

Tab 1	SB 52 by Burgess (CO-INTRODUCERS) Osgood, Avila, Calatayud; (Compare to H 00379) Required Instruction in Public Schools					
188764	A	S	RS	ED, Burgess	Delete L.34 - 42:	02/07 10:53 AM
130652	SA	S	RCS	ED, Burgess	Delete L.34 - 42:	02/07 10:53 AM
Tab 2	SB 178 by Berman; (Identical to H 00195) Upgrades to Education Facilities as Emergency Shelters					
Tab 3	SB 190 by Grall; (Identical to H 00259) Interscholastic Extracurricular Activities					
Tab 4	SB 212 by Collins (CO-INTRODUCERS) Avila, Burgess, Calatayud; (Identical to H 00301) Emergency Response Mapping Data					

The Florida Senate
COMMITTEE MEETING EXPANDED AGENDA

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

MEETING DATE: Tuesday, February 7, 2023**TIME:** 9:30—11:30 a.m.**PLACE:** Pat Thomas Committee Room, 412 Knott Building**MEMBERS:** Senator Simon, Chair; Senator Burgess, Vice Chair; Senators Avila, 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 52 Burgess (Compare H 379)	Required Instruction in Public Schools; Requiring members of the instructional staff of public schools to provide instruction on social media safety; defining the term "social media"; requiring the Department of Education to make social media safety instructional material available online; requiring district school boards to notify parents of the availability of the instructional material, etc. ED 02/07/2023 Fav/CS AED FP	Fav/CS Yeas 11 Nays 0
2	SB 178 Berman (Identical H 195)	Upgrades to Education Facilities as Emergency Shelters; Exempting costs not exceeding a specified sum associated with certain upgrades to education facilities from being included in certain cost per student station calculations; specifying eligible upgrades; requiring costs associated with certain upgrades to be consistent with prevailing market costs in the area in which the education facility is located, etc. ED 02/07/2023 Favorable AED FP	Favorable Yeas 11 Nays 0
3	SB 190 Grall (Identical H 259)	Interscholastic Extracurricular Activities; Authorizing a charter school student to participate in interscholastic extracurricular activities at a private school under certain circumstances, etc. ED 02/07/2023 Favorable JU RC	Favorable Yeas 11 Nays 0

COMMITTEE MEETING EXPANDED AGENDA

Education Pre-K -12

Tuesday, February 7, 2023, 9:30—11:30 a.m.

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
4	SB 212 Collins (Identical H 301)	Emergency Response Mapping Data; Requiring the Department of Education to procure a vendor to produce emergency response mapping data for public school buildings; requiring the vendor to provide the data to certain entities; specifying requirements for the data, etc. ED 02/07/2023 Favorable AED FP	Favorable Yeas 11 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: CS/SB 52

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

SUBJECT: Required Instruction in Public Schools

DATE: February 8, 2023

REVISED: _____

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

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

CS/SB 52 requires public schools to provide instruction on social media safety, and defines “social media” as a form of interactive electronic communication through an Internet website or application by which a user creates a service-specific identifying profile to connect with other users for the purpose of communicating and sharing information. Specifically the bill:

- Requires the Department of Education to make social media safety instructional material available online and district school boards to notify parents of the material’s availability.
- Requires social media safety material to include age-appropriate and developmentally appropriate instruction for students in grades 6-12, and focus on the social, emotional, and physical effects of social media and promote best practices in digital citizenship.
- Requires social media safety instruction to include:
 - Advantages of using social media. To include career and resume building, sharing information with family and friends, and safely connecting with others with like interests.
 - Risks of social media, such as addiction, misinformation, negative effects on mental health, and the permanent nature of content shared online.
 - How to safely use social media, such as maintaining personal security, preventing oversharing of personal information, identifying predatory behavior and human trafficking, and reporting suspicious behavior.
- Requires each school district to prohibit student access to social media platforms through the use of Internet access provided by the school district.

The bill has no impact on state revenues or expenditures. The bill may have a fiscal impact on school districts. See section V.

This bill is effective July 1, 2023.

II. Present Situation:

Social Media Safety

Over the past decade, social media has become a dominant force in modern life. It has changed the way we communicate, share information, and interact with the world.¹ Most teens and many preteens use some form of social media and have a profile on a social networking site. Many visit these sites every day.² Teens credit social media for helping to build stronger friendships and exposing them to a more diverse world, but they express concern that these sites lead to drama and social pressure.³

Advantages of Social Media

There are numerous advantages when using social media. Some potential benefits of social media include:⁴

- Staying connected to friends.
- Meeting new friends with shared interests.
- Finding community and support for specific activities.
- Sharing artwork or music.
- Exploring and expressing themselves.

Risks of Social Media

Social media can be a hub for potentially dangerous or questionable activities. The risks to young people from social media vary widely. Social media gives predators an easy way to reach kids and teens.⁵ Some potential safety risks of social media include:⁶

- Exposure to harmful or inappropriate content.
- Exposure to dangerous people.
- Cyberbullying.
- Oversharing personal information.
- Exposure to excessive advertisements.
- Privacy concerns including the collection of data about teen users.
- Identity theft or being hacked.
- Interference with sleep, exercise, homework, or family activities.

¹ Loyola Medicine, Social Media Safety for Kids and Teens, <https://www.loyolamedicine.org/about-us/blog/social-media-safety-kids-teens>, (last visited Jan. 30, 2023).

² KidsHealth, *Teaching Kids to Be Smart About Social Media*, <https://kidshealth.org/en/parents/social-media-smarts.html>, (last visited Jan. 30, 2023).

³ Pew Research Center, *Teens' Social Media Habits and Experiences*, <https://www.pewresearch.org/internet/2018/11/28/teens-social-media-habits-and-experiences/>, (last visited Jan. 30, 2023).

⁴ American Academy of Child & Adolescent Psychiatry, *Social Media and Teens* (March 2018), https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Social-Media-and-Teens-100.aspx, (last visited Jan. 3, 2023).

⁵ Loyola Medicine, Social Media Safety for Kids and Teens, <https://www.loyolamedicine.org/about-us/blog/social-media-safety-kids-teens>, (last visited Jan. 30, 2023).

⁶ *Id.*

Instruction in Schools

Social Media Instruction in Schools

Two-thirds of students are unable to tell the difference between news stories and ads, and 96 percent of students did not consider how ties between an advocacy website and industry might affect the site's credibility.⁷

Since 2015, at least 79 media literacy and digital citizenship bills have been introduced in at least 28 states. Of the bills introduced, at least 14 have been enacted in 10 states.⁸

Definitions of media literacy and digital citizenship vary. Some coalitions of stakeholders and education organizations have convened and created definitions for the terms.⁹ One example of a definition provided by a national coalition of education organizations defines five competencies of digital citizenship as inclusive, informed, engaged, balanced, and alert.¹⁰

When considered separately, media literacy typically addresses the ability to analyze, evaluate, access, and create media, while digital citizenship typically places more emphasis on online safety and responsibility.¹¹ Texas defines digital citizenship as including the ability to “access, analyze, evaluate, create, and act on all forms of digital communication” in addition to appropriate and responsible online behavior.¹²

Social Media Instruction in Florida Schools

Students are not required to receive instruction on social media. However, an instructional model for a social media course¹³ is available in CPALMS.¹⁴ The purpose of this social media course is to enable students to develop fundamental skills in the use of social media across print, multimedia, web, and broadcast platforms, including ethical and legal uses. The content of this course should include, but not be limited to, the following:¹⁵

- Demonstrating entry-level skills in digital communication and packaging them across the platforms/mediums of print, multimedia, online, and broadcast;

⁷ Stanford History Education Group, *Students' Civic Online Reasoning A National Portrait* (2019), available at <https://stacks.stanford.edu/file/druid:gf151tb4868/Civic%20Online%20Reasoning%20National%20Portrait.pdf>.

⁸ Education Commission of the States, *Media Literacy & Digital Citizenship* (2021), available at https://www.ecs.org/wp-content/uploads/Media_Literacy_and_Digital_Citizenship.pdf.

⁹ Education Commission of the States, *Media Literacy & Digital Citizenship* (2021), available at https://www.ecs.org/wp-content/uploads/Media_Literacy_and_Digital_Citizenship.pdf.

¹⁰ DigCitCommit, *Explore the DigCitCommit Competencies*, <https://digcitcommit.org/>, (last visited Jan. 27, 2023).

¹¹ Education Commission of the States, *Media Literacy & Digital Citizenship* (2021), available at https://www.ecs.org/wp-content/uploads/Media_Literacy_and_Digital_Citizenship.pdf.

¹² *Id.*

¹³ CPALMS, Course, *Social Media 1* (#1006375), <https://www.cpalms.org/PreviewCourse/Preview/17758>, (last visited Jan. 3, 2023).

¹⁴ CPALMS is the State of Florida's official source for standards information and course descriptions. It provides access to thousands of standards-aligned, free, and high-quality instructional/educational resources that have been developed specifically for the standards and vetted through a rigorous review process. CPALMS, *About CPALMS*, http://www.cpalms.org/CPALMS/about_us.aspx, (last visited Jan. 3, 2023).

¹⁵ *Id.*

- Demonstrating fundamental skills in social media platforms and their uses; expressing social connections with maturity and complexity appropriate to writer, audience, purpose, and context;
- Using fundamental research skills and networking formats;
- Collaborating amongst peers; and
- Using effective listening, speaking, and viewing strategies with an emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions.

