsection (1) of section
 1110 1003.26, Florida Statutes, is amended to read:

1111 1003.26 Enforcement of school attendance.—The Legislature
 1112 finds that poor academic performance is associated with
 1113 nonattendance and that school districts must take an active role
 1114 in promoting and enforcing attendance as a means of improving
 1115 student performance. It is the policy of the state that each
 1116 district school superintendent be responsible for enforcing
 1117 school attendance of all students subject to the compulsory
 1118 school age in the school district and supporting enforcement of
 1119 school attendance by local law enforcement agencies. The
 1120 responsibility includes recommending policies and procedures to
 1121 the district school board that require public schools to respond
 1122 in a timely manner to every unexcused absence, and every absence
 1123 for which the reason is unknown, of students enrolled in the
 1124 schools. District school board policies shall require the parent
 1125 of a student to justify each absence of the student, and that
 1126 justification will be evaluated based on adopted district school
 1127 board policies that define excused and unexcused absences. The
 1128 policies must provide that public schools track excused and
 1129 unexcused absences and contact the home in the case of an
 1130 unexcused absence from school, or an absence from school for
 1131 which the reason is unknown, to prevent the development of

38-00726A-24

20241344__

1132 patterns of nonattendance. The Legislature finds that early
 1133 intervention in school attendance is the most effective way of
 1134 producing good attendance habits that will lead to improved
 1135 student learning and achievement. Each public school shall
 1136 implement the following steps to promote and enforce regular
 1137 school attendance:

1138 (1) CONTACT, REFER, AND ENFORCE.—

1139 (f)1. If the parent of a child who has been identified as
 1140 exhibiting a pattern of nonattendance enrolls the child in a
 1141 home education program pursuant to chapter 1002, the district
 1142 school superintendent shall provide the parent a copy of s.
 1143 1002.41 and the accountability requirements of this paragraph.
 1144 The district school superintendent shall also refer the parent
 1145 to a home education review committee composed of the district
 1146 contact for home education programs and at least two home
 1147 educators selected by the parent from a district list of all
 1148 home educators who have conducted a home education program for
 1149 at least 3 years and who have indicated a willingness to serve
 1150 on the committee. The home education review committee shall
 1151 review the portfolio of the student, as defined by s. 1002.41,
 1152 every 30 days during the district's regular school terms until
 1153 the committee is satisfied that the home education program is in
 1154 compliance with s. 1002.41(1)(d). The first portfolio review
 1155 must occur within the first 30 calendar days of the
 1156 establishment of the program. The provisions of subparagraph 2.
 1157 do not apply once the committee determines the home education
 1158 program is in compliance with s. 1002.41(1)(d).

1159 2. If the parent fails to provide a portfolio to the
 1160 committee, the committee shall notify the district school

38-00726A-24

20241344__

1161 superintendent. The district school superintendent shall then
 1162 terminate the home education program and require the parent to
 1163 enroll the child in an attendance option that meets the
 1164 definition of "regular school attendance" under s.
 1165 1003.01(18)(a), (b), (c), or (e) ~~s. 1003.01(16)(a), (b), (c), or~~
 1166 ~~(e)~~, within 3 days. Upon termination of a home education program
 1167 pursuant to this subparagraph, the parent shall not be eligible
 1168 to reenroll the child in a home education program for 180
 1169 calendar days. Failure of a parent to enroll the child in an
 1170 attendance option as required by this subparagraph after
 1171 termination of the home education program pursuant to this
 1172 subparagraph shall constitute noncompliance with the compulsory
 1173 attendance requirements of s. 1003.21 and may result in criminal
 1174 prosecution under s. 1003.27(2). Nothing contained herein shall
 1175 restrict the ability of the district school superintendent, or
 1176 the ability of his or her designee, to review the portfolio
 1177 pursuant to s. 1002.41(1)(e).

1178 Section 23. Subsection (4) of section 1003.52, Florida
 1179 Statutes, is amended to read:

1180 1003.52 Educational services in Department of Juvenile
 1181 Justice programs.—

1182 (4) Educational services shall be provided at times of the
 1183 day most appropriate for the juvenile justice program. School
 1184 programming in juvenile justice detention, prevention, day
 1185 treatment, and residential programs shall be made available by
 1186 the local school district during the juvenile justice school
 1187 year, as provided in s. 1003.01(16) ~~s. 1003.01(14)~~. In addition,
 1188 students in juvenile justice education programs shall have
 1189 access to courses offered pursuant to ss. 1002.37, 1002.45, and

Page 41 of 46

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38-00726A-24

20241344__

1190 1003.498. The Department of Education and the school districts
 1191 shall adopt policies necessary to provide such access.

1192 Section 24. Paragraph (f) of subsection (1) of section
 1193 1003.573, Florida Statutes, is amended to read:

1194 1003.573 Seclusion and restraint of students with
 1195 disabilities in public schools.—

1196 (1) DEFINITIONS.—As used in this section, the term:

1197 (f) "Student" means a child with an individual education
 1198 plan enrolled in grades kindergarten through 12 in a school, as
 1199 defined in s. 1003.01 ~~s. 1003.01(17)~~, or the Florida School for
 1200 the Deaf and Blind. The term does not include students in
 1201 prekindergarten, students who reside in residential care
 1202 facilities under s. 1003.58, or students participating in a
 1203 Department of Juvenile Justice education program under s.
 1204 1003.52.

