

<b>Tab 1</b>	<b>SB 824</b> by <b>Truenow</b> ; Identical to H 01147 Charter Schools						
866576	D	S	RCS	ED, Truenow	Delete everything after	02/05 10:08 AM	
<b>Tab 2</b>	<b>SJR 1104</b> by <b>Massullo</b> ; Identical to H 00583 Religious Expression in Public Schools						
294232	A	S	RCS	ED, Calatayud	Delete L.20 - 168:	02/05 09:06 AM	
<b>Tab 4</b>	<b>SB 1620</b> by <b>Leek (CO-INTRODUCERS) Gaetz</b> ; Compare to CS/H 01073 Public Education						
461370	A	S	RCS	ED, Yarborough	Delete L.28 - 41:	02/05 07:56 AM	
<b>Tab 6</b>	<b>SPB 7036</b> by <b>ED</b> ; Education						

**The Florida Senate**  
**COMMITTEE MEETING EXPANDED AGENDA**

**EDUCATION PRE-K - 12**

**Senator Simon, Chair**

**Senator Calatayud, Vice Chair**

**MEETING DATE:** Tuesday, February 3, 2026

**TIME:** 3:30—5:30 p.m.

**PLACE:** *Pat Thomas Committee Room, 412 Knott Building*

**MEMBERS:** Senator Simon, Chair; Senator Calatayud, Vice Chair; Senators Berman, Burgess, Davis, Gaetz, Osgood, and Yarborough

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
1	<b>SB 824</b> Truenow (Identical H 1147)	Charter Schools; Requiring a school district to have an agreement to construct a school on vacant land by a specified date; requiring a school district to offer vacant land to charter school operators within the district before other parties, under certain conditions; requiring a school district to award vacant land within a specified timeframe to the charter school operator that submits the most advantageous proposal within a specified timeframe, etc.	Fav/CS Yea 7 Nays 0
		ED 02/03/2026 Fav/CS CA RC	
2	<b>SJR 1104</b> Massullo (Identical HJR 583)	Religious Expression in Public Schools; Proposing the creation of a section of the State Constitution to provide protection from discrimination for student and school personnel religious expression in public schools, etc.	Favorable Yea 5 Nays 2
		ED 02/03/2026 Favorable JU RC	
3	<b>SB 1170</b> Calatayud (Compare CS/H 859)	Education; Requiring the Office of Reimagining Education and Career Help to provide specified information to individuals; deleting references to the Video Cameras in Public School Classrooms Pilot Program; requiring a district school board to vote to establish a policy to provide video cameras in self-contained classrooms upon the request of a parent; prohibiting a school or school district from concealing the identity of an employee in a video recording, etc.	Fav/CS Yea 6 Nays 0
		ED 02/03/2026 Fav/CS JU RC	

**COMMITTEE MEETING EXPANDED AGENDA**

Education Pre-K - 12

Tuesday, February 3, 2026, 3:30—5:30 p.m.

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
4	<b>SB 1620</b> Leek (Compare CS/H 1073)	Public Education; Revising the definition of the term "agency" to include district school boards for purposes of provisions restricting the employment of relatives of public officials; providing members of a district school board with specified rights; requiring that certain documents from district school board meetings be kept as public records; requiring school officers to receive specified training; providing that a school district employee may not be required or incentivized to sign a nondisclosure agreement or confidentiality agreement, etc.	Favorable Yea 6 Nays 0
		ED 02/03/2026 Favorable JU RC	
5	<b>SB 1738</b> Yarborough	Educational Facilities; Requiring the Office of Educational Facilities and the Office of Safe Schools to collaborate with specified entities to review the State Requirements for Educational Facilities, etc.	Fav/CS Yea 7 Nays 0
		ED 02/03/2026 Fav/CS AED AP	
6	<b>SPB 7036</b>	Education; Removing certain schools from specified contract restrictions; providing additional criteria for award of a 15-year charter; authorizing a private school to purchase a supply of FDA-approved epinephrine delivery devices, rather than epinephrine auto-injectors; requiring the Department of Children and Families to make a specified determination for child care providers; providing requirements for mathematics pathways established by a certain workgroup; requiring the Department of Education to develop applied algebra courses, etc.	Submitted and Reported Favorably as Committee Bill Yea 5 Nays 2

Consideration of proposed bill:

TAB	OFFICE and APPOINTMENT (HOME CITY)	FOR TERM ENDING	COMMITTEE ACTION
<b>Senate Confirmation Hearing:</b> A public hearing will be held for consideration of the below-named executive appointment to the office indicated.			
<b>State Board of Education</b>			
7	Fritz-Ochs, Erika Dawn (Tallahassee)	12/31/2029	Recommend Confirm Yea 6 Nays 0
<b>Education Practices Commission</b>			
8	Stanley, Joseph ()	09/30/2029	Recommend Confirm Yea 6 Nays 0

**COMMITTEE MEETING EXPANDED AGENDA**

Education Pre-K - 12

Tuesday, February 3, 2026, 3:30—5:30 p.m.