Required Instruction in Florida Schools

The mission of Florida's K-20 education system is to allow its students to increase their proficiency by allowing them the opportunity to expand their knowledge and skills through rigorous and relevant learning opportunities.¹⁶ Each district school board must provide appropriate instruction to ensure that students meet State Board of Education (SBE) adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.¹⁷

Instructional staff of public schools,¹⁸ subject to the rules of the SBE and the district school board, must provide instruction in:¹⁹

- The history and content of the Declaration of Independence.
- The history, meaning, significance, and effect of the provisions of the Constitution of the United States.
- The arguments in support of adopting our republican form of government.
- Flag education, including proper flag display and flag salute.
- The elements of civil government.
- The history of the United States.
- The history of the Holocaust.
- The history of African Americans.
- The elementary principles of agriculture.
- The effects of alcoholic and intoxicating liquors and beverages and narcotics.
- Kindness to animals.
- The history of the state.
- The conservation of natural resources.
- Comprehensive age-appropriate and developmentally appropriate K-12 instruction on health education and life skills.
- The study of Hispanic contributions to the United States.
- The study of women's contributions to the United States.
- The nature and importance of free enterprise to the United States economy.
- Civic and character education.
- The sacrifices that veterans and Medal of Honor recipients have made serving the country.

¹⁶ Section 1000.03(4), F.S.

¹⁷ Section 1003.42(1), F.S.

¹⁸ Instructional staff of charter schools are generally exempt from this section of law. Section 1002.33(16), F.S.

¹⁹ Section 1003.42(2), F.S.

III. Effect of Proposed Changes:

CS/SB 52 amends s. 1003.42, F.S., to require instructional staff of public schools to provide instruction on social media safety, and defines “social media” as a form of interactive electronic communication through an Internet website or application by which a user creates a service-specific identifying profile to connect with other users of the Internet website or application for the purpose of communicating and sharing information, ideas, news, stories, opinions, images, and other content.

The bill requires the Department of Education to make social media safety instructional material available online and district school boards to notify parents of the material’s online availability.

The bill requires social media safety material to include age-appropriate and developmentally appropriate instruction for students in grades 6-12, as well as, focus on the social, emotional, and physical effects of social media and promote best practices in digital citizenship. The bill defines “digital citizenship” as the norms of appropriate, responsible, and healthy behavior related to social media, including digital literacy, ethics, etiquette, and security.

The bill specifies that the social media safety instruction must include:

- Advantages of using social media. Such instruction may only include career and resume building for future academic or employment opportunities, sharing information with familiar family and friends, and safely connecting with other users with like interests.
- Risks of social media, such as social media addiction, publication of misinformation, negative effects on mental health, and the permanent nature of content shared online.
- How to safely use social media, such as maintaining personal security, preventing oversharing of personal information, identifying predatory behavior and human trafficking, and reporting suspicious behavior.

Additionally, the bill creates s. 1006.1494, F.S., which prohibits student access to social media platforms through the use of Internet access provided by the school district.

This bill is effective July 1, 2023.

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:

For those school districts that do not already provide social media safety instruction, there may be a cost associated with including this instruction in the required curriculum.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends section 1003.42 of the Florida Statutes.

This bill creates section 1006.1494 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 on February 7, 2023:

The committee substitute retains requirements in the bill regarding social media safety instruction and Department of Education responsibilities for instructional materials. The committee substitute also:

- Adds a requirement that the social media safety material must include age-appropriate and developmentally appropriate instruction for students in grades 6-12.

- Adds the requirement that the social media safety material must focus on the social, emotional, and physical effects of social media and promote best practices of digital citizenship.
- Adds a definition for “digital citizenship”.
- Adds specifying language that social media safety instruction must include:
 - Advantages of using social media. Such instruction may only include career and resume building for future academic or employment opportunities, sharing information with familiar family and friends, and safely connecting with other users with like interests.
 - Risks of social media, such as social media addiction, publication of misinformation, negative effects on mental health, and the permanent nature of content shared online.
 - How to safely use social media, such as maintaining personal security, preventing oversharing of personal information, identifying predatory behavior and human trafficking, and reporting suspicious behavior.
- Creates s. 1006.1494, F.S., which prohibits student access to social media platforms through the use of Internet access provided by the school district.

B. Amendments:

None.



188764

LEGISLATIVE ACTION

Senate	.	House
Comm: RS	.	
02/07/2023	.	
	.	
	.	
	.	

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

Senate Amendment (with title amendment)

Delete lines 34 - 42
and insert:
online availability. The material must focus on social,
emotional, and physical effects of social media and promote best
practices in digital citizenship. For purposes of this
requirement, "digital citizenship" means the norms of
appropriate, responsible, and healthy behavior related to social
media, including digital literacy, ethics, etiquette, and



188764

security. The social media safety instruction must include:

1. The advantages of social media use. Such instruction may only include career and resume building for future academic or employment opportunities, sharing information with familiar family and friends, and safely connecting with other users with like interests.

2. The risks of social media, including, but not limited to, social media addiction, publication of misinformation, negative effects on mental health, and the permanent nature of content shared online.

3. How to safely use social media, including, but not limited to, maintaining personal security, preventing oversharing of personal information, identifying predatory behavior and human trafficking, and reporting suspicious behavior.

The State Board of Education is encouraged to adopt standards and pursue assessment of the requirements of this subsection. Instructional programming that incorporates the values of the recipients of the Congressional Medal of Honor and that is offered as part of a social studies, English Language Arts, or other schoolwide character building and veteran awareness initiative meets the requirements of paragraph (t).

Section 2. Section 1006.1494, Florida Statutes, is created to read:

1006.1494 Prohibiting student access to social media platforms.—Each school district shall prohibit and prevent students from accessing social media platforms through the use of Internet access provided by the school district.



188764

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

And the title is amended as follows:

Delete lines 2 - 10

and insert:

An act relating to student use of social media platforms; amending s. 1003.42, F.S.; requiring members of the instructional staff of public schools to provide instruction on social media safety; defining the term "social media"; requiring the Department of Education to make social media safety instructional material available online; requiring district school boards to notify parents of the availability of the instructional material; providing requirements for the instructional material developed by the department; defining the term "digital citizenship"; specifying required components of the instructional material; creating s. 1006.1494, F.S.; requiring each school district to prohibit and prevent students from accessing social media platforms through the use of Internet access provided by the school district; providing an effective date.



130652

LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
02/07/2023	.	
	.	
	.	
	.	

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

Senate Substitute for Amendment (188764) (with title amendment)

Delete lines 34 - 42

and insert:

online availability. The material must include age-appropriate and developmentally appropriate instruction on social media safety for students in grades 6 through 12 and focus on the social, emotional, and physical effects of social media and promote best practices in digital citizenship. For purposes of



130652

11 this requirement, "digital citizenship" means the norms of
12 appropriate, responsible, and healthy behavior related to social
13 media, including digital literacy, ethics, etiquette, and
14 security. The social media safety instruction must include:

15 1. The advantages of social media use. Such instruction may
16 only include career and resume building for future academic or
17 employment opportunities, sharing information with familiar
18 family and friends, and safely connecting with other users with
19 like interests.

20 2. The risks of social media, including, but not limited
21 to, social media addiction, publication of misinformation,
22 negative effects on mental health, and the permanent nature of
23 content shared online.

24 3. How to safely use social media, including, but not
25 limited to, maintaining personal security, preventing
26 oversharing of personal information, identifying predatory
27 behavior and human trafficking, and reporting suspicious
28 behavior.

29
30 The State Board of Education is encouraged to adopt standards
31 and pursue assessment of the requirements of this subsection.
32 Instructional programming that incorporates the values of the
33 recipients of the Congressional Medal of Honor and that is
34 offered as part of a social studies, English Language Arts, or
35 other schoolwide character building and veteran awareness
36 initiative meets the requirements of paragraph (t).

37 Section 1. Section 1006.1494, Florida Statutes, is created
38 to read:

39 1006.1494 Prohibiting student access to social media



130652

platforms.—Each school district shall prohibit and prevent
students from accessing social media platforms through the use
of Internet access provided by the school district.

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

And the title is amended as follows:

Delete lines 2 - 10

and insert:

An act relating to student use of social media
platforms; amending s. 1003.42, F.S.; requiring
members of the instructional staff of public schools
to provide instruction on social media safety;
defining the term "social media"; requiring the
Department of Education to make social media safety
instructional material available online; requiring
district school boards to notify parents of the
availability of the instructional material; providing
requirements for the instructional material developed
by the department; defining the term "digital
citizenship"; specifying required components of the
instructional material; creating s. 1006.1494, F.S.;
requiring each school district to prohibit and prevent
students from accessing social media platforms through
the use of Internet access provided by the school
district; providing an effective date.

By Senator Burgess

23-00194A-23

202352__

A bill to be entitled

An act relating to required instruction in public schools; amending s. 1003.42, F.S.; requiring members of the instructional staff of public schools to provide instruction on social media safety; defining the term "social media"; requiring the Department of Education to make social media safety instructional material available online; requiring district school boards to notify parents of the availability of the instructional material; providing an effective date.

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

Section 1. Paragraph (u) is added to subsection (2) of section 1003.42, Florida Statutes, to read:

1003.42 Required instruction.—

(2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historical accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:

(u) Social media safety. For purposes of this paragraph, the term "social media" means a form of interactive electronic communication through an Internet website or application by which a user creates a service-specific identifying user profile to connect with other users of the Internet website or application for the purpose of communicating and sharing

Page 1 of 2

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

23-00194A-23

202352__

information, ideas, news, stories, opinions, images, videos, and other content. The Department of Education shall make social media safety instructional material available online and district school boards shall notify parents of the material's online availability.

The State Board of Education is encouraged to adopt standards and pursue assessment of the requirements of this subsection. Instructional programming that incorporates the values of the recipients of the Congressional Medal of Honor and that is offered as part of a social studies, English Language Arts, or other schoolwide character building and veteran awareness initiative meets the requirements of paragraph (t).

Section 2. This act shall take effect July 1, 2023.