1205 Section 25. Section 1003.575, Florida Statutes, is amended
 1206 to read:

1207 1003.575 Assistive technology devices; findings;
 1208 interagency agreements.—Accessibility, utilization, and
 1209 coordination of appropriate assistive technology devices and
 1210 services are essential as a young person with disabilities moves
 1211 from early intervention to preschool, from preschool to school,
 1212 from one school to another, from school to employment or
 1213 independent living, and from school to home and community. If an
 1214 individual education plan team makes a recommendation in
 1215 accordance with State Board of Education rule for a student with
 1216 a disability, as defined in s. 1003.01(11) ~~s. 1003.01(9)~~, to
 1217 receive an assistive technology assessment, that assessment must
 1218 be completed within 60 school days after the team's

Page 42 of 46

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38-00726A-24 20241344__

1219 recommendation. To ensure that an assistive technology device
 1220 issued to a young person as part of his or her individualized
 1221 family support plan, individual support plan, individualized
 1222 plan for employment, or individual education plan remains with
 1223 the individual through such transitions, the following agencies
 1224 shall enter into interagency agreements, as appropriate, to
 1225 ensure the transaction of assistive technology devices:

1226 (1) The Early Steps Program in the Division of Children's
 1227 Medical Services of the Department of Health.

1228 (2) The Division of Blind Services, the Bureau of
 1229 Exceptional Education and Student Services, the Office of
 1230 Independent Education and Parental Choice, and the Division of
 1231 Vocational Rehabilitation of the Department of Education.

1232 (3) The Voluntary Prekindergarten Education Program
 1233 administered by the Department of Education and the Office of
 1234 Early Learning.

1235
 1236 Interagency agreements entered into pursuant to this section
 1237 shall provide a framework for ensuring that young persons with
 1238 disabilities and their families, educators, and employers are
 1239 informed about the utilization and coordination of assistive
 1240 technology devices and services that may assist in meeting
 1241 transition needs, and shall establish a mechanism by which a
 1242 young person or his or her parent may request that an assistive
 1243 technology device remain with the young person as he or she
 1244 moves through the continuum from home to school to postschool.

1245 Section 26. Paragraph (c) of subsection (1) of section
 1246 1006.0626, Florida Statutes, is amended to read:

1247 1006.0626 Care of students with epilepsy or seizure

38-00726A-24 20241344__

1248 disorders.-

1249 (1) As used in this section, the term:

1250 (c) "School" has the same meaning as in s. 1003.01 ~~or~~
 1251 ~~1003.01(17)~~.

1252 Section 27. Paragraph (d) of subsection (2) of section
 1253 1006.07, Florida Statutes, is amended to read:

1254 1006.07 District school board duties relating to student
 1255 discipline and school safety.-The district school board shall
 1256 provide for the proper accounting for all students, for the
 1257 attendance and control of students at school, and for proper
 1258 attention to health, safety, and other matters relating to the
 1259 welfare of students, including:

1260 (2) CODE OF STUDENT CONDUCT.-Adopt a code of student
 1261 conduct for elementary schools and a code of student conduct for
 1262 middle and high schools and distribute the appropriate code to
 1263 all teachers, school personnel, students, and parents, at the
 1264 beginning of every school year. Each code shall be organized and
 1265 written in language that is understandable to students and
 1266 parents and shall be discussed at the beginning of every school
 1267 year in student classes, school advisory council meetings, and
 1268 parent and teacher association or organization meetings. Each
 1269 code shall be based on the rules governing student conduct and
 1270 discipline adopted by the district school board and shall be
 1271 made available in the student handbook or similar publication.
 1272 Each code shall include, but is not limited to:

1273 (d)1. An explanation of the responsibilities of each
 1274 student with regard to appropriate dress, respect for self and
 1275 others, and the role that appropriate dress and respect for self
 1276 and others has on an orderly learning environment. Each district

38-00726A-24 20241344__

1277 school board shall adopt a dress code policy that prohibits a
 1278 student, while on the grounds of a public school during the
 1279 regular school day, from wearing clothing that exposes underwear
 1280 or body parts in an indecent or vulgar manner or that disrupts
 1281 the orderly learning environment.

1282 2. Any student who violates the dress policy described in
 1283 subparagraph 1. is subject to the following disciplinary
 1284 actions:

1285 a. For a first offense, a student shall be given a verbal
 1286 warning and the school principal shall call the student's parent
 1287 or guardian.

1288 b. For a second offense, the student is ineligible to
 1289 participate in any extracurricular activity for a period of time
 1290 not to exceed 5 days and the school principal shall meet with
 1291 the student's parent or guardian.

1292 c. For a third or subsequent offense, a student shall
 1293 receive an in-school suspension pursuant to s. 1003.01(15) ~~s.~~
 1294 ~~1003.01(13)~~ for a period not to exceed 3 days, the student is
 1295 ineligible to participate in any extracurricular activity for a
 1296 period not to exceed 30 days, and the school principal shall
 1297 call the student's parent or guardian and send the parent or
 1298 guardian a written letter regarding the student's in-school
 1299 suspension and ineligibility to participate in extracurricular
 1300 activities.