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TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
Other Related Meeting Documents			

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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 824

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

SUBJECT: Inventory of Unimproved Real Property Owned by School Districts

DATE: February 5, 2026 REVISED: \_\_\_\_\_

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

**Please see Section IX. for Additional Information:**

COMMITTEE SUBSTITUTE - Substantial Changes

**I. Summary:**

CS/SB 824 requires each school district to submit an annual inventory of unimproved real property owned as of June 30 each year, which must include specified criteria. The bill requires the Department of Education (DOE) to compile the district submissions into a statewide annual report and submit the report to the Governor, the President of the Senate, and the Speaker of the House of Representatives. The report must include a district-by-district breakdown and any DOE recommendations related to land utilization and long-range facilities planning. Finally, the bill authorizes the State Board of Education to use existing statutory enforcement authority if a school district fails to comply with the reporting requirements.

The bill takes effect July 1, 2026.

**II. Present Situation:**

**School District Educational Facilities Plan**

Annually, prior to the adoption of the district school budget, each district school board is required to prepare a tentative district educational facilities plan that includes long-range planning for facilities needs over 5-year, 10-year, and 20-year periods. The plan must be developed in coordination with the general-purpose local governments and be consistent with the local government's comprehensive plans. The school board's plan for provision of new schools

must meet the needs of all growing communities in the district, ranging from small rural communities to large urban cities. The plan must include:<sup>1</sup>

- Projected student populations apportioned geographically at the local level.
- An inventory of existing school facilities. Any anticipated expansions or closures of existing school sites over the 5-year, 10-year, and 20-year periods must be identified.
- Projections of facilities space needs.
- The general location of public schools proposed to be constructed over the 5-year, 10-year, and 20-year time periods, including a listing of the proposed schools' site acreage needs and anticipated capacity and maps showing the general locations.
- The identification of options is deemed reasonable and approved by the school board which reduces the need for additional permanent student stations.
- The criteria and method, jointly determined by the local government and the school board, for determining the impact of proposed development to public school capacity.

### **Florida Inventory of School Houses (FISH)**

The Florida Inventory of School Houses (FISH) is the official system maintained by the Florida Department of Education's (DOE's) Office of Educational Facilities to document and manage the inventory of all educational spaces and land parcels within each Florida school district. This system includes detailed reports, space charts, and architectural drawings that are published and maintained on DOE's website. FISH data is essential for:<sup>2</sup>

- Determining facility utilization and overcrowding;
- Justifying the need for new construction or renovations;
- Supporting maintenance and custodial funding allocations; and
- Complying with the Educational Plant Survey process and SREF requirements.

School districts are required to periodically update their inventory of educational facilities as new capacity becomes available and as unsatisfactory space is eliminated in the FISH.<sup>3</sup>

### **School District Purchase and Disposal of Real Property**

#### ***School District Purchase of Real Property***

In any case in which a school board, seeks to acquire by purchase any real property for educational purposes, every appraisal, offer, or counteroffer must be in writing and is exempt from provisions related to the inspection and copying of public records<sup>4</sup> until an option contract is executed or, if no option contract is executed, until 30 days before a contract or agreement for purchase is considered for approval by the board. If a contract or agreement for purchase is not submitted to the board for approval, the open records exemption shall expire 30 days after the termination of negotiations.<sup>5</sup>

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<sup>1</sup> Section 1013.35(2)(a), F.S.

<sup>2</sup> Marion County Public Schools, *Facilities Department Procedure Manual* (2025), available at [https://www.marionschools.net/UserFiles/Servers/Server\\_4755499/File/Departments/Facilities/Facilities%20Procedures/11%20FLORIDA%20INVENTORY%20OF%20SCHOOL%20HOUSES%206.20.25.pdf](https://www.marionschools.net/UserFiles/Servers/Server_4755499/File/Departments/Facilities/Facilities%20Procedures/11%20FLORIDA%20INVENTORY%20OF%20SCHOOL%20HOUSES%206.20.25.pdf).

<sup>3</sup> Section 1013.35(1)(d), F.S.

<sup>4</sup> Section 119.07, F.S.

<sup>5</sup> Section 1013.14(1)(a), F.S.

Prior to the acquisition of the property, the board shall obtain at least one appraisal by an appraiser approved for each purchase in an amount greater than \$100,000 and not more than \$500,000. For each purchase in an amount in excess of \$500,000, the board shall obtain at least two appraisals by appraisers approved. If the agreed to purchase price exceeds the average appraised value, the board is required to approve the purchase by an extraordinary vote.<sup>6</sup>

### ***School District Disposal of Property***

A district school board may dispose of any land or real property to which the board holds title which is, by resolution of the board, determined to be unnecessary for educational purposes as recommended in an educational plant survey. A district school board, must take diligent measures to dispose of educational property only in the best interests of the public.<sup>7</sup> If a district school board facility or property is available because it is surplus, marked for disposal, or otherwise unused, it must be provided for a charter school's use on the same basis as it is made available to other public schools in the district. The charter school receiving property from the sponsor is prohibited from selling or disposing of such property without written permission of the sponsor.<sup>8</sup>

### **State Board of Education Oversight**

The State Board of Education (SBE) is required to oversee the performance of early learning coalitions, district school boards, and Florida College System (FCS) institution boards of trustees in enforcement of all laws and rules. District school boards and FCS institution boards of trustees shall be primarily responsible for compliance with law and SBE rule.<sup>9</sup> If the SBE determines that an early learning coalition, a district school board, or an FCS institution board of trustees is unwilling or unable to comply with law or SBE rule within the specified time, the SBE has the authority to initiate any of the following actions:<sup>10</sup>

- Report to the Legislature that the early learning coalition, school district, or FCS institution is unwilling or unable to comply with law or SBE rule and recommend action to be taken by the Legislature.
- Withhold the transfer of state funds, discretionary grant funds, discretionary lottery funds, or any other funds specified as eligible for this purpose by the Legislature until the early learning coalition, school district, or FCS institution complies with the law or SBE rule.
- Declare the early learning coalition, school district, or FCS institution ineligible for competitive grants.
- Require monthly or periodic reporting on the situation related to noncompliance until it is remedied.