Page 2 of 2

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

The Florida Senate

APPEARANCE RECORD

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

2/7/23

Meeting Date

Edu Pre K-12

Committee

52

Bill Number or Topic

Amendment Barcode (if applicable)

Name

Austin Stowers

Phone

850 413 5939

Address

PL 11 The Capitol

Email

Street

City

State

Zip

Speaking:

☐

For

☐

Against

☐

Information

OR

Waive Speaking:

☒

In Support

☐

Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐

I am appearing without
compensation or sponsorship.

☒

I am a registered lobbyist,
representing:

CFO Patronis

☐

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

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

This form is part of the public record for this meeting.

S-001 (08/10/2021)

2/7/23

Meeting Date

S Education

Committee

The Florida Senate

APPEARANCE RECORD

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

SB 52

Bill Number or Topic

Amendment Barcode (if applicable)

Name

Alice Kerce (fierce but w/ a "k")

Phone

904 252 0405

Address

215 S Monroe St

Street

Email

alice@excelined.org

Tallahassee FL

City

State

32309

Zip

Speaking:

☐

For

☐

Against

☐

Information

OR

Waive Speaking:

☒

In Support

☐

Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐

I am appearing without
compensation or sponsorship.

☒

I am a registered lobbyist,
representing:

Foundation for Florida's
Future

☐

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

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

This form is part of the public record for this meeting.

S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

SB 52

2/7/23

Meeting Date

Education PreK-12

Committee

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

Bill Number or Topic

Amendment Barcode (if applicable)

Name Nancy Lawther, Ph.D.

Phone 407 855-7604

Address 1747 Orlando Centre Parkway

Email legislation@floridapta.org

Street

Orlando

City

FL

State

32809

Zip

Speaking:

☐ For

☐ Against

☐ Information

OR

Waive Speaking:

☒ In Support

☐ Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐ I am appearing without compensation or sponsorship.

☐ I am a registered lobbyist, representing:

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

Florida PTA

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

This form is part of the public record for this meeting.

S-001 (08/10/2021)

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

52

Bill Number (if applicable)

2/7
Meeting Date

Amendment Barcode (if applicable)

Topic SOCIAL MEDIAName Sal NuzzoJob Title Vice President of PolicyAddress 100 N Duval StreetPhone 850-322-9941

Street

Tallahassee

FL

32301Email snuzzo@jamesmadison.org

City

State

Zip

Speaking: ☒ For ☐ Against ☐ InformationWaive Speaking: ☐ In Support ☐ Against
(The Chair will read this information into the record.)Representing The James Madison InstituteAppearing at request of Chair: ☐ Yes ☒ NoLobbyist registered with Legislature: ☐ Yes ☒ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/14/14)



The Florida Senate

Committee Agenda Request

To: Senator Corey Simon, Chair
Committee on Education Pre-K -12

Subject: Committee Agenda Request

Date: January 4, 2023

I respectfully request that **Senate Bill #52**, relating to Social Media Safety/Required Instruction In Public Schools, be placed on the:

- ☐ committee agenda at your earliest possible convenience.
- ☒ next committee agenda.

A handwritten signature in blue ink, appearing to read "Danny", is written over a horizontal line.

Senator Danny Burgess
Florida Senate, District 23

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 178

INTRODUCER: Senator Berman

SUBJECT: Upgrades to Education Facilities as Emergency Shelters

DATE: February 6, 2023

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Brick	Bouck	ED	Favorable
2.			AED	
3.			FP	

I. Summary:

SB 178 excludes from the cost per student station limits on public school construction any costs less than \$2 million for upgrades that are designed to improve the capabilities of educational facilities to provide enhanced hurricane protection areas. The bill limits eligible upgrades to those necessary for:

- An area to be designated as an enhanced hurricane protection area.
- Electrical and standby emergency power systems.
- Renewable energy source devices.
- Energy storage devices.

The bill specifies that all costs associated with upgrades must be consistent with prevailing market costs in the area in which the education facility is located.

The bill takes effect July 1, 2023.

II. Present Situation:

Florida school construction is guided by three major authorities. The Florida Building Code governs all construction in the state and is administered by the Florida Building Commission at the Department of Business and Professional Regulation.¹ The Florida Building Code includes specifications for enhanced hurricane protection areas and electrical and standby emergency power systems.² The Florida Building Code must also promote the use of energy conservation, energy-demand management, and renewable energy technologies.³ The Florida Fire Prevention Code is administered by the Division of State Fire Marshal, Department of Financial Services.

¹ Section 553.73, F.S. The Florida Building Code, 7th Edition (2020) has been adopted by the Florida Building Commission. Rule 61G20-1.001, F.A.C.

² Sections 453.25.1.1 and 453.25.5, Florida Building Code, 7th Edition (2020).

³ Section 553.886, F.S.

The third major authority governing school construction in the state is the State Requirements for Educational Facilities (SREF), which is maintained by the Department of Education (DOE).⁴ The requirements of the three authorities tend to increase the cost of construction in the state relative to national averages.⁵

State Requirements for Educational Facilities

The SREF is the uniform statewide building code for the planning and construction of public educational facilities and ancillary plants.⁶ It is enacted as a part of the Florida Building Code adopted by the Florida Building Commission.⁷ District school boards must adhere to the SREF when planning and constructing new facilities. Generally, SREF standards are premised on providing enhanced safety for occupants and increasing the life span of the extensive, publicly funded infrastructure of Florida's public school districts.⁸ Florida law provides school districts with the flexibility to adopt, through resolution, a number of exceptions to SREF requirements. Exceptions include, for example, specifications for site lighting or the use of wood studs in interior nonload-bearing walls.⁹

Education Facilities as Emergency Shelters

The DOE, in consultation with school boards and county and state emergency management offices, must develop public shelter design criteria that are incorporated as standards into the Florida Building Code. These criteria must be designed to ensure that appropriate new educational facilities can serve as public shelters for emergency management purposes.¹⁰

If a regional planning council in which the county is located does not have a hurricane evacuation shelter deficit as determined by the Division of Emergency Management, educational facilities within the planning council region are not required to incorporate the public shelter criteria.¹¹ By January 31 of each even-numbered year, the Division of Emergency Management must prepare and submit a statewide emergency shelter plan to the Governor and Cabinet for approval.¹²

⁴ Rule 6A-2.0010, F.A.C.

⁵ Florida Department of Education, *Review and Adjustment for Florida's Cost per Student Station* (January 1, 2020), available at <http://www.fldoe.org/core/fileparse.php/7738/urlt/2020AnnCSSR.pdf>, at 14.

⁶ The State Requirements for Educational Facilities (SREF) is incorporated in Rule 6A-2.0010, F.A.C., is available at <http://www.flrules.org/Gateway/reference.asp?No=Ref-04664>. The SREF is applicable to all public educational facilities and plants: pre-kindergarten (pre-K) through grade 12, including conversion charter schools; area vocational educational schools; area vocational/technical centers; adult education; Florida colleges and universities; the Florida School for the Deaf and the Blind (FSDB), where referenced; ancillary plants; relocatables; factory-built structures, reconstructable facilities, modular buildings and manufactured buildings; lease and lease-purchase; and new construction, remodeling, renovation, improvements and site-development projects. *Id.* The SREF does not apply to charter schools. Section 1002.33(18), F.S.

⁷ Section 1013.37(1), F.S.

⁸ *See, e.g.*, s. 1013.12, F.S. (casualty, safety, sanitation, and fire safety standards and inspection of property) and s. 1013.451, F.S. (life-cycle cost comparison).

⁹ *See* s. 1013.385(2), F.S.

¹⁰ Section 1013.372(1), F.S.

¹¹ *Id.*

¹² Section 1013.372(2), F.S.

Cost Per Student Station

In Florida, construction costs for traditional K-12 public school facilities are reported based on the cost per student station.¹³ In 2005, the DOE conducted a study on overall inflation of school construction costs, including the Consumer Price Index (CPI) and other factors. The cost per student station levels adopted in 2006 were based on the DOE's study recommendations and is adjusted to reflect increases and decreases in the CPI.¹⁴ The DOE and the Office of Economic and Demographic Research (EDR)¹⁵ are required to work together to calculate and disseminate new statutory caps.¹⁶

The forecast by EDR for the July 2022 cost per student station limits are:¹⁷

- \$26,500 for an elementary school.
- \$28,617 for a middle school.
- \$37,171 for a high school.

Except for certain educational facilities and sites subject to a lease-purchase agreement that may be paid for by a district school board levy,¹⁸ or funded solely through local impact fees, a district school board may not use funds from any sources for new construction of educational plant space with a total cost per student station that exceeds these amounts.¹⁹ The cost per student station includes, for example, contract costs, fees of architects and engineers, and the cost of furniture and equipment.²⁰ The cost per student station specifically does not include the cost of purchasing or leasing the site for the construction, legal and administrative costs, the cost of related site or offsite improvements, and costs for school safety and hardening items and other capital construction items approved by the school safety specialist to ensure building security for new educational, auxiliary, or ancillary facilities.²¹

Solar Energy Systems in Schools

District school boards are encouraged to invest in energy conservation measures including the use of renewable energy systems, such as solar, biomass, and wind.²² Florida law defines "solar energy system" as "the equipment and requisite hardware that provide and are used for collecting, transferring, converting, storing, or using incident solar energy for water heating, space heating, cooling, or other applications that would otherwise require the use of a

¹³ Section 1013.64(6), F.S.

¹⁴ Office of Economic and Demographic Research, *Review of Florida's Cost Per Student Station* (January 2017), available at <http://edr.state.fl.us/content/special-research-projects/education/CostPerStudentStation.pdf>, at 6.

¹⁵ The Office of Economic and Demographic Research is a research arm of the Legislature principally concerned with forecasting economic and social trends that affect policy making, revenues, and appropriations. Office of Economic and Demographic Research, *Welcome*, <http://edr.state.fl.us/Content/> (last visited January 26, 2023).