1301 Section 28. Subsection (5) of section 1008.24, Florida
 1302 Statutes, is amended to read:

1303 1008.24 Test administration and security; public records
 1304 exemption.—

1305 (5) Exceptional students with disabilities, as defined in

38-00726A-24 20241344__

1306 s. 1003.01 ~~s. 1003.01(9)~~, shall have access to testing sites.
 1307 The Department of Education and each school district shall adopt
 1308 policies that are necessary to ensure such access.

1309 Section 29. Paragraph (c) of subsection (6) of section
 1310 1012.2315, Florida Statutes, is amended to read:

1311 1012.2315 Assignment of teachers.—

1312 (6) ASSIGNMENT OF TEACHERS BASED UPON PERFORMANCE
 1313 EVALUATIONS.—

1314 (c) For a student enrolling in an extracurricular course as
 1315 defined in s. 1003.01 ~~s. 1003.01(11)~~, a parent may choose to
 1316 have the student taught by a teacher who received a performance
 1317 evaluation of "needs improvement" or "unsatisfactory" in the
 1318 preceding school year if the student and the student's parent
 1319 receive an explanation of the impact of teacher effectiveness on
 1320 student learning and the principal receives written consent from
 1321 the parent.

1322 Section 30. This act shall take effect July 1, 2024.



THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

COMMITTEES:

Community Affairs, Chair
Appropriations Committee on Education
Education Pre-K 12
Fiscal Policy
Health Policy
Select Committee on Resiliency

SENATOR Alexis Calatayud

38th District

January 5, 2024

Honorable Senator Corey Simon
Chair - Committee Education- Pre-K- 12
Honorable Chair Simon,

I respectfully request that **SB- 1344 Computer Science** be placed on the next committee agenda.

This bill provides that state academic standards include computer science skills; requiring K-12 public schools to provide computer science instruction; requiring the department to publish specified information on its website relating to computer science education and certain industry certifications; requiring the department to adopt and publish by a specified date a strategic plan for computer science education; creating the AI in Education Task Force within the department.

Sincerely,

Alexis M. Calatayud

Senator Alexis M. Calatayud
Florida Senate, District 38

CC: Matthew Bouck, Staff Director
Secret Williams, Committee Administrative Assistant

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Committee on Education Pre-K -12

BILL: SB 1688

INTRODUCER: Senator Osgood

SUBJECT: Career-themed Courses

DATE: January 23, 2024

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Brick	Bouck	ED	Favorable
2.			CM	
3.			RC	

I. Summary:

SB 1688 adds requirements to improve student awareness of career and technical education opportunities. The bill adds requirements for:

- Strategic planning among local education, workforce, and economic development agencies.
- The collection of data in industry-certified career education programs and career-themed courses.
- Student and parent notifications about available career and professional academies and career-themed courses.

The bill takes effect July 1, 2024.

II. Present Situation:

The Career and Professional Education Act

The Florida Career and Professional Education (CAPE) Act provides a statewide planning partnership between the business and education communities in order to attract, expand, and retain targeted, high-value industry and to sustain a strong, knowledge-based economy.¹

Each district school board must develop, in collaboration with local workforce development boards, economic development agencies, and postsecondary institutions, a strategic three-year plan to address and meet local and regional workforce demands.² The strategic plan must be constructed and based on elements specified in law that are consistent with the goal of enhancing career and professional education.³ The strategic plan must describe in detail provisions for the efficient transportation of students, the maximum use of shared resources, access to courses

¹ Section 1003.491, F.S.

² Section 1003.491(2), F.S.

³ Section 1004.391(3), F.S.

aligned to state curriculum standards through virtual education providers legislatively authorized to provide part-time instruction to middle school students, and an objective review of proposed career and professional academy courses and other career-themed courses to determine if the courses will lead to the attainment of industry certifications included on the CAPE Industry Certification Funding List. Each strategic plan must be reviewed, updated, and jointly approved every three years by the local school district, local workforce development boards, economic development agencies, and state-approved postsecondary institutions.⁴

The Commissioner of Education (commissioner) is required to conduct an annual review of K-12 and postsecondary career and technical education offerings that, at a minimum, must examine:⁵

- Alignment of offerings with the framework of quality that govern inclusion on the Master Credentials List.⁶
- Alignment of offerings at the K-12 and postsecondary levels with credentials or degree programs identified on the Master Credentials List.
- Program utilization and unwarranted duplication across institutions serving the same students in a geographical or service area.
- Institutional performance measured by student outcomes such as academic achievement, college readiness, postsecondary enrollment, credential and certification attainment, job placement, and wages.

The DOE is responsible for collecting student achievement and performance data in industry-certified career education programs and career-themed courses that includes, but is not limited to, graduation rates, retention rates, Florida Bright Futures Scholarship awards, additional educational attainment, employment records, earnings, industry certification, return on investment, and employer satisfaction.⁷

CAPE Industry Certification Funding List

The SBE is required to adopt, at least annually, based on recommendations by the commissioner, the CAPE Industry Certification Funding List that assigns additional full-time equivalent membership to certifications identified in the Master Credentials List that meet a statewide, regional, or local demand.⁸

Certifications included on the CAPE Industry Certification Funding List:⁹

- Require at least 150 hours of instruction; and
- Can be earned in middle and high school.
- Usually require passage of a subject area examination and some combination of work experience, educational attainment, or on-the-job training.