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<sup>6</sup> Section 1013.14(1)(b), F.S.

<sup>7</sup> Section 1013.28(1)(a), F.S.

<sup>8</sup> Section 1002.33(18), F.S.

<sup>9</sup> Section 1008.32(1), F.S.

<sup>10</sup> Section 1008.32(4), F.S.

### **III. Effect of Proposed Changes:**

CS/SB 824 creates s. 1013.041, F.S., to require school districts to report to the Department of Education (DOE) unimproved real property owned by school districts. The bill provides two definitions:

- “District” means a school district.
- “Unimproved real property” means any parcel of land owned in whole or in part by a school district which contains no vertical improvements, including, but not limited to, buildings, permanent structures, or constructed facilities.

The bill requires each school district to annually submit to the DOE a complete inventory of all unimproved real property owned by the district as of June 30 of that year. For each parcel, the district must provide, in a format prescribed by the DOE, the following:

- Parcel identification number;
- Acreage;
- Location by address or a geographic description;
- Date of acquisition;
- Price paid at acquisition;
- Current or planned use, if any; and
- Fair market value, calculated using:
  - The most recent county property appraiser assessed market value; or
  - A district-commissioned appraisal completed within the previous 24 months.

The DOE is required to compile the districts’ inventories into a statewide annual report, which must include recommendations based on trends or findings that the DOE determines relevant to effective statewide land utilization or long-range facilities planning and the following:

- Total statewide acreage of all unimproved real property owned by school districts.
- Aggregate statewide fair market value of such property.
- A district-by-district breakdown, including all of the following:
  - Total number of parcels;
  - Total acreage;
  - Total fair market value;
  - A list of parcels by parcel identification number and acreage; and
  - Intended use of the unimproved real property, if any.

The DOE must publish the report on its website by December 1 of each year and deliver copies to the Governor, the President of the Senate, and the Speaker of the House of Representatives. The bill authorizes State Board of Education oversight enforcement if a school district fails to comply with the reporting requirements.

The bill takes effect July 1, 2026.

### **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:**

The bill has an indeterminate fiscal impact on school districts to implement the provisions within the bill. Should the Department of Education (DOE) incur any expenses, the DOE should be able to absorb within existing resources.

**VI. Technical Deficiencies:**

None.

**VII. Related Issues:**

None.

**VIII. Statutes Affected:**

This bill creates section 1013.041 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 3, 2026:**

The committee substitute retitles the bill “Inventory of Unimproved Real Property Owned by School Districts.”

The committee substitute removes the provisions requiring school districts to sell certain vacant property to eligible charter school operators. The committee substitute:

- Requires each district to submit an annual inventory of unimproved real property owned as of June 30 each year. The annual submission must include information on parcel ID, acreage, location, acquisition date and price, planned use, and fair market value.
- Requires the DOE to compile the district submissions into a statewide annual report and submit the report to the Governor, President of the Senate, and Speaker of the House of Representatives.
- Authorizes the State Board of Education to use current statutory enforcement authority if a school district fails to comply with the reporting requirements

**B. Amendments:**

None.

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

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LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
02/05/2026	.	
	.	
	.	
	.	

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

1                   **Senate Amendment (with title amendment)**

2  
3                   Delete everything after the enacting clause  
4 and insert:

5                   Section 1. Section 1013.041, Florida Statutes, is created  
6 to read:

7                   1013.041 Statewide inventory of unimproved real property  
8 owned by school districts.—

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

10                   (a) “District” means a school district as described in s.



11 1001.30.

12 (b) "Unimproved real property" means any parcel of land  
13 owned in whole or in part by a school district which contains no  
14 vertical improvements, including, but not limited to, buildings,  
15 permanent structures, or constructed facilities.

16 (2) DATA COLLECTION REQUIREMENTS.—

17 (a) Each school district shall annually submit to the  
18 department a complete inventory of all unimproved real property  
19 owned by the district as of June 30 of that year.

20 (b) For each parcel, the district must provide all of the  
21 following:

22 1. Parcel identification number;

23 2. Acreage;

24 3. Location by address or a geographic description;

25 4. Date of acquisition;

26 5. Price paid at acquisition;

27 6. Current or planned use, if any; and

28 7. Fair market value, calculated using:

29 a. The most recent county property appraiser assessed  
30 market value; or

31 b. A district-commissioned appraisal completed within the  
32 previous 24 months.

33 (c) The inventory must be submitted in a format prescribed  
34 by the department.

35 (3) STATEWIDE REPORT.—The department shall compile the  
36 districts' inventories provided under subsection (2) into a  
37 statewide annual report, which must include all of the  
38 following:

39 (a) Total statewide acreage of all unimproved real property



40 owned by school districts.

41 (b) Aggregate statewide fair market value of such property.