¹⁶ Section 1013.64(6)(b)1., F.S.

¹⁷ Office of Economic and Demographic Research, *Student Station Cost Factors* (July 2022), available at <http://edr.state.fl.us/Content/conferences/peco/studentstation.pdf>.

¹⁸ Section 1011.71(2)(e), F.S., sets forth the guidelines for authorized district school board lease-purchase agreements.

¹⁹ Section 1013.64(6)(b)3., F.S.

²⁰ Section 1013.64(6)(d), F.S.

²¹ Section 1013.64(6)(d), F.S. Such safety improvements include the cost for securing entries, checkpoint construction, lighting specifically designed for entry point security, security cameras, automatic locks and locking devices, electronic security systems, fencing designed to prevent intruder entry into a building, or bullet-proof glass. *Id.*

²² Section 1013.23, F.S.

conventional source of energy such as petroleum products, natural gas, manufactured gas, or electricity.”²³

III. Effect of Proposed Changes:

SB 178 modifies s. 1013.372, F.S., to exclude from the cost per student station limits on public school construction any costs less than \$2 million for upgrades that are designed to improve the capabilities of educational facilities to provide enhanced hurricane protection areas. The bill limits eligible upgrades to those necessary for:

- An area to be designated as an enhanced hurricane protection area.
- Electrical and standby emergency power systems.
- Renewable energy source devices.²⁴
- Energy storage devices.²⁵

The bill specifies that all costs associated with upgrades must be consistent with prevailing market costs in the area where the education facility is located.

The bill takes effect July 1, 2023.

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.

²³ Section 212.02(26), F.S.

²⁴ A renewable energy source device is a device that collects, transmits, stores, or uses solar energy, wind energy, or energy derived from geothermal deposits. Section 193.624(1), F.S.

²⁵ An energy storage device is used in a power system network to store the surplus energy during the off-peak period and utilize the stored energy during peak period. Vasundhara Mahajan et al., *Reliability modeling of renewable energy sources with energy storage devices*, Energy Storage in Energy Markets (2021), Academic Press, <https://www.sciencedirect.com/topics/engineering/storage-device> (last visited Jan. 26, 2023).

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 s.1013.372 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 Berman

26-00080-23

2023178__

1 A bill to be entitled
2 An act relating to upgrades to education facilities as
3 emergency shelters; amending s. 1013.372, F.S.;
4 exempting costs not exceeding a specified sum
5 associated with certain upgrades to education
6 facilities from being included in certain cost per
7 student station calculations; specifying eligible
8 upgrades; requiring costs associated with certain
9 upgrades to be consistent with prevailing market costs
10 in the area in which the education facility is
11 located; providing an effective date.

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

15 Section 1. Present subsection (3) of section 1013.372,
16 Florida Statutes, is redesignated as subsection (4), and a new
17 subsection (3) is added to that section, to read:

18 1013.372 Education facilities as emergency shelters.—

19 (3) Any costs of less than \$2 million associated with
20 upgrades to an education facility which are designed to improve
21 the capabilities of the facility to provide enhanced hurricane
22 protection areas in accordance with the Florida Building Code
23 may not be included in calculating the total cost per student
24 station for the purpose of meeting the limits imposed under s.
25 1013.64(6)(b).

26 (a) Eligible upgrades under this subsection are limited to
27 those necessary for an area to be designated as an enhanced
28 hurricane protection area; electrical and standby emergency
29 power systems as provided in the Florida Building Code;

Page 1 of 2

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

26-00080-23

2023178__

30 renewable energy source devices as defined in s. 193.624(1); and
31 energy storage devices.

32 (b) All costs associated with upgrades made pursuant to
33 this subsection must be consistent with prevailing market costs
34 in the area in which the education facility is located.

35 Section 2. This act shall take effect July 1, 2023.

Page 2 of 2

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Feb 7, 2023

442243

The Florida Senate

APPEARANCE RECORD

178

Meeting Date

Pre K-12

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

Bill Number or Topic

Committee

Amendment Barcode (if applicable)

Name

David Cullen

Phone

941-323-2404

Address

2838 Little Deal Rd

Email

cullenasea@gmail.com

Street

Tallahassee

FL

32308

City

State

Zip

Speaking:

☐

For

☐

Against

☐

Information

OR

Waive Speaking:

☒

In Support

☐

Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐

I am appearing without
compensation or sponsorship.

☒

I am a registered lobbyist,
representing:

Sierra Club Florida

☐

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

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

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S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

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

2/7/23

Meeting Date

K-12

Committee

178

Bill Number or Topic

Amendment Barcode (if applicable)

Name Samantha Kaddis

Phone 127-242-0579

Address 700 N Woodward Ave #1108
Street

Email skaddis071@gmail.com

Tallahassee
City

FL
State

32304
Zip

Speaking: ☐ For ☐ Against ☐ Information

OR

Waive Speaking: ☒ In Support ☐ Against

PLEASE CHECK ONE OF THE FOLLOWING:

☒ I am appearing without
compensation or sponsorship.

☐ I am a registered lobbyist,
representing:

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

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

This form is part of the public record for this meeting.

S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

SB 178

2/7/23

Meeting Date

Education PreK-12

Committee

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

Bill Number or Topic

Amendment Barcode (if applicable)

Name

Nancy Lawther Ph.D

Phone

407 855-7604

Address

1747 Orlando Central Parkway

Email

legislators@floridapta.org

Street

Orlando

State

FL

Zip

32807

City

Speaking:

☐

For

☐

Against

☐

Information

OR

Waive Speaking:

☒

In Support

☐

Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐

I am appearing without
compensation or sponsorship.

☐

I am a registered lobbyist,
representing:

☒

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

Florida PTA

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

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S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

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

2/7/23
Meeting Date

K-12
Committee

SB 178
Bill Number or Topic

Amendment Barcode (if applicable)

Name Salome Garcia Phone 786 387 5111

Address 3380 Fred George rd #401 Email Salome@CLEOInstitute.org
Street

Tallahassee FL 32303
City State Zip

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

PLEASE CHECK ONE OF THE FOLLOWING:

☐ I am appearing without
compensation or sponsorship.

☒ I am a registered lobbyist,
representing:

The CLEO Institute

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

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

This form is part of the public record for this meeting.

S-001 (08/10/2021)



The Florida Senate

Committee Agenda Request

To: Senator Corey Simon, Chair
Committee on Education Pre-K -12

Subject: Committee Agenda Request

Date: January 24, 2023

I respectfully request that **Senate Bill #178**, relating to Upgrades to Education Facilities as Emergency Shelters, be placed on the:

- ☒ committee agenda at your earliest possible convenience.
- ☐ next committee agenda.

A handwritten signature in black ink, reading "Lori Berman", followed by a long horizontal line.

Senator Lori Berman
Florida Senate, District 26

Cc: Matthew Bouck, Staff Director

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 190

INTRODUCER: Senator Grall

SUBJECT: Interscholastic Extracurricular Activities

DATE: February 6, 2023

REVISED: 2/7/23

ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1. Sagues	Bouck	ED	Favorable
2.		JU	
3.		RC	

I. Summary:

SB 190 provides an additional option for a charter school student to participate in interscholastic extracurricular activities. The bill authorizes a charter school student to develop an agreement with a private school to participate in interscholastic extracurricular activities if the activity is not offered at the charter school and meets the conditions for participation as provided for by law.

The bill has no fiscal impact.

The bill takes effect on July 1, 2023.

II. Present Situation:

Charter Schools

Charter schools are tuition-free public schools created through an agreement or “charter” that provides flexibility relative to regulations created for traditional public schools.¹ Forty-five states and the District of Columbia have enacted charter school laws as of January 2020.² Nationally, between the 2009-2010 and 2018-2019 school years, the percentage of all public schools that were charter schools increased from five to eight percent, and the total number of charter schools increased from 5,000 to 7,500. The percentage of public school students nationwide attending public charter schools increased from three to seven percent between fall 2009 and fall 2019.³

¹ Florida Department of Education, Office of Independent Education & Parental Choice, *Florida’s Charter Schools* (September 2022), available at <https://www.fldoe.org/core/fileparse.php/7696/urlt/Charter-Sept-2022.pdf>.

² Education Commission of the States, *50-State Comparison: Charter School Policies* <https://www.ecs.org/charter-school-policies/> (last visited January 27, 2023).

³ National Center for Education Statistics, *Public Charter School Enrollment*, <https://nces.ed.gov/programs/coe/indicator/cgb> (last visited January 27, 2023).

All charter schools in Florida are public schools and are part of the state's public education system.⁴ During the 2021-2022 school year, 361,939 students were enrolled in 703 charter schools in 47 Florida districts.⁵ Seventy percent of the students attending charter schools in the 2020-2021 school year were minorities. Hispanic students comprised 45 percent of Florida's charter school enrollment, and 19 percent were African-American students.⁶

Private Schools

A private school is defined as an individual, association, co-partnership, or corporation or department, division, or section of such organizations, that designates itself as an educational center that includes kindergarten or a higher grade and is below the college level.⁷ Private elementary and secondary schools in Florida are not licensed, approved, accredited, or regulated by the Florida Department of Education.⁸ A private school may be a parochial, religious, nondenominational, for-profit, or nonprofit school.⁹

In fall 2019, approximately 4.7 million, or 9 percent of the kindergarten through grade 12 students, were enrolled in private schools across the nation.¹⁰ In Florida, of the 3,249,259 statewide total public and private pre-kindergarten through grade 12 student enrollment in the 2021-22 school year, 416,084, or 12.8 percent, were private school students.¹¹ In the 2021-2022 school year, there were 2,848 private schools in Florida.¹²

Participation in Interscholastic Extracurricular Activities

Interscholastic extracurricular student activities are an important complement to the academic curriculum.¹³ Participation in such activities contribute to student development of the social and intellectual skills necessary to become a well-rounded adult.¹⁴

⁴ Section 1002.33(1), F.S.