⁴ Section 1003.491(2), F.S.

⁵ Section 1003.491(5)(a), F.S.

⁶ The Master Credentials List is maintained by the Credentials Review Committee, which is appointed by the State Workforce Development Board, to serve as a public and transparent inventory of state-approved credentials of value. Section 445.004(4)(e)1., F.S.

⁷ Section 1003.492(3), F.S.

⁸ Section 1008.44(1), F.S.

⁹ Rule 6A-6.0576(5)-(6), F.S.

Career and Professional Academies and Career-themed Courses

A “career and professional academy” is a research-based program that integrates a rigorous academic curriculum with an industry-specific curriculum aligned directly to priority workforce needs established by the local workforce development board or the Department of Commerce (DOC).¹⁰ School districts are required to offer a career and professional academy.¹¹

A “career-themed course” is a course, or a course in a series of courses, that leads to an industry certification identified in the CAPE Industry Certification Funding List.¹² Career-themed courses have industry-specific curriculum aligned directly to priority workforce needs established by the local workforce development board or the DOC. School districts must offer at least two career-themed courses, and each secondary school is encouraged to offer at least one career-themed course. Students completing a career-themed course must be provided opportunities to earn postsecondary credit if the credit for the career-themed course can be articulated to a postsecondary institution approved to operate in the state.¹³

Each career and professional academy and secondary school providing a career-themed course is required to:¹⁴

- Provide a rigorous standards-based academic curriculum integrated with a career curriculum;
- Consider multiple styles of student learning;
- Promote learning by doing through application and adaptation;
- Maximize relevance of the subject matter;
- Enhance each student’s capacity to excel;
- Include an emphasis on work habits and work;
- Include one or more partnerships with postsecondary institutions through specified articulation agreements, businesses, industry, employers, economic development organizations, or other appropriate partners from the local community.

Each district school board, in collaboration with local workforce development boards, economic development agencies, and state-approved postsecondary institutions, is required to include plans to implement a career and professional academy or a career-themed course in at least one middle school in the district as part of the strategic 3-year plan.¹⁵

In the 2021-2022 academic year, there were 10,942 registered career-themed courses and 1,842 registered career and professional academies, which served 197,266 students.¹⁶

¹⁰ Section 1003.493(1)(a), F.S. In 2023 the Department of Economic Opportunity was renamed the Department of Commerce. Chapter 2023-173, s. 10, Laws of Fla.

¹¹ Section 1003.493(1)(a), F.S.

¹² Section 1003.493(1)(b), F.S.

¹³ Section 1003.493(1)(b), F.S.

¹⁴ Section 1003.493(4)(a), F.S.

¹⁵ Section 1003.4935(1), F.S.

¹⁶ Florida Department of Education, *State Secondary Career, Technical, and Adult Education: 2021-2022 Summary*, available at <https://www.fldoe.org/core/fileparse.php/9904/urlt/2122secondarycte.pdf>, at 3.

III. Effect of Proposed Changes:

SB 1688 adds requirements to improve student awareness of career and technical education (CTE) opportunities. The bill adds requirements for:

- Strategic planning among local education, workforce, and economic development agencies.
- The collection of data in industry-certified career education programs and career-themed courses.
- Student and parent notifications about available career and professional academies and career-themed courses.

The bill modifies s. 1003.491, F.S., to add to the information required to inform the strategic 3-year plan developed jointly by the local school district, local workforce development boards, economic development agencies, and state-approved postsecondary institutions. The bill adds that the plan must be constructed and based, in part, on strategies to inform and promote the CTE opportunities available in the district to students, parents, the community, and stakeholders.

The bill modifies s. 1003.492, F.S., to align the collection by the DOE of student achievement and performance data in industry-certified career education programs and career-themed courses with the annual review conducted by the Commissioner of Education regarding K-12 and postsecondary CTE offerings.

The bill modifies s. 1003.4935, F.S., to require each district school board inform students and parents during course selection for middle school of the career and professional academy or career-themed courses available within the district.

The bill takes effect July 1, 2024.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

None.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 1003.491, 1003.492, and 1003.4935.

IX. Additional Information:

A. Committee Substitute – Statement of Changes:

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

None.

B. Amendments:

None.

By Senator Osgood

32-00981-24

20241688__

A bill to be entitled

An act relating to career-themed courses; amending s. 1003.491, F.S.; revising the requirements for a specified school district strategic plan to include certain information; amending s. 1003.492, F.S.; requiring the Department of Education to include specified data in an annual review of K-12 and postsecondary career and technical education offerings; amending s. 1003.4935, F.S.; requiring school districts to provide specified information to students and parents during middle school course selection; providing an effective date.

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

Section 1. Subsection (3) of section 1003.491, Florida Statutes, is amended to read:

1003.491 Florida Career and Professional Education Act.—The Florida Career and Professional Education Act is created to provide a statewide planning partnership between the business and education communities in order to attract, expand, and retain targeted, high-value industry and to sustain a strong, knowledge-based economy.