42 (c) A district-by-district breakdown, including all of the  
43 following:

44 1. Total number of parcels;

45 2. Total acreage;

46 3. Total fair market value;

47 4. A list of parcels by parcel identification number and  
48 acreage; and

49 5. Intended use of the unimproved real property, if any.

50 (d) Recommendations based on trends or findings that the  
51 department determines relevant to effective statewide land  
52 utilization or long-range facilities planning.

53 (4) PUBLICATION.—

54 (a) The department shall publish the statewide report on  
55 its website by December 1 of each year.

56 (b) The department shall deliver copies of the report to  
57 the Governor, the President of the Senate, and the Speaker of  
58 the House of Representatives.

59 (5) COMPLIANCE.—A school district that fails to timely  
60 comply with subsection (2) is subject to oversight enforcement  
61 authority as provided in s. 1008.32.

62 Section 2. This act shall take effect July 1, 2026.

63 ===== T I T L E A M E N D M E N T =====  
64 And the title is amended as follows:

65 Delete everything before the enacting clause  
66 and insert:

67 A bill to be entitled



866576

69        An act relating to inventory of unimproved real  
70        property owned by school districts; creating s.  
71        1013.041, F.S.; defining terms; requiring each school  
72        district to annually submit to the Department of  
73        Education an inventory of certain real property;  
74        specifying requirements for the inventory; requiring  
75        the department to compile the districts' inventories  
76        into an annual report; specifying requirements for the  
77        report; requiring the department to publish the report  
78        online annually by a specified date; requiring the  
79        department to deliver copies of the report to the  
80        Governor and the Legislature; providing that school  
81        districts that do not comply with the act are subject  
82        to enforcement; providing an effective date.

By Senator Truenow

13-00754A-26

2026824

A bill to be entitled

An act relating to charter schools; amending s. 1002.33, F.S.; defining terms; requiring a school district to have an agreement to construct a school on vacant land by a specified date; requiring a school district to offer vacant land to charter school operators within the district before other parties, under certain conditions; requiring a school district to award vacant land within a specified timeframe to the charter school operator that submits the most advantageous proposal within a specified timeframe; providing an effective date.

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

Section 1. Paragraph (i) is added to subsection (18) of section 1002.33, Florida Statutes, to read:

1002.33 Charter schools.—

(18) FACILITIES.—

(i)1. For the purposes of this subsection, the term:

a. "Charter school operator" means an organization holding a charter contract with an authorizer as described in s. 1002.333(2)(a) and charter school management organizations that are accredited by a regional accreditation agency, including Cognia, the North Central Association Commission on Accreditation and School Improvement, the Northwest Accreditation Commission, and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.

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

13-00754A-26

2026824

b. "Vacant land" means a parcel of real property upon which no buildings, structures, or other permanent improvements have been constructed or installed which is owned by a district school board for 3 or more years in a district that has experienced a decrease in student enrollment, year over year, for 3 or more consecutive years, excluding student enrollment of charter schools within the district.

2.a. Vacant land must first be offered by the district school board to all charter school operators within the school district. A school district that owns vacant land must have an agreement to construct a school on such land with a developer or contractor by July 1, 2027. If such an agreement is not in place by July 1, 2027, the school district has 60 days to offer the vacant land to all charter school operators within the school district.

b. Charter school operators have 120 days after receiving notice of an offer from the school district to submit a proposal for constructing a charter school on the vacant land. A school district has 60 days after receiving such proposals to award the vacant land by sending a written notice to the charter school operator determined by the school district to have made the most advantageous proposal.

Section 2. This act shall take effect July 1, 2026.

Page 2 of 2

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

The Florida Senate

02/03/24

Meeting Date

PC-K-12 Education

Committee

## APPEARANCE RECORD

Deliver both copies of this form to

Senate professional staff conducting the meeting

SB 824

Bill Number or Topic

Name Nathan Hoffman

Phone 217-503-7368

Address 215 S. Monroe Street, Suite 710  
Street

Email nathan@floridapromise.org

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:

The 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. [2020-2022JointRules.pdf](https://flsenate.gov/2020-2022JointRules.pdf) (flsenate.gov)

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

S-001 (08/10/2021)



The Florida Senate

2/3/21

Meeting Date

## APPEARANCE RECORD

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

SB 0824

Bill Number or Topic

Education Pre-K-12

Committee

Name Della Denny- Abbott

Phone

850 449 6061

Address 2111 St Andrews Dr

Email

Street

Cantonment FL 32533

City

State

Zip

Speaking:  For  Against  Information

**OR**

Waive Speaking:  In Support  Against

### PLEASE CHECK ONE OF THE FOLLOWING:



I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

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

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. [2020-2022JointRules.pdf \(flsenate.gov\)](https://flsenate.gov/2020-2022JointRules.pdf)

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.)

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

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BILL: SJR 1104

INTRODUCER: Senator Massullo

SUBJECT: Religious Expression in Public Schools

DATE: February 2, 2026 REVISED: \_\_\_\_\_

ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1. <u>Brick</u>	<u>Bouck</u>	<u>ED</u>	<u>Favorable</u>
2. _____	_____	<u>JU</u>	_____
3. _____	_____	<u>RC</u>	_____

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## **I. Summary:**

SJR 1104 proposes a constitutional amendment to prohibit a school district from discriminating against students, parents, or school personnel based on religious viewpoint or religious expression, and to require public schools and participating high schools to allow specified religious expression and practices in school settings.