⁵ Florida Department of Education, Office of Independent Education & Parental Choice, *Florida's Charter Schools* (September 2022), available at <https://www.fldoe.org/core/fileparse.php/7696/urlt/Charter-Sept-2022.pdf>

⁶ *Id.*

⁷ Section 1002.01(2), F.S. and Florida Department of Education, *Florida's Private Schools 2021-2022 School Year Annual Report* (2022), available at <https://www.fldoe.org/core/fileparse.php/7562/urlt/PS-AnnualReport2022.pdf>.

⁸ Florida Department of Education, *Florida's Private Schools 2021-2022 School Year Annual Report* (2022), available at <https://www.fldoe.org/core/fileparse.php/7562/urlt/PS-AnnualReport2022.pdf>.

⁹ Section 1002.01(2), F.S.

¹⁰ National Center for Education Statistics, *Private School Enrollment*, <https://nces.ed.gov/programs/coe/indicator/cgc/private-school-enrollment> (last visited January 27, 2023).

¹¹ Florida Department of Education, *Florida's Private Schools 2021-2022 School Year Annual Report* (2022), available at <https://www.fldoe.org/core/fileparse.php/7562/urlt/PS-AnnualReport2022.pdf>. Removing pre-kindergarten from the Florida data results in 11.9 percent of the total kindergarten through grade 12 student enrollment in the 2021-2022 school year were private school students. Florida Department of Education, *Student Enrollment Membership by School Grade, Survey 2, 2021-22*, <https://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stml> (last visited Jan. 30, 2023).

¹² Florida Department of Education, *Florida's Private Schools 2021-2022 School Year Annual Report* (2022), available at <https://www.fldoe.org/core/fileparse.php/7562/urlt/PS-AnnualReport2022.pdf>.

¹³ Section 1006.15(2), F.S. Extracurricular is defined as any school-authorized or education-related activity occurring during or outside the regular instructional school day.

¹⁴ *Id.*

To be eligible to participate in interscholastic extracurricular activities a student must:¹⁵

- Maintain a grade point average of 2.0 on a 4.0 scale, or its equivalent.
- Execute and fulfill the requirements of an academic performance contract between the student, the district school board, the appropriate governing association, and the student's parents if the student's cumulative grade point average falls below 2.0, or its equivalent on a 4.0 scale.
- Have a cumulative grade point average of 2.0 or above on a 4.0 scale, or its equivalent, in the courses required during his or her junior or senior year.
- Maintain satisfactory conduct, including adherence to appropriate dress and other codes of student conduct policies.

A charter school student may participate in interscholastic extracurricular activities at a public school to which the student would be assigned, unless such activity is also provided by the student's charter school. In such a circumstance, the following conditions must met for extracurricular activity participation at the public school:¹⁶

- The charter school student must meet the requirements of the charter school education program as determined by the charter school governing board.
- During the period of participation at a school, the charter school student must demonstrate educational progress as required.
- The charter school student must meet the same residency requirements as other students in the school at which he or she participates.
- The charter school student must meet the same standards or acceptance, behavior, and performance that are required of other students in the extracurricular activities.
- The charter school student must register with the school his or her intent to participate in interscholastic extracurricular activities as a representative of the school before participation.
- A student who transfers from a charter school program to a traditional public school before or during the first grading period of the school year is academically eligible to participate in interscholastic extracurricular activities during the first grading period if the student has a successful evaluation from the previous school year.
- Any public school or private school student who has been unable to maintain academic eligibility for participation in interscholastic extracurricular activities is ineligible to participate in such activities as a charter school student until the student has successfully completed one grading period in a charter school to become eligible to participate as a charter school student.

A home education student may also participate in an interscholastic extracurricular activities at a public school or may develop an agreement to participate at a private school provided specified conditions are met.¹⁷

¹⁵ Section 1006.15(3). Eligible to participate includes, but is not limited to, a student participating in tryouts, off-season conditioning, summer workouts, preseason conditioning, in-season practice, or contests.

¹⁶ Section 1006.15(3)(d), F.S. *See also* s. 1002.33(11), F.S.

¹⁷ Section 1006.15(3)(c), F.S.

III. Effect of Proposed Changes:

SB 190 modifies ss. 1002.33 and 1006.15 F.S., to provide an additional option for a charter school student to participate in interscholastic extracurricular activities. The bill authorizes a charter school student to develop an agreement with a private school to participate in interscholastic extracurricular activities if the activity is not offered at the charter school and meets the conditions for participation as provided for by law.

The bill takes effect on July 1, 2023.

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 sections 1002.33 and 1006.15 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.

This Senate Bill Analysis does not reflect the intent or official position of the bill's introducer or the Florida Senate.

By Senator Grall

29-00477-23

2023190__

A bill to be entitled

An act relating to interscholastic extracurricular activities; amending ss. 1002.33 and 1006.15, F.S.; authorizing a charter school student to participate in interscholastic extracurricular activities at a private school under certain circumstances; providing an effective date.

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

Section 1. Subsection (11) of section 1002.33, Florida Statutes, is amended to read:

1002.33 Charter schools.—

(11) PARTICIPATION IN INTERSCHOLASTIC EXTRACURRICULAR ACTIVITIES.—A charter school student is eligible to participate in an interscholastic extracurricular activity at the public school to which the student would be otherwise assigned to attend, or may develop an agreement to participate at a private school, pursuant to s. 1006.15(3)(d).

Section 2. Paragraph (d) of subsection (3) of section 1006.15, Florida Statutes, is amended to read:

1006.15 Student standards for participation in interscholastic and intrascholastic extracurricular student activities; regulation.—

(3)

(d) An individual charter school student pursuant to s. 1002.33 is eligible to participate at the public school to which the student would be assigned according to district school board attendance area policies or which the student could attend, or

Page 1 of 3

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29-00477-23

2023190__

may develop an agreement to participate at a private school, in any interscholastic extracurricular activity of that school, unless such activity is provided by the student's charter school, if the following conditions are met:

1. The charter school student must meet the requirements of the charter school education program as determined by the charter school governing board.

2. During the period of participation at a school, the charter school student must demonstrate educational progress as required in paragraph (b).

3. The charter school student must meet the same residency requirements as other students in the school at which he or she participates.

4. The charter school student must meet the same standards of acceptance, behavior, and performance that are required of other students in extracurricular activities.

5. The charter school student must register with the school his or her intent to participate in interscholastic extracurricular activities as a representative of the school before participation. A charter school student must be able to participate in curricular activities if that is a requirement for an extracurricular activity.

6. A student who transfers from a charter school program to a traditional public school before or during the first grading period of the school year is academically eligible to participate in interscholastic extracurricular activities during the first grading period if the student has a successful evaluation from the previous school year, ~~pursuant to~~ subparagraph 2.

Page 2 of 3

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29-00477-23

2023190__

59 7. Any public school or private school student who has been
60 unable to maintain academic eligibility for participation in
61 interscholastic extracurricular activities is ineligible to
62 participate in such activities as a charter school student until
63 the student has successfully completed one grading period in a
64 charter school pursuant to subparagraph 2. to become eligible to
65 participate as a charter school student.

66 Section 3. This act shall take effect July 1, 2023.

The Florida Senate
APPEARANCE RECORD

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

SB 190

Bill Number or Topic

Amendment Barcode (if applicable)

7 February 2023
Meeting Date
Education PK-12
Committee

Name Chris Stranburg Phone 813-767-7667

Address 707 E College Ave Email cstranburg@aflphg.org
Street

Tallahassee FL 32301
City State Zip

Speaking: ☐ For ☐ Against ☐ Information

OR

Waive Speaking: ☒ In Support ☐ Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐ I am appearing without
compensation or sponsorship.

☒ I am a registered lobbyist,
representing:

Americans for
Prosperity - FL

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

This form is part of the public record for this meeting.

S-001 (08/10/2021)

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 212

INTRODUCER: Senator Collins

SUBJECT: Emergency Response Mapping Data

DATE: February 6, 2023

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Brick	Bouck	ED	Favorable
2.			AED	
3.			FP	

I. Summary:

In order to assist local first responders in responding to emergencies in public schools, SB 212 requires the Department of Education to procure a vendor to produce standard emergency response mapping data for every public school building in this state. The bill requires the vendor to provide the data to the applicable county, district school boards, and the appropriate local, state, and federal public safety agencies for use in response to emergencies.

The bill also specifies minimum requirements for the emergency mapping data.

The bill has a significant but indeterminate fiscal impact.

The bill is effective July 1, 2023.

II. Present Situation:

Lessons learned from school emergencies highlight the importance of preparing school officials and first responders to implement emergency operations plans. By having plans in place to keep students and staff safe, schools play a key role in taking preventative and protective measures to stop an emergency from occurring or reduce the impact of an incident. They provide first aid, notify response partners, and provide instructions before first responders arrive.¹

Schools also work with their community partners (i.e., governmental organizations that have a responsibility in the school emergency operations plan to provide a cohesive, coordinated

¹ U.S. Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students, *Guide for Developing High-Quality School Emergency Operations Plans* (2013), available at <https://www.fema.gov/sites/default/files/2020-07/guide-developing-school-emergency-operations-plans.pdf> at 7.

response). Community partners include first responders (law enforcement officers, fire officials, and emergency medical services personnel) as well as public and mental health entities.²

According to federal guidance,³ the planning process must include preparing and making available to first responders an up-to-date and well-documented site assessment as well as any other information that would assist them. These materials should include building schematics and photos of both the inside and the outside, and include information about door and window locations, and locks and access controls. Emergency responders should also have advance information on where students, staff, and others with disabilities as well as those with access and functional needs are likely to be sheltering or escaping, generally in physically accessible locations, along accessible routes, or in specific classrooms.⁴

State school safety guidance also highlights the importance of ensuring that first responders understand the layout of school facilities. In a 2019 report on school safety, the Marjory Stoneman Douglas High School Public Safety Commission recommended that schools quickly, with little to no funding required:⁵

- Ensure all campus doors and buildings are clearly marked with easily identifiable markings known to first responders.
- Mark exterior classroom windows so first responders can identify classrooms from the exterior of the building.
- Place building numbers on the roof for aerial support.
- Provide keys/access to on duty law enforcement so they can quickly enter the school.