(3) The strategic 3-year plan developed jointly by the local school district, local workforce development boards, economic development agencies, and state-approved postsecondary institutions must be constructed and based on:

(a) Research conducted to objectively determine local and regional workforce needs for the ensuing 3 years, using labor

Page 1 of 5

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32-00981-24

20241688__

projections as identified by the Labor Market Statistics Center within the Department of Economic Opportunity and the Labor Market Estimating Conference as factors in the criteria for the plan;

(b) Strategies to develop and implement career academies or career-themed courses based on occupations identified by the Labor Market Statistics Center within the Department of Economic Opportunity and the Labor Market Estimating Conference;

(c) Strategies to provide shared, maximum use of private sector facilities and personnel;

(d) Strategies to ensure instruction by industry-certified faculty and standards and strategies to maintain current industry credentials and for recruiting and retaining faculty to meet those standards;

(e) Strategies to provide personalized student advisement, including a parent-participation component, and coordination with middle grades to promote and support career-themed courses and education planning;

(f) Alignment of requirements for middle school career planning, middle and high school career and professional academies or career-themed courses leading to industry certification or postsecondary credit, and high school graduation requirements;

(g) Provisions to ensure that career-themed courses and courses offered through career and professional academies are academically rigorous, meet or exceed appropriate state-adopted subject area standards, result in attainment of industry certification, and, when appropriate, result in postsecondary credit;

Page 2 of 5

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32-00981-24

20241688__

- 59 (h) Plans to sustain and improve career-themed courses and
60 career and professional academies;
- 61 (i) Strategies to improve the passage rate for industry
62 certification examinations if the rate falls below 50 percent;
- 63 (j) Strategies to recruit students into career-themed
64 courses and career and professional academies which include
65 opportunities for students who have been unsuccessful in
66 traditional classrooms but who are interested in enrolling in
67 career-themed courses or a career and professional academy.
68 School boards shall provide opportunities for students who may
69 be deemed as potential dropouts or whose cumulative grade point
70 average drops below a 2.0 to enroll in career-themed courses or
71 participate in career and professional academies. Such students
72 must be provided in-person academic advising that includes
73 information on career education programs by a certified school
74 counselor or the school principal or his or her designee during
75 any semester the students are at risk of dropping out or have a
76 cumulative grade point average below a 2.0;
- 77 (k) Strategies to provide sufficient space within academies
78 to meet workforce needs and to provide access to all interested
79 and qualified students;
- 80 (l) Strategies to implement career-themed courses or career
81 and professional academy training that lead to industry
82 certification in juvenile justice education programs;
- 83 (m) Opportunities for high school students to earn weighted
84 or dual enrollment credit for higher-level career and technical
85 courses;
- 86 (n) Promotion of the benefits of the Gold Seal Bright
87 Futures Scholarship;

Page 3 of 5

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32-00981-24

20241688__

- 88 (o) Strategies to ensure the review of district pupil-
89 progression plans and to amend such plans to include career-
90 themed courses and career and professional academy courses and
91 to include courses that may qualify as substitute courses for
92 core graduation requirements and those that may be counted as
93 elective courses;
- 94 (p) Strategies to provide professional development for
95 secondary certified school counselors on the benefits of career
96 and professional academies and career-themed courses that lead
97 to industry certification; ~~and~~
- 98 (q) Strategies to redirect appropriated career funding in
99 secondary and postsecondary institutions to support career
100 academies and career-themed courses that lead to industry
101 certification; and
- 102 (r) Strategies to inform and promote the career and
103 technical education opportunities available in the district to
104 students, parents, the community, and stakeholders.
- 105 Section 2. Subsection (3) of section 1003.492, Florida
106 Statutes, is amended to read:
107 1003.492 Industry-certified career education programs.—
108 (3) The Department of Education shall collect student
109 achievement and performance data in industry-certified career
110 education programs and career-themed courses as part of the
111 annual review required under s. 1003.491(5) that includes, but
112 need not be limited to, graduation rates, retention rates,
113 Florida Bright Futures Scholarship awards, additional
114 educational attainment, employment records, earnings, industry
115 certification, return on investment, and employer satisfaction.
- 116 Section 3. Subsection (1) of section 1003.4935, Florida

Page 4 of 5

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32-00981-24

20241688__

117 Statutes, is amended to read:

118 1003.4935 Middle grades career and professional academy
119 courses and career-themed courses.-

120 (1) ~~Beginning with the 2011-2012 school year,~~ Each district
121 school board, in collaboration with local workforce development
122 boards, economic development agencies, and state-approved
123 postsecondary institutions, shall include plans to implement a
124 career and professional academy or a career-themed course, as
125 defined in s. 1003.493(1)(b), in at least one middle school in
126 the district as part of the strategic 3-year plan pursuant to s.
127 1003.491(2). The strategic plan must provide students the
128 opportunity to transfer from a middle school career and
129 professional academy or a career-themed course to a high school
130 career and professional academy or a career-themed course
131 currently operating within the school district. Students who
132 complete a middle school career and professional academy or a
133 career-themed course must have the opportunity to earn an
134 industry certificate and high school credit and participate in
135 career planning, job shadowing, and business leadership
136 development activities. The district shall inform students and
137 parents during course selection for middle school of the career
138 and professional academy or career-themed course available
139 within the district.