The proposed constitutional amendment:

- Prohibits school district discrimination based on religious viewpoint or religious expression and requires equal treatment of voluntary student religious and secular viewpoints on otherwise permissible subjects.
- Requires public schools to allow student religious expression in coursework and attire and to allow student prayer and student-organized religious gatherings on the same terms as comparable secular expression and activities.
- Authorizes school personnel participation in student-initiated religious activities on school grounds at reasonable times before, during, or after the school day, subject to specified conditions.
- Requires a daily moment of silence at the beginning of the school day and requires, upon request, an opportunity for brief opening remarks at high school championship contests or series, which may include student-led or school personnel-led prayer subject to specified limitations.

## II. Present Situation:

### Constitutional Amendment Process

A joint resolution proposing a constitutional amendment must be approved by three-fifths of the membership of each house of the Legislature.<sup>1</sup> A proposed amendment must be submitted to the electors at the next general election held more than 90 days after the joint resolution is filed, unless a special election is called for that purpose.<sup>2</sup> An amendment generally becomes effective on the first Tuesday after the first Monday in January following the election, unless the amendment specifies otherwise.<sup>3</sup> An amendment proposed by joint resolution must receive approval by at least 60 percent of the electors voting on the measure.<sup>4</sup>

### Student and Employee Religious Expression in Public Schools

A public school student retains First Amendment free speech protections at school, and school officials may restrict student speech at school only under recognized constitutional standards (for example, when necessary to prevent material and substantial disruption of school operations).<sup>5</sup> Students may engage in private religious expression during noninstructional time to the same extent the school permits comparable private secular expression, subject to content-neutral time, place, and manner limits.<sup>6</sup>

Public schools remain subject to constitutional limits on school-sponsored religious activity. A public school may not organize, sponsor, or coerce participation in prayer in connection with school-sponsored events in a manner that violates the Establishment Clause.<sup>7</sup> At the same time, public school employees may have protections for private religious exercise and expression, depending on context, coercion risk, and whether the employee is acting within official duties.<sup>8</sup>

### Florida Statutory Provisions Addressing Religious Expression in Public Schools

Florida law contains provisions addressing religious expression in public schools. A school district and public school may not discriminate against a student or employee based on religious viewpoint or expression, and religious viewpoint must be treated on the same basis as secular viewpoints in student speech contexts where student speech is otherwise permitted.<sup>9</sup> Florida law also recognizes student religious expression in coursework and attire and recognizes student prayer and religious activities before, during, and after the school day on the same terms as secular activities.<sup>10</sup>

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<sup>1</sup> FLA. CONST. art. XI, s. 1.

<sup>2</sup> FLA. CONST. art. XI, s. 5(a).

<sup>3</sup> FLA. CONST. art. XI, s. 5(e).

<sup>4</sup> FLA. CONST. art. XI, s. 5(e).

<sup>5</sup> *Tinker v. Des Moines Indep. Cnty. Sch. Dist.*, 393 U.S. 503 (1969).

<sup>6</sup> U.S. Department of Education, *Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools* (updated guidance page), available at <https://www.ed.gov/laws-and-policy/education-policy/guidance-on-constitutionally-protected-prayer-and-religious-expression-in-public-elementary-and-secondary-schools>.

<sup>7</sup> *Santa Fe Indep. Sch. Dist. v. Doe*, 530 U.S. 290 (2000).

<sup>8</sup> *Kennedy v. Bremerton Sch. Dist.*, 597 U.S. 507 (2022).

<sup>9</sup> Section 1002.206(2), F.S.

<sup>10</sup> Section 1002.206(3) and (4), F.S.

Florida law requires a daily moment of silence in public schools. In relevant part, the first-period teacher must set aside at least one minute and not more than two minutes for silent reflection, and the teacher may not make suggestions as to the nature of the reflection.<sup>11</sup>

Florida law also addresses “opening remarks” at certain high school athletic contests, including requirements related to providing an opportunity for brief opening remarks and limitations on the role of the athletic association in controlling content.<sup>12</sup>

### **III. Effect of Proposed Changes:**

SJR 1104 requires submission of the proposed constitutional amendment to the electors at the next general election, or at an earlier special election authorized for that purpose.

The amendment places into the State Constitution the nondiscrimination and equal-treatment provisions currently found in s. 1002.206(2), F.S. The amendment prohibits a school district from discriminating against a student, a parent, or school personnel based on religious viewpoint or religious expression. The amendment also requires a school district to treat a student’s voluntary expression of a religious viewpoint on an otherwise permissible subject in the same manner as the district treats a student’s voluntary expression of a secular viewpoint.

The amendment requires each public school to allow the following student and school personnel religious expression on the same terms as comparable secular expression:

- A student to express religious beliefs in coursework, artwork, and other written or oral assignments without discrimination, with evaluation based on expected academic standards tied to the course curriculum and requirements, and without penalty or reward based on religious content when the assignment requires the student to express a viewpoint.
- A student to wear clothing, accessories, and jewelry displaying religious messages or symbols in the same manner and to the same extent as secular clothing, accessories, and jewelry displaying messages or symbols.
- A student to pray or engage in religious activities or expression before, during, and after the school day, and to organize prayer groups, religious clubs, and other religious gatherings, in the same manner and to the same extent as the student may engage in and organize comparable secular activities or groups.
- School personnel to voluntarily participate in student-initiated religious activities on school grounds at reasonable times before or after the school day, if participation does not conflict with the personnel’s responsibilities or assignments.