State-Level Support

Comprehensive Emergency Management Plan

For the 3,697 public schools in Florida,⁶ emergency management is a collaborative process that includes the Division of Emergency Management (DEM), the Department of Education (DOE), local governments and first responders, and district school boards.

² U.S. Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students, *Guide for Developing High-Quality School Emergency Operations Plans* (2013), available at <https://www.fema.gov/sites/default/files/2020-07/guide-developing-school-emergency-operations-plans.pdf> at 7.

³ The federal agencies collaborating on the guidance include the Federal Bureau of Investigation, the Federal Emergency Management Agency, and the U.S. Departments of Education, Health and Human Services, Homeland Security, and Justice.

⁴ U.S. Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students, *Guide for Developing High-Quality School Emergency Operations Plans* (2013), available at <https://www.fema.gov/sites/default/files/2020-07/guide-developing-school-emergency-operations-plans.pdf> at 64.

⁵ Marjory Stoneman Douglas Public High School Safety Commission, *Initial Report* (Jan. 2019), available at <http://www.fdle.state.fl.us/MSDHS/CommissionReport.pdf> at 364.

⁶ As of August 2021, there were 3,697 public schools in Florida. Florida Department of Education, *PK-12 Public School Data Publications and Reports: 2021-22 Public School Files*, available at <https://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/school/index.shtml> (Excel file “Number of Elementary, Middle/Junior High, High, and Combination Schools, K-12 General Education, by District”).

The DEM is required to prepare a state comprehensive emergency management plan (CEMP).⁷ The CEMP serves as the master operations document for Florida and is the framework through which the state handles emergencies and disasters.⁸

Each county, or with approval from the Governor, a group of two or more adjoining counties, is required to establish and maintain such an emergency management agency and develop a county emergency management plan and program that is coordinated and consistent with the state comprehensive emergency management plan and program.⁹

During a declared state or local emergency and upon the request of the director of the local emergency management agency, the district school board or school boards in the affected area are required to participate in emergency management by providing facilities and necessary personnel to staff such facilities.¹⁰

The Department of Education

When the needs of disaster survivors exceed local government capabilities,¹¹ the DOE is tasked under the CEMP, in relevant part, to:¹²

- Coordinate, when necessary during emergency activations, the use of educational facilities, campuses and equipment by federal and state agencies, local school districts and Colleges.
- Serve as the primary liaisons in coordinating all phases of an emergency response from pre-disaster planning through post disaster recovery of educational facilities.
- Facilitate the coordination and implementation of an emergency communication network with the State Emergency Response Team and the public education school districts and Colleges.
- Be prepared to provide trained personnel to other emergency response agencies upon activation of the State Emergency Operations Center.

The Commissioner of Education oversees and enforces compliance with the requirements relating to school safety and security by district school boards, district school superintendents, and public schools, including charter schools. The commissioner must facilitate compliance to the maximum extent provided under law, identify incidents of noncompliance, and impose or recommend to the State Board of Education, the Governor, or the Legislature enforcement and sanctioning actions.¹³

The Office of Safe Schools

The Office of Safe Schools (OSS) is a division of the DOE that serves as a central repository for best practices, training standards, and compliance oversight in matters regarding school safety

⁷ Section 252.35(2), F.S.

⁸ *Id.* Florida Division of Emergency Management, 2020 Comprehensive Emergency Management Plan, available at <https://www.floridadisaster.org/globalassets/cemp/2020-CEMP/2020-state-CEMP.pdf>.

⁹ Section 252.38(1)(a), F.S.

¹⁰ Section 252.38(1)(d), F.S.

¹¹ Florida Division of Emergency Management, 2020 Comprehensive Emergency Management Plan, available at <https://www.floridadisaster.org/globalassets/cemp/2020-CEMP/2020-state-CEMP.pdf> at 92.

¹² *Id.* at 101.

¹³ Section 1001.11(9), F.S.

and security, including prevention efforts, intervention efforts, and emergency preparedness planning. OSS responsibilities include, in relevant part:

- The establishment of the school security risk assessment tool for use by school districts.
- The development of a model emergency event family reunification plan for use by child care facilities, public K-12 schools, and public postsecondary institutions that are closed or unexpectedly evacuated due to natural or man-made disasters or emergencies.
- The development and implementation of a School Safety Specialist Training Program for school safety specialists, which must be based on national and state best practices on school safety and include active shooter training.
- Provision of ongoing professional development opportunities to district school board and charter school personnel.¹⁴

School District Requirements Related to School Safety

Emergency Response Policies and Procedures

District school boards must formulate and prescribe policies and procedures for emergency drills and for actual emergencies, including, but not limited to, fires, natural disasters, active assailant and hostage situations, and bomb threats, for all students and faculty at all district K-12 public schools. District school board policies must establish emergency response and emergency preparedness policies and procedures, including emergency notification procedures.¹⁵

Each district school board must employ a school safety specialist to serve as the school district liaison with local public safety agencies and national, state, and community agencies and organizations in matters of school safety and security.¹⁶ The school safety specialist must also conduct a school security risk assessment at each public school using the Florida Safe Schools Assessment Tool (FSSAT).

The FSSAT is required to be used by school officials at each school district and public school site in the state in conducting security assessments and is intended to help school officials identify threats, vulnerabilities, and appropriate safety controls for the schools that they supervise. The FSSAT is required to address certain components of school safety, such as school emergency and crisis preparedness planning.¹⁷

Each district school superintendent must provide to the law enforcement agency and fire department that has jurisdiction over each educational facility a copy of the floor plans and other relevant documents for each educational facility in the district. After the initial submission of the floor plans and other relevant documents, the district school superintendent is required to submit, by October 1 of each year, revised floor plans and other relevant documents for each educational facility in the district that was modified during the preceding year.¹⁸

¹⁴ Section 1001.212, F.S.

¹⁵ Section 1006.07(4), F.S.

¹⁶ Section 1006.07(6)(a), F.S.

¹⁷ Section 1006.1493, F.S.

¹⁸ Section 1013.13(1), F.S.

Trends in Emergency Response Mapping Data in Schools

At least 24 states are actively investing in digital maps, according to Critical Response Group, Inc., the country's largest school-mapping contractor.¹⁹ An initial digital or critical incident map by a third-party contractor can cost between roughly \$3,500 and \$5,000 per school.²⁰

Virginia

In Virginia, as part of required safety audits, each school board must create a detailed and accurate floor plan for each public school building in the local school division or certify that the existing floor plan for each such school is sufficiently detailed and accurate.²¹ In 2022, the Virginia Department of Criminal Justice Services announced it will reimburse each district school board up to \$3,500 for each school that collaborates with local first responder partners and chooses an approved vendor to provide digital mapping services for the school.²²

New Jersey

Under a bill passed in New Jersey in 2022, public and private schools are required to submit to local law enforcement authorities digital mapping data of school facilities.²³ The state has allocated \$6.5 million in funding from the American Rescue Plan Act of 2021²⁴ to cover digital mapping for the 1,500 public and private schools that do not have digital maps.²⁵

Washington

The Washington Legislature has appropriated \$24 million to map schools and cover operational costs of the school mapping system since 2003, when it directed the Washington Association of Sheriffs and Police Chiefs to create a statewide first responder mapping system for schools and other public buildings.²⁶ Currently, school districts update the information at their own expense. Among districts and agencies that report using the system, 33 to 53 percent intend to use it during an incident. Following a review of the status of the system in schools, the Joint Legislative Audit and Review Committee recommended that the Washington Association of Sheriffs and Police Chiefs should:²⁷

- Develop and implement detailed training and outreach strategies that have measurable goals and targets.

¹⁹ Pew, *After Uvalde, States Look to New Digital Maps to Keep Schools Safe* (Oct. 2022), <https://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2022/10/18/after-uvalde-states-look-to-new-digital-maps-to-keep-schools-safe> (last visited Feb. 2, 2023).

²⁰ *Id.*

²¹ Va. Code s. 22.1-279.8.

²² Virginia Department of Criminal Justice Services, *Digital Mapping Program for Virginia K-12 Schools*, <https://www.dcjs.virginia.gov/digital-mapping-program-virginia-k-12-schools> (last visited Jan. 31, 2023).

²³ New Jersey Legislature, *S2426* (Session 2022-2023), <https://www.njleg.state.nj.us/bill-search/2022/S2426> (last visited Jan. 31, 2023).

²⁴ Pub. L. No. 117-2, 135 Stat. 1517 (Mar. 11, 2021).

²⁵ State of New Jersey Governor Phil Murphy, *Governor Murphy Unveils Statewide School Security Initiative* (Aug. 2022), <https://www.nj.gov/governor/news/news/562022/20220830a.shtml> (last visited Jan. 31, 2023).

²⁶ Washington JLARC, *20-02 Final Report: First Responder Mapping System in K-12 Schools* (June 2020), https://leg.wa.gov/jlarc/reports/2020/mapping/f_3/default.html (last visited Jan. 31, 2023).

²⁷ *Id.*

- Periodically review technology standards, address user feedback about technology issues, and use system data to inform its program management decisions.