140 Section 4. This act shall take effect July 1, 2024.

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Committee on Education Pre-K -12

BILL: CS/SB 1016

INTRODUCER: Education Pre-K - 12 Committee and Senator Wright

SUBJECT: Patriotic Organizations

DATE: January 24, 2024

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Palazesi	Bouck	ED	Fav/CS
2.			JU	
3.			RC	

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

CS/SB 1016 authorizes school districts to provide patriotic organizations with specified access to K-12 public schools. The bill provides that schools may provide support and facilitate the engagement of certain patriotic organizations in schools, allowing them to interact with students during school hours, distribute instructional materials, and use school facilities if such activities occur outside of the school day.

The bill is effective July 1, 2024.

II. Present Situation:

Federally Designated Patriotic Organizations

In the United States, the states have generally had the authority to create and oversee corporate entities within their boundaries. However, Congress periodically has passed legislation to incorporate both public and private organizations. Broadly speaking, the term “congressional charter” can be understood to include any statute that establishes a new organization or gives legal recognition to an existing organization.¹

¹ Congressional Research Service, *Title 36 Congressional Charters* (Nov. 15, 2021), available at <https://crsreports.congress.gov/product/pdf/IF/IF11972/2>, at 1.

Patriotic, fraternal, or charitable corporate entities are a group that consists of 80-plus corporate entities whose charters comprise Title 36 of the United States Code, subtitles II and III.² A patriotic organization is not business corporations, it is considered “federally chartered corporation” or a “body corporate politic,” and the granting of a federal charter is viewed as a mark of prestige.³

A charter under Title 36 does not inherently establish an organization as a federal agency, confer upon it any governmental authority, or assign it any governmental benefits. Organizations with such charters do not typically, by virtue of their chartered status, receive appropriated funds, nor are they prevented from receiving such funds, unless such a prohibition is provided for in the charter.⁴

Federally designated patriotic and national organizations that serve young people under the age of 21 include, but are limited to, the following:

- Big Brothers—Big Sisters of America⁵
- Boy Scouts of America⁶
- Boys & Girls Clubs of America⁷
- Civil Air Patrol⁸
- Future Farmers of America⁹
- Girl Scouts of the United States of America¹⁰

Additional examples of federally designated patriotic organizations include:

- Agricultural Hall of Fame¹¹
- Blue Star Mothers of America, Inc.¹²
- Disabled American Veterans¹³
- National Academy of Sciences¹⁴
- United States Olympic and Paralympic committee¹⁵

² Office of the General Counsel, United State General Accountability Office, *Principles of Federal Appropriations Law - Third Edition*, 15 GAO-RB pt. B, s. 2 (2015).

³ Office of the General Counsel, United State General Accountability Office, *Principles of Federal Appropriations Law - Third Edition*, 15 GAO-RB pt. B, s. 2 (2015).

⁴ Congressional Research Service, *Title 36 Congressional Charters* (Nov. 15, 2021), available at <https://crsreports.congress.gov/product/pdf/IF/IF11972/2>, at 1.

⁵ 36 U.S.C. s.30101

⁶ 36 U.S.C. s.30901

⁷ 36 U.S.C. s.31101

⁸ 36 U.S.C. s.40301

⁹ 36 U.S.C. s.70901.

¹⁰ 36 U.S.C. s.80301.

¹¹ 36 U.S.C. s.20101.

¹² 36 U.S.C. s.30501.

¹³ 36 U.S.C. s.50301.

¹⁴ 36 U.S.C. s.150301.

¹⁵ 36 U.S.C. s.220501.

Boy Scouts of America Equal Access Act

As part of the No Child Left Behind Act of 2001,¹⁶ the Boy Scouts of America Equal Access Act was created to ensure equal access to schools for the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code as a patriotic society.¹⁷ The act requires that no public school, school district, or state educational agency that provides an opportunity for one or more outside youth or community groups to meet on school premises or in school facilities before or after school hours, may deny equal access to any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code as a patriotic society.¹⁸

Groups affiliated with the Boy Scouts or affiliated with any other Title 36 youth group that request to conduct a meeting must be given equal access to any other benefits and services provided to other outside youth groups that are allowed to meet in that same forum.¹⁹ These benefits and services may include, but are not necessarily limited to, school-related means of communication, such as bulletin board notices and literature distribution, and recruitment.²⁰

School Visitation

District school boards are vested with the authority to operate, control, and supervise all free public schools within the school district, and may exercise any power except as expressly prohibited by the State Constitution or general law.²¹ District school boards must provide for proper attention to health, safety, and other matters relating to the welfare of students.²²

Florida law does not generally regulate individuals not employed by a school district who may visit a school campus, such as parents or volunteers. District school boards establish policies and procedures to for such individuals to ensure student safety. However, Florida law does require a noninstructional contractor, who is not considered an employee of the school district, to undergo a fingerprint-based criminal history check,²³ with certain exceptions specified in law.²⁴ In addition, a district school board member or member of the Legislature is authorized in law to visit any public school in that county or legislative district. While such individuals must sign in and out of the school, no advance notice is necessary, the school may offer, but not require, an escort, and an employee may not limit the scope or duration of the visit.²⁵

¹⁶ Pub. L. 107-110, 115 Stat. 1981 (Jan. 8, 2002).

¹⁷ 20 U.S.C. 7905

¹⁸ 20 U.S.C. 7905. Youth group is defined as group or organization listed in title 36 of the United States Code (as a patriotic society) that is intended to serve young people under the age of 21.

¹⁹ 34 C.F.R. s.108.6 C.F.R.