The amendment requires public schools to provide specified opportunities for reflection and opening remarks at certain school events by requiring:

- Each public school, without supporting or discouraging student prayer, to direct first-period classroom teachers in all grades to set aside a daily moment of silence of at least 1 minute but not more than 2 minutes, during which a student may not interfere with other students’ participation.

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<sup>11</sup> Section 1003.45, F.S.

<sup>12</sup> Section 1006.185, F.S.

- Each high school that participates in a championship contest or series of contests to have the opportunity, upon the school's request, to make brief opening remarks using the public address system at the event, with remarks that may include student-led or school personnel-led prayer. Remarks may not be derogatory, rude, or threatening, and may not exceed two minutes per school.

The joint resolution requires that a ballot title and ballot summary be placed on the ballot for the proposed constitutional amendment. The ballot summary is as follows:

CONSTITUTIONAL AMENDMENT  
ARTICLE X, SECTION 33

PROTECTING RELIGIOUS EXPRESSION IN PUBLIC SCHOOLS.—

Proposing an amendment to the State Constitution to provide protections from discrimination for student and school personnel religious expression in public schools, including the expression of religious beliefs in a student's school work or attire, prayer, activities and religious expressions, moments of silence, and opening remarks at high school championship contest or series of contests.

**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:**

Amendments to the Florida Constitution

Article XI, s. 1 of the Florida Constitution authorizes the Legislature to propose amendments to the Florida Constitution by joint resolution approved by a three-fifths vote of the membership of each house. Article XI, s. 5(a) of the Florida Constitution requires the amendment be placed before the electorate at the next general election held more than 90 days after the proposal has been filed with the Secretary of State or at a

special election held for that purpose.<sup>13</sup> Constitutional amendments submitted to the electors must be printed in clear and unambiguous language on the ballot.<sup>14</sup>

Article XI, s. 5(d) of the Florida Constitution requires proposed amendments or constitutional revisions to be published in a newspaper of general circulation in each county where a newspaper is published. The amendment or revision must be published once in the 10th week and again in the 6th week immediately preceding the week the election is held.

Article XI, s. 5(e) of the Florida Constitution requires approval by 60 percent of voters for a constitutional amendment to take effect. The amendment, if approved, becomes effective on the first Tuesday after the first Monday in January following the election, or on such other date as may be specified in the amendment.

#### Prayer at Public School Events

A public school may impose content-neutral time, place, and manner limits on student expression and may restrict student speech only when the speech would materially and substantially disrupt school operations or invade the rights of others.<sup>15</sup> When a public school opens a limited public forum for student or community speech, the school may not exclude otherwise permissible speech solely because the viewpoint is religious.<sup>16</sup>

A public school may not adopt a policy that results in prayer delivered over a public address system at school-sponsored football games in a way that makes the message attributable to the school.<sup>17</sup> A public school may not discipline a school employee for brief, personal religious observance that is not part of the employee's official duties and that does not coerce students.<sup>18</sup>

### **V. Fiscal Impact Statement:**

#### **A. Tax/Fee Issues:**

None.

#### **B. Private Sector Impact:**

None.

---

<sup>13</sup> Section 97.021(17), F.S., defines "general election" as an election held on the first Tuesday after the first Monday in November in the even-numbered years, for the purpose of filling national, state, county, and district offices and for voting on constitutional amendments not otherwise provided for by law.

<sup>14</sup> Section 101.161(1), F.S.

<sup>15</sup> *Tinker v. Des Moines Indep. Cnty. Sch. Dist.*, 393 U.S. 503, 509 (1969).

<sup>16</sup> *Good News Club v. Milford Cent. Sch.*, 533 U.S. 98, 106–12 (2001).

<sup>17</sup> *Santa Fe Indep. Sch. Dist. v. Doe*, 530 U.S. 290, 301–17 (2000).

<sup>18</sup> *Kennedy v. Bremerton Sch. Dist.*, 597 U.S. 507, 2421–33 (2022).

**C. Government Sector Impact:**

Article XI, s. 5(d) of the Florida Constitution requires proposed amendments or constitutional revisions to be published in a newspaper of general circulation in each county where a newspaper is published. The amendment or revision must be published in the 10th week and again in the 6th week immediately preceding the week the election is held.

The Division of Elections (division) within the Department of State pays for publication costs to advertise all constitutional amendments in both English and Spanish,<sup>19</sup> typically paid from non-recurring General Revenue funds.<sup>20</sup> Accurate cost estimates for the next constitutional amendment advertising cannot be determined until the total number of amendments to be advertised is known and updated quotes are obtained from newspapers.

There is an unknown additional cost for the printing and distributing of the constitutional amendments, in poster or booklet form, in English and Spanish, for each of the 67 Supervisors of Elections to post or make available at each polling room or each voting site, as required by s. 101.171, F.S. Historically, the division has printed and distributed booklets that include the ballot title, ballot summary, text of the constitutional amendment, and, if applicable, the financial impact statement.

**VI. Technical Deficiencies:**

None.

**VII. Related Issues:**

None.