Wisconsin

In 2022, the Wisconsin Department of Justice began offering grants of up to \$5,000 per building to district school boards, governing bodies of private schools, public schools, and tribal schools to submit to law enforcement a digital blueprint of a school that can be easily accessed by law enforcement on cell phones or other devices during a critical incident and provide a clear layout of a school for law enforcement when a quick response is necessary. A total of \$2 million is available in grant funding.²⁸

Michigan

The Michigan Legislature appropriated \$12.5 million²⁹ to districts, intermediate districts, and nonpublic schools for the implementation of critical incidence mapping that:³⁰

- Is compatible with platforms and applications used by local, state, and federal public safety officials.
- Does not require the purchase of additional software for use.
- Is provided in a printable format.
- Is verified for accuracy through a walk-through of a school building and school grounds.
- Is oriented true north.
- Includes accurate floor plans overlaid on or current aerial imagery of a school building or school plan.
- Includes site-specific labeling that matches the structure of the school building, including room labels, hallway names, external door or stairwell numbers, locations of hazards, key utility locations, key boxes, automated external defibrillators, and trauma kits.
- Includes site-specific labeling that matches the school grounds, including parking areas, athletic fields, surrounding roads, and neighboring properties.
- Includes a gridded overlay with x/y coordinates.
- Includes information that best assists first responders in an emergency, including, but not limited to, the following information:
 - Building numbers.
 - Floors.
 - Suite designations.
 - Room numbers.
 - Other available relevant location information for each school.

²⁸ Wisconsin Department of Justice, *DOJ Launches \$2 Million Critical Incident Mapping Data Grant Program* (July 2022), <https://www.doj.state.wi.us/news-releases/doj-launches-2-million-critical-incident-mapping-data-grant-program> (last visited Feb. 1, 2023).

²⁹ Michigan House Fiscal Agency, *FY 2021-22 Supplemental Appropriations Summary: Enacted Public Act 93 of 2022 (House Bill 6012)*, available at <http://www.legislature.mi.gov/documents/2021-2022/billanalysis/House/pdf/2021-HLA-6012-2F2BB5B1.pdf>.

³⁰ 2022 Mich. Pub. Act. 93, s. 97d.

III. Effect of Proposed Changes:

In order to assist local first responders in responding to emergencies in public schools, SB 212 amends s. 1013.13, F.S., to require the Department of Education procure a vendor to produce standard emergency response mapping data for every public school³¹ building in this state. The bill requires the vendor to provide the data to the applicable county, district school boards, and the appropriate local, state, and federal public safety agencies for use in response to emergencies.

The bill specifies minimum requirements for the emergency mapping data. Specifically, the bill requires the emergency response mapping data to be provided in an electronic or digital format to assist first responders in responding to emergencies at schools. The bill also requires the emergency response mapping data to:

- Be compatible with software platforms used by local, state, and federal public safety agencies that provide emergency services to the specific school for which the data is provided without requiring such agencies to purchase additional software or requiring the integration of third-party software to view the data.
- Be compatible with security software platforms in use by the specific school for which the data are provided without requiring local law enforcement agencies or school districts to purchase additional software or requiring the integration of third-party software to view data.
- Be provided in a printable format.
- Be verified for accuracy by a walk-through of school buildings and grounds.
- Be oriented true north.
- Be overlaid on current aerial imagery or plans of school buildings.
- Contain site-specific labeling that matches the structure of school buildings, including room labels, hallway names, and external door or stairwell numbers and locations of hazards, critical utility locations, key boxes, automated external defibrillators, and trauma kits.
- Contain site-specific labeling that matches the school grounds, including parking areas, athletic fields, surrounding roads, and neighboring properties.
- Be overlaid with gridded x/y coordinates.

Up-to-date mapping data for each public school may provide a more efficient and effective means for school officials and emergency responders to communicate critical information during a school emergency.

The bill is effective July 1, 2023.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

³¹ Public schools include charter schools. Section 1002.33(1), F.S.

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:

SB 212 may have a significant but indeterminate negative impact on general revenue.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends section 1013.13 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 Collins

14-00201A-23

2023212__

A bill to be entitled

An act relating to emergency response mapping data; amending s. 1013.13, F.S.; requiring the Department of Education to procure a vendor to produce emergency response mapping data for public school buildings; requiring the vendor to provide the data to certain entities; specifying requirements for the data; providing an effective date.

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

Section 1. Present subsection (2) of section 1013.13, Florida Statutes, is redesignated as subsection (3), and a new subsection (2) is added to that section, to read:

1013.13 Coordination of school safety information; construction design documents.—

(2) The Department of Education shall procure a vendor to produce standard emergency response mapping data for every public school building in this state. The vendor shall be responsible for providing the data to the applicable county, district school boards, and the appropriate local, state, and federal public safety agencies for use in response to emergencies.

(a) Emergency response mapping data must be provided in an electronic or digital format to assist first responders in responding to emergencies at schools.

(b) The emergency response mapping data must, at a minimum, meet all of the following requirements:

1. Be compatible with software platforms used by local,

Page 1 of 2

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

14-00201A-23

2023212__

state, and federal public safety agencies that provide emergency services to the specific school for which the data is provided without requiring such agencies to purchase additional software or requiring the integration of third-party software to view the data;

2. Be compatible with security software platforms in use by the specific school for which the data is provided without requiring the local law enforcement agencies or school districts to purchase additional software or requiring the integration of third-party software to view the data;

3. Be provided in a printable format;

4. Be verified for accuracy by a walk-through of school buildings and grounds;

5. Be oriented true north;

6. Be overlaid on current aerial imagery or plans of school buildings;

7. Contain site-specific labeling that matches the structure of school buildings, including room labels, hallway names, and external door or stairwell numbers and locations of hazards, critical utility locations, key boxes, automated external defibrillators, and trauma kits;

8. Contain site-specific labeling that matches the school grounds, including parking areas, athletic fields, surrounding roads, and neighboring properties; and

9. Be overlaid with gridded x/y coordinates.

Section 2. This act shall take effect July 1, 2023.

Page 2 of 2

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

SB 212 EMERGENCY RESPONSE MAPPING DATA BILL

"Security Like a Fortress, Without Looking Like One"

Senator Jay Collins, District 14

Committee on Education Pre-K -12

February 7th 2023

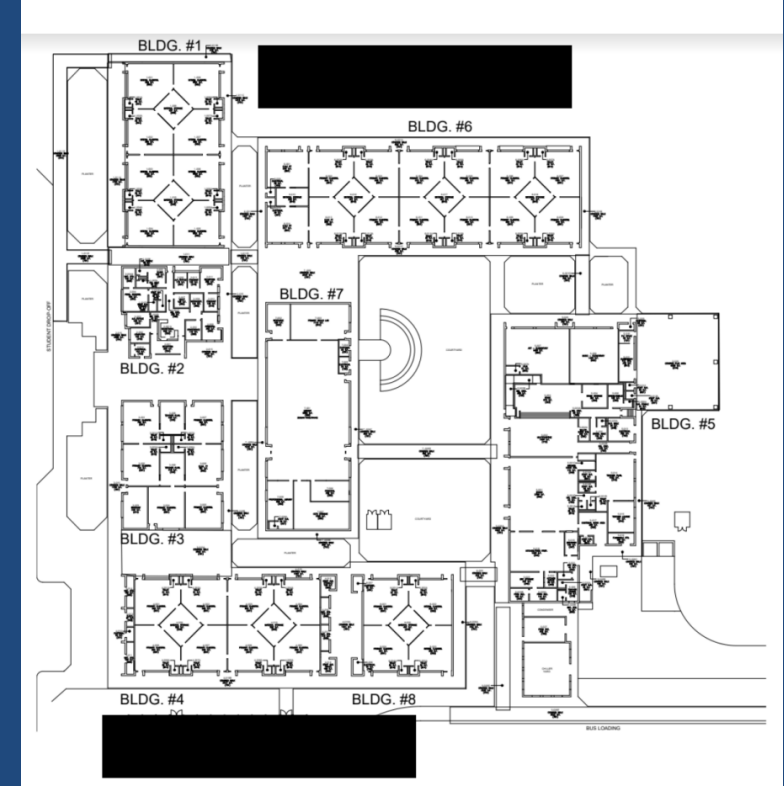
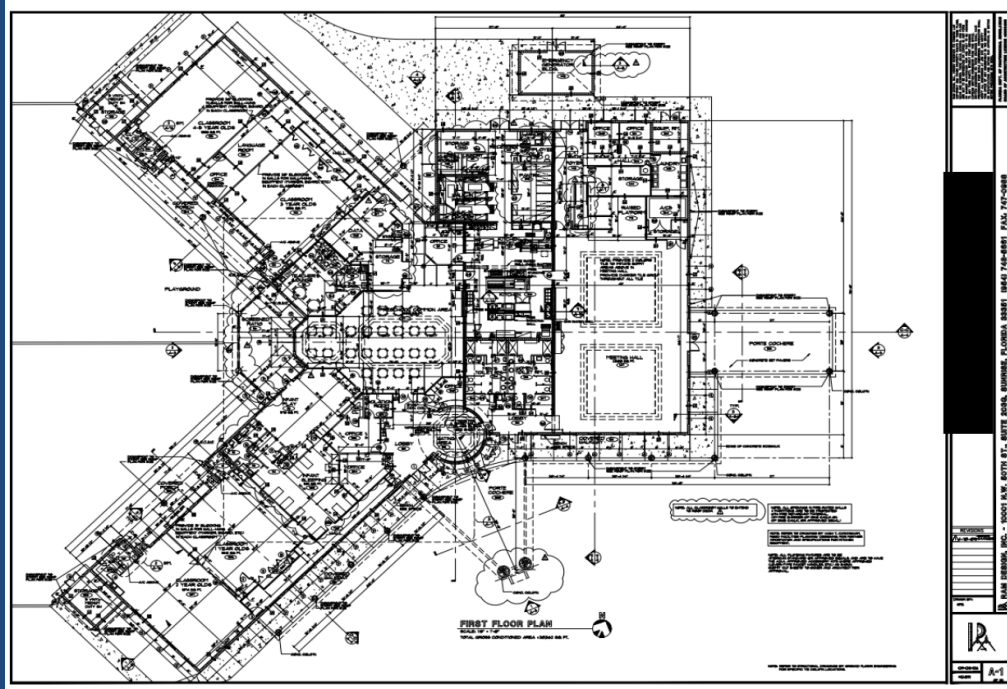
LEGISLATIVE INTENT BEHIND SB 212