²⁰ *Id.*

²¹ Fla Const. Art. IX, s. 4(b). See also s. 1001.32(2), F.S.

²² Section 1006.07, F.S.

²³ Section 1021.467(1) and (2), F.S.

²⁴ See s. 1012.468, F.S.

²⁵ Section 1001.4205, F.S.

III. Effect of Proposed Changes:

CS/SB 1016 creates s. 1001.433, F.S., to establish requirements and guidelines for access to schools by patriotic organizations. The bill defines a patriotic organization as a youth membership organization serving young people under the age of 21 which is listed in Title 36, U.S.C., as it existed on January 1, 2020, with an educational purpose that promotes patriotism and civic involvement. The bill authorizes school districts to:

- Allow a representative of a patriotic organization the opportunity, during school hours and instructional time, to speak with and distribute instructional materials to students to encourage participation in the patriotic organization and its activities and inform students of how the patriotic organization may further the students' educational interests and civic involvement to better the students' school and community and themselves.
- Provide opportunities for a patriotic organization to have displays at schools within the district to provide opportunities for student recruitment. Such displays may include informational flyers and the use of other existing communication channels.
- Provide a specific day and time for the patriotic organization to speak to students at schools within the district after the patriotic organization has provided reasonable notice of its intent to speak to students and provide displays.

The bill requires that a school district may not discriminate against a patriotic organization in the use of any school building or property, if the patriotic organization's activities occur outside of the school day.

The bill is effective July 1, 2024.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

None.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill creates section 1001.433 of the Florida Statutes.

IX. Additional Information:A. Committee Substitute – Statement of Substantial Changes:
(Summarizing differences between the Committee Substitute and the prior version of the bill.)**CS by Education Pre-K-12 Committee on January 24, 2024:**

The committee substitute authorizes, instead of requires, schools to allow representatives of patriotic organizations to speak with and distribute information to students in classrooms. The committee substitute also specifies that a school district may not discriminate against a patriotic organization in the use of any school building or property for the purposes of speaking with students or displaying materials, if the activities occur outside of the school day.

B. Amendments:

None.



234268

LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
01/23/2024	.	
	.	
	.	
	.	

The Committee on Education Pre-K -12 (Wright) recommended the following:

Senate Amendment (with title amendment)

Delete everything after the enacting clause
and insert:

Section 1. Section 1001.433, Florida Statutes, is created
to read:

1001.433 Patriotic organizations.-

(1) As used in this section, the term "patriotic
organization" means a youth membership organization serving
young people under the age of 21 which is listed in Title 36,



234268

11 U.S.C., as it existed on January 1, 2020, with an educational
12 purpose that promotes patriotism and civic involvement.

13 (2) (a) Each school district may:

14 1. Allow a representative of a patriotic organization the
15 opportunity, during school hours and instructional time, to
16 speak with and distribute informational materials in a classroom
17 setting to students, to encourage participation in the patriotic
18 organization and its activities, and to inform students of how
19 the patriotic organization may further the students' educational
20 interests and civic involvement to better the students' school
21 and community and themselves.

22 2. Provide opportunities for a patriotic organization to
23 have displays at schools within the district to provide
24 opportunities for student recruitment. Such displays may include
25 informational flyers and the use of other existing communication
26 channels.

27 (b) If a school district authorizes a representative of a
28 patriotic organization to speak with and distribute
29 informational materials to students and provide displays
30 pursuant to paragraph (a), the school district must provide a
31 specific date and time for the patriotic organization to speak
32 to students at schools within the district after the patriotic
33 organization has provided reasonable notice of its intent to
34 speak to students and provide displays.

35 (3) A school district may not discriminate against an
36 organization in subsection (1) in the use of any school building
37 or property for the purposes of paragraphs (2) (a) and (b), if
38 such activities occur outside of the school day.

39 Section 2. This act shall take effect July 1, 2024.



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===== T I T L E A M E N D M E N T =====

And the title is amended as follows:

Delete everything before the enacting clause
and insert:

A bill to be entitled
An act relating to patriotic organizations; creating
s. 1001.433, F.S.; defining the term "patriotic
organization"; authorizing school districts to allow
representatives of patriotic organizations certain
opportunities to speak to students, distribute certain
materials, and provide certain displays relating to
the patriotic organizations; requiring certain school
districts to provide a date and time for such
patriotic organizations to speak with students,
distribute materials, and provide certain displays;
prohibiting a school district from discriminating
against certain organizations in the use of a school
building or property under certain circumstances;
providing an effective date.

By Senator Wright

8-01032-24

20241016__

1 A bill to be entitled
 2 An act relating to patriotic organizations; creating
 3 s. 1001.433, F.S.; defining the term "patriotic
 4 organization"; requiring school districts to allow
 5 representatives of patriotic organizations certain
 6 opportunities to speak to students, distribute certain
 7 materials, and provide certain displays relating to
 8 the patriotic organizations; requiring school
 9 districts to provide the date and time for such
 10 patriotic organizations to speak with students,
 11 distribute materials, and provide certain displays;
 12 requiring patriotic organizations to be provided
 13 certain access to school buildings and properties
 14 under certain circumstances; providing an effective
 15 date.