**VIII. Statutes Affected:**

This resolution creates section 33 in Article X of the Florida Constitution.

**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.

---

<sup>19</sup> Pursuant to Section 203 of the Voting Rights Act (52 U.S.C.A. § 10503)

<sup>20</sup> See, e.g., Ch. 2022-156, Specific Appropriation 3137, Laws of Fla.

By Senator Massullo

11-01467-26

20261104

## Senate Joint Resolution

1 A joint resolution proposing the creation of Section  
 2 33 of Article X of the State Constitution to provide  
 3 protection from discrimination for student and school  
 4 personnel religious expression in public schools.

5  
 6 Be It Resolved by the Legislature of the State of Florida:

7 That the following creation of Section 33 of Article X of the  
 8 State Constitution is agreed to and shall be submitted to the  
 9 electors of this state for approval or rejection at the next  
 10 general election or at an earlier special election specifically  
 11 authorized by law for that purpose:

## ARTICLE X

## MISCELLANEOUS

## SECTION 33. Religious expression in public schools.-

1 (a) A school district may not discriminate against a  
 2 student, a parent, or school personnel on the basis of a  
 3 religious viewpoint or religious expression. A school district  
 4 shall treat a student's voluntary expression of a religious  
 5 viewpoint on an otherwise permissible subject in the same manner  
 6 that the school district treats a student's voluntary expression  
 7 of a secular viewpoint.

8 (b) A public school must allow:

9 (1) A student to express his or her religious beliefs in  
 10 coursework, artwork, and other written and oral assignments free  
 11 from discrimination. A student's homework and classroom  
 12 assignments shall be evaluated, regardless of any religious  
 13 content, based on expected academic standards relating to the

Page 1 of 3

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

11-01467-26

20261104

30 course curriculum and requirements. A student may not be  
 31 penalized or rewarded based on the religious content of his or  
 32 her work if the coursework, artwork, or other written or oral  
 33 assignment requires a student's viewpoint to be expressed.

34 (2) A student to wear clothing, accessories, and jewelry  
 35 that display a religious message or symbol in the same manner  
 36 and to the same extent that secular types of clothing,  
 37 accessories, and jewelry that display messages or symbols are  
 38 allowed to be worn.

39 (3) A student to pray or engage in religious activities or  
 40 expression before, during, and after the school day in the same  
 41 manner and to the same extent that a student may engage in  
 42 secular activities or expression. A student may organize prayer  
 43 groups, religious clubs, and other religious gatherings in the  
 44 same manner and to the same extent that a student is permitted  
 45 to organize secular activities and groups.

46 (4) School personnel to participate in religious activities  
 47 on school grounds which are initiated by students at reasonable  
 48 times before or after the school day if such activities are  
 49 voluntary and do not conflict with the responsibilities or  
 50 assignments of such personnel.

51 (c) Without supporting or discouraging student prayer, each  
 52 public school must require teachers in first-period classrooms  
 53 in all grades to set aside at least one minute, but not more  
 54 than two minutes, daily for a moment of silence, during which a  
 55 student may not interfere with other students' participation.

56 (d) Each high school participating in a championship  
 57 contest or series of contests must have the opportunity to make  
 58 brief opening remarks, if requested by the school, using the

Page 2 of 3

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11-01467-26

20261104\_\_

59       public address system at the event. Remarks may include student-  
60       led or school personnel-led prayer, may not be derogatory, rude,  
61       or threatening, and may not be longer than two minutes per  
62       school.

63       BE IT FURTHER RESOLVED that the following statement be  
64       placed on the ballot:

65                   CONSTITUTIONAL AMENDMENT

66                   ARTICLE X, SECTION 33

67       PROTECTING RELIGIOUS EXPRESSION IN PUBLIC SCHOOLS.—  
68       Proposing an amendment to the State Constitution to provide  
69       protections from discrimination for student and school personnel  
70       religious expression in public schools, including the expression  
71       of religious beliefs in a student's school work or attire,  
72       prayer, activities and religious expressions, moments of  
73       silence, and opening remarks at high school championship contest  
74       or series of contests.

2/3/26

Meeting Date  
Education

Committee

Name Ryan Kennedy

Address PO Box 697

Street

Marco Island FL

City

State

34146

Zip

The Florida Senate  
**APPEARANCE RECORD**

Deliver both copies of this form to  
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SJR 1104

Bill Number or Topic

Amendment Barcode (if applicable)

239-671-5733

Phone 239-671-5733

Email Ryan@90FLCA.org

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:

Florida Citizens  
Alliance

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. [2020-2022JointRules.pdf \(flsenate.gov\)](https://flsenate.gov/2020-2022JointRules.pdf)

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2/3/26

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The Florida Senate

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1104

Bill Number or Topic

Committee

Amendment Barcode (if applicable)

Name Isabella Rodriguez Phone 305 300 5093

Address 12903 SW 50 LN Email Isabella.Rodriguez@ccdf  
Street USA

Street

City

State

Zip

33175

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. [2020-2022JointRules.pdf \(flsenate.gov\)](http://flsenate.gov/2020-2022JointRules.pdf)

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2/3/26

Meeting Date

Education PreK-12

The Florida Senate

## APPEARANCE RECORD

1104

Bill Number or Topic

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Committee

John Labriola

Name

PO Box 650216

Street

Miami FL

City

33265

Zip

Amendment Barcode (if applicable)