- When authorities arrive to the scene of a public safety emergency they are unlikely to be intimately familiar with the layout of the structure. This can cost first responders valuable seconds and impact response efficiency.
- The solution is called “Collaborative Response Graphics” or CRGs.
 - This is an emergency response mapping technique (GRG) that has been used by the US military special operations community for years to navigate and communicate in unfamiliar locations. It has been proven to increase efficiency and reduce response times.
- The intent of the bill is to improve the State’s ability to respond to public safety emergencies.
- We are not alone in taking this step to enhance the safety of our schools
 - 4 states have already passed similar legislation: VA, NJ, WI & MI
 - 3 other states currently have similar legislation filed: GA, NE & TX
 - Further, multiple other states are in the beginning stages of introducing comparable bills and we should take action and lead on these measures for our children and communities.

WHAT IS SB 212?

- In order to assist local first responders in responding to emergencies in public schools, SB 212 amends s. 1013.13, F.S., to require the Department of Education procure a vendor to produce standard emergency response mapping data for every public school building in this state.
- The bill also requires the vendor to provide the data to the applicable county, district school boards, and the appropriate local, state, and federal public safety agencies for use in response to emergencies.
- SB 212 would create a statewide standard to ensure all school maps are facing the same direction (oriented to true north), are put on a grid system (with x/y coordinates), are walked to ensure accuracy and are labeled to match the actual school building.
 - These are industry standards as proofed by Special Operations around the globe.
- Crucially, the mapping data must be compatible with the software platforms already in use by local, state, county, and federal public safety agencies that provide emergency services.

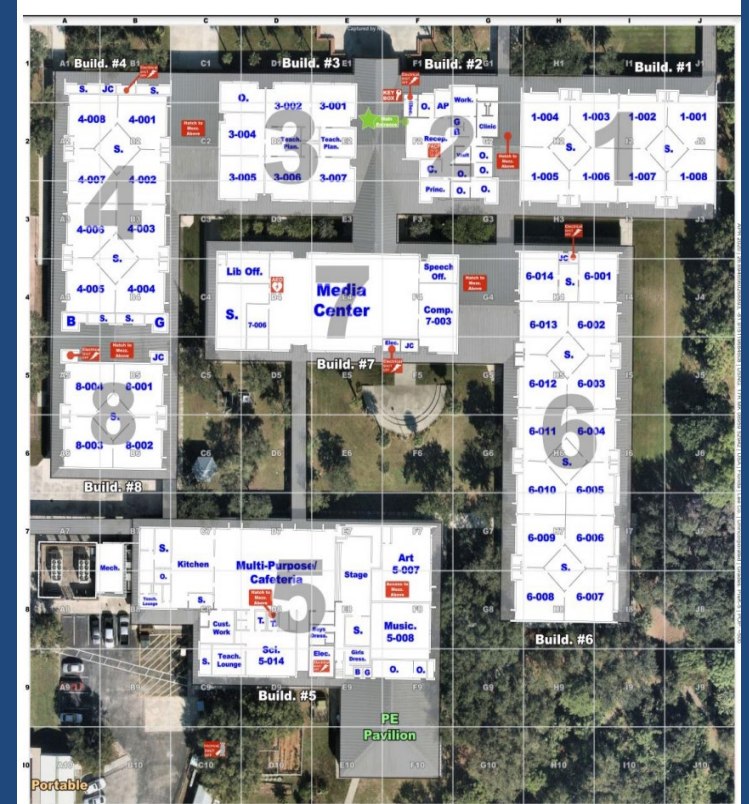
THE CURRENT SYSTEM



The GRG SYSTEM



NOTE: The layout of the school on the right has been adjusted to reflect true north orientation



The Florida Senate

APPEARANCE RECORD

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

Bill Number or Topic

Amendment Barcode (if applicable)

Meeting Date

Committee

Name

Phone

Address

Street

Email

City

State

Zip

Speaking:

☐

For

☐

Against

☐

Information

OR

Waive Speaking:

☒

In Support

☐

Against

PLEASE CHECK ONE OF THE FOLLOWING:

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I am appearing without
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I am not a lobbyist, but received
something of value for my appearance
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While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2022 Joint Rules.pdf \(flsenate.gov\)](#)

This form is part of the public record for this meeting.

S-001 (08/10/2021)

CourtSmart Tag Report

Room: KB 412

Case No.: -

Type:

Caption: Education Pre-K-12 Committee

Judge:

Started: 2/7/2023 9:31:05 AM

Ends: 2/7/2023 10:27:48 AM

Length: 00:56:44

9:31:07 AM	Meeting called to order, roll call
9:31:14 AM	Quorum is present
9:31:46 AM	Chair Simon makes opening remarks
9:31:54 AM	Tab 1- SB 52, Required Instruction in Public Schools
9:32:10 AM	Senator Burgess presenting
9:33:06 AM	Chair Simon speaking
9:34:05 AM	Amendment 130652
9:34:46 AM	Senator Burgess
9:35:16 AM	Questions:
9:36:17 AM	Senator Jones
9:36:23 AM	Senator Burgess
9:36:54 AM	Senator Berman
9:37:32 AM	Senator Burgess
9:38:21 AM	Senator Osgood
9:41:08 AM	Senator Burgess
9:43:01 AM	Vote on amendment
9:44:02 AM	Sal Nuzzo, The James Madison Institute
9:45:01 AM	Senator Jones
9:46:01 AM	Chair Simon reads cards waiving in support
9:46:55 AM	Debate:
9:47:14 AM	Senator Grall
9:48:16 AM	Senator Jones
9:49:36 AM	Senator Osgood
9:52:19 AM	Senator Burgess closes on the bill
9:55:00 AM	Roll call on CS/SB 52
9:56:02 AM	Tab 2- SB 178, Upgrades to Education Facilities as Emergency Shelters
9:56:51 AM	Senator Berman presenting
9:58:01 AM	Questions:
9:59:01 AM	Senator Perry
9:59:06 AM	Senator Berman
9:59:27 AM	Senator Perry
10:00:13 AM	Senator Berman
10:00:23 AM	Senator Perry
10:00:47 AM	Senator Berman
10:00:57 AM	Salome Garcia, The Cleo Institute
10:02:15 AM	Chair reads cards waiving in support
10:03:23 AM	Debate:
10:03:35 AM	Senator Perry
10:04:20 AM	Senator Berman closes on the bill
10:05:22 AM	Roll call on SB 178
10:05:41 AM	Tab 3- 190, Interscholastic Extracurricular Activities
10:06:17 AM	Senator Grall presenting
10:06:23 AM	Questions:
10:06:39 AM	Senator Berman
10:06:43 AM	Senator Grall
10:06:55 AM	Senator Osgood
10:07:02 AM	Senator Grall
10:07:26 AM	Chris Stranburg waives in support
10:07:59 AM	Senator Grall closes on the bill
10:08:10 AM	Chair Simon makes remarks
10:09:40 AM	Roll call on SB 190
10:10:40 AM	Tab 4- 212, Emergency Response Mapping Data

10:11:17 AM Senator Collins presenting a presentation
10:13:37 AM Questions:
10:14:37 AM Senator Berman
10:14:41 AM Senator Collins
10:14:53 AM Senator Yarborough
10:15:27 AM Senator Collins
10:16:00 AM Senator Jones
10:16:19 AM Senator Collins
10:16:49 AM Senator Osgood
10:17:01 AM Senator Collins
10:17:49 AM Senator Osgood
10:18:29 AM Chair Simon
10:19:02 AM Nadia Combs waives in support
10:19:42 AM Debate:
10:19:44 AM Senator Calatayud
10:19:54 AM Senator Collins
10:20:53 AM Senator Jones
10:21:30 AM Senator Avila
10:23:32 AM Senator Burgess
10:24:37 AM Senator Collins closes on the bill
10:25:49 AM Roll call on SB 212
10:26:48 AM Chair Simon makes concluding remarks
10:27:35 AM Meeting Adjourned



THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

COMMITTEES:

Fiscal Policy, *Chair*
Appropriations Committee on Education
Banking and Insurance
Commerce and Tourism
Education Pre-K -12
Finance and Tax
Regulated Industries
Rules

JOINT COMMITTEE:

Joint Legislative Budget Commission

SENATOR TRAVIS HUTSON

7th District

February 7, 2023

The Honorable Corey Simon
404 S. Monroe Street
Tallahassee, FL 32399-1100

Chair Simon,

I am writing to request to be excused from today's Education Pre-K – 12 committee meeting.
Thank you for your consideration of this request.

Respectfully,

A handwritten signature in black ink that reads "Travis J. Hutson". The signature is written in a cursive, flowing style.

Travis Hutson

REPLY TO:

- ☐ 4875 Palm Coast Parkway, NW, Suite 5, Palm Coast, Florida 32137 (386) 446-7610 FAX: (888) 263-3475
- ☐ 420 Senate Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 487-5007

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KATHLEEN PASSIDOMO
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DENNIS BAXLEY
President Pro Tempore