16
 17 Be It Enacted by the Legislature of the State of Florida:

18
 19 Section 1. Section 1001.433, Florida Statutes, is created
 20 to read:

21 1001.433 Patriotic organizations.—

22 (1) As used in this section, the term "patriotic
 23 organization" means a youth membership organization serving
 24 young people under the age of 21 which is listed in Title 36,
 25 U.S.C., as it existed on January 1, 2020, with an educational
 26 purpose that promotes patriotism and civic involvement.

27 (2) Each school district shall:

28 (a) Allow a representative of a patriotic organization the
 29 opportunity, during school hours and instructional time, to

Page 1 of 2

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8-01032-24

20241016__

30 speak with and distribute instructional materials to students to
 31 encourage participation in the patriotic organization and its
 32 activities and inform students of how the patriotic organization
 33 may further the students' educational interests and civic
 34 involvement to better the students' school and community and
 35 themselves.

36 (b) Provide opportunities for a patriotic organization to
 37 have displays at schools within the district to provide
 38 opportunities for student recruitment. Such displays may include
 39 informational flyers and the use of other existing communication
 40 channels.

41 (c) Provide a specific day and time for the patriotic
 42 organization to speak to students at schools within the district
 43 after the patriotic organization has provided reasonable notice
 44 of its intent to speak to students and provide displays.

45 (3) A patriotic organization must be allowed the use of any
 46 school building or property for the purposes of paragraphs
 47 (2) (a) and (b), if such activities occur outside of the school
 48 day.

49 Section 2. This act shall take effect July 1, 2024.

Page 2 of 2

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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

January 23, 2024

The Honorable Senator Corey Simon

303 Senate Building
404 South Monroe Street
Tallahassee, FL 32399-1100

Dear Senator Simon,

I respectfully request an excused absence from the Tuesday, January 23rd, 2024 Education Pre-K-12 Committee Meeting taking place at 3:30 p.m. this afternoon due to work obligations.

Thank you in advance for your consideration of this request. 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 read "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

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: 1/23/2024 3:31:26 PM

Ends: 1/23/2024 3:50:14 PM

Length: 00:18:49

3:31:25 PM Chair Simon calls meeting to order
3:31:37 PM Roll call
3:31:44 PM Quorum
3:31:55 PM Senator Jones excused
3:32:09 PM Tab 2- SB 1016 Patriotic Organizations
3:32:24 PM Senator Wright explains the bill
3:32:31 PM Amendment #234268
3:32:38 PM Senator Wright explains the amendment
3:33:14 PM Senator Wright waives close on the amendment
3:34:13 PM Amendment adopted
3:34:21 PM Back on bill as amended
3:34:26 PM Public testimony
3:34:43 PM Chris Carmody waives
3:34:51 PM Senator Wright waives close on the bill
3:35:04 PM Roll call
3:35:06 PM Tab 2 reported
3:35:28 PM Tab 1- SB 832 Employment of Individuals with Disabilities
3:35:34 PM Senator Calatayud explains the bill
3:36:55 PM Public testimony
3:37:15 PM Chair reads waiving appearance forms
3:37:21 PM Senator Calatayud waives close on the bill
3:37:26 PM Roll call
3:37:48 PM Tab 1 reported
3:37:52 PM Tab 3- SB 1344 Computer Science Education
3:37:56 PM Amendment #535138
3:38:13 PM Senator Calatayud explains the amendment
3:38:32 PM Senator Calatayud waives close on the amendment
3:39:33 PM Amendment adopted
3:39:37 PM Back on bill as amended
3:39:44 PM Public testimony
3:39:49 PM Nathan Hoffman, Foundation for Florida's Future
3:41:00 PM Nancy Lawther, Florida PTA
3:44:37 PM Chair reads waiving appearance forms
3:45:37 PM Senator Calatayud waives close on bill
3:46:00 PM Roll call
3:46:09 PM Tab 3 reported
3:46:25 PM Tab 4- SB 1688 Career-themed Courses
3:46:30 PM Senator Osgood explains the bill
3:48:39 PM Public testimony
3:48:51 PM Chair reads waiving appearance forms
3:48:58 PM Senator Osgood waives close on the bill
3:49:05 PM Roll call
3:49:12 PM Tab 4 reported
3:49:33 PM Senator Grall wishes to be recorded voting
3:49:48 PM Senator Osgood moves to adjourn
3:50:04 PM Meeting adjourned



THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

COMMITTEES:
Ethics and Elections, *Chair*
Education Pre-K -12, *Vice Chair*
Appropriations
Appropriations Committee on Criminal and
Civil Justice
Appropriations Committee on Health and
Human Services
Banking and Insurance
Health Policy
Rules

JOINT COMMITTEE:
Joint Committee on Public Counsel Oversight

SENATOR DANNY BURGESS

23rd District

January 23, 2024

The Honorable Corey Simon
Chair
Committee on Education PreK-12

Dear Chair Simon,

I respectfully request an excused absence from the January 23rd meeting of the Committee on Education PreK-12

Thank you for your consideration.

Sincerely,

A handwritten signature in blue ink that reads "Danny".

cc: Matthew Bouck, Staff Director
Secret Williams, Administrative Assistant

REPLY TO:

- 38507 Fifth Avenue, Zephyrhills, FL 33542 (813) 779-7059
- 412 Senate Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 487-5023

Senate's Website: www.flsenate.gov

KATHLEEN PASSIDOMO
President of the Senate

DENNIS BAXLEY
President Pro Tempore