954-515-2284

Phone

Email

JohnLabriola@fcflorida.net

Speaking:  For  Against  Information

OR

Waive Speaking:  In Support  Against

<p>PLEASE CHECK ONE OF THE FOLLOWING:</p> <p><input type="checkbox"/> I am appearing without compensation or sponsorship.</p> <p><input checked="" type="checkbox"/> I am a registered lobbyist, representing: Christian Family Coalition Florida</p> <p><input type="checkbox"/> I am not a lobbyist, but received something of value for my appearance (travel, meals, lodging, etc.), sponsored by:</p>
--

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. [2020-2022JointRules.pdf](#) ([flsenate.gov](#))

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2/3/26

The Florida Senate

## APPEARANCE RECORD

1109

Meeting Date

Bill Number or Topic

Education K-12

Committee

Amendment Barcode (if applicable)

Name

Anthony Verdugo-Christien Family Coalition

Phone

786-447-6431

Address

8567 SW 24th St.

Street

Email

averdugo@sfbridge.net

Miami

FL

33155

City

State

Zip

Speaking:  For  Against  Information

OR

Waive Speaking:  In Support  Against

### PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

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

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. [2020-2022JointRules.pdf](https://www.flsenate.gov/2020-2022JointRules.pdf) (flsenate.gov)

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S-001 (08/10/2021)

FGB 3.26

Meeting Date

EDUCATION PRE-K-12

Committee

Name

BILL BUNKLEY

Address

PO BOX 340288

Street

City

TAMPA

FL

33694

State

Zip

Speaking:  For  Against  Information

OR

Waive Speaking:  In Support  Against

PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

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

FLORIDA ETHICS AND RELIGIOUS LIBERTY COMMISSION

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. [2020-2022JointRules.pdf \(flsenate.gov\)](https://flsenate.gov/2020-2022JointRules.pdf)

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3 FEB 26

The Florida Senate

## APPEARANCE RECORD

1104

Meeting Date

1630

EDUCATION PK-12

412 K

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Bill Number or Topic

Committee

PAGEL, CHRIS

Amendment Barcode (if applicable)

Name

Phone

(904) 753-0130

Address 3002 RIVERSIDE DR

Email [mecdrafting@hotmail.com](mailto:mecdrafting@hotmail.com)

Street

FB

FL

32034

City

State

Zip

Speaking:  For  Against  Information

**OR**

Waive Speaking:  In Support  Against

### PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

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

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. [2020-2022JointRules.pdf](https://www.flsenate.gov/2020-2022JointRules.pdf) (flsenate.gov)

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S-001 (08/10/2021)

2/3/26

Meeting Date

PreK-12

Committee

Name Aaron DiPietro

Phone \_\_\_\_\_

Address on file  
Street

Email \_\_\_\_\_

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:

Florida Family Voice

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. [2020-2022JointRules.pdf \(flsenate.gov\)](https://www.flsenate.gov/2020-2022JointRules.pdf)

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2-3-26

The Florida Senate

## APPEARANCE RECORD

SR 1104

Meeting Date

Education P-12

Committee

Name Devon Graham

Phone \_\_\_\_\_

Address \_\_\_\_\_

Email \_\_\_\_\_

Street

32309

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.

volunteer @ American  
Atheists

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. [2020-2022JointRules.pdf \(flsenate.gov\)](http://flsenate.gov/2020-2022JointRules.pdf)

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S-001 (08/10/2021)

2/3/2026

Meeting Date

Education PreK-12

Committee

Name Melissa Wilson, Esq.

Phone (954) 317-9934

Address 1500 Sawgrass Corporate Pkwy, 4th Fl Email info@integritylegalfi.com  
Street

Sunrise,

FL

33323

City

State

Zip

Speaking:  For  Against  Information

**OR**

Waive Speaking:  In Support  Against

**PLEASE CHECK ONE OF THE FOLLOWING:**

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

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

*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. [2020-2022JointRules.pdf](https://www.flsenate.gov/2020-2022JointRules.pdf) (flsenate.gov)*

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S-001 (08/10/2021)

The Florida Senate  
**APPEARANCE RECORD**

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SJR 1104: Religious Expression in Public Schools  
Bill Number or Topic

Amendment Barcode (if applicable)

**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 1170

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

SUBJECT: Education

DATE: February 5, 2026

REVISED: \_\_\_\_\_

ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1. Sabitsch	Bouck	ED	<b>Fav/CS</b>
2.		JU	
3.		RC	

**Please see Section IX. for Additional Information:**

COMMITTEE SUBSTITUTE - Substantial Changes

## **I. Summary:**

CS/SB 1170 modifies the Video Cameras in Public Schools Classrooms Pilot Program. Specifically, the bill transitions the pilot program from a single school district to a state-wide requirement to for district school boards to adopt a policy that implements a local process to consider parental request to install video cameras in specific public school classrooms with specified requirements.

The bill takes effect July 1, 2026.

## **II. Present Situation:**

### **Exceptional Student Education in Florida**

The State Board of Education (SBE) is required to comply with the Individuals with Disabilities Education Act (IDEA) to ensure that all children who have disabilities are afforded a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. The SBE is charged with protecting the rights of children who have disabilities and their parents as well as assessing and ensuring the effectiveness of educational efforts for those students.<sup>1</sup>

<sup>1</sup> Section 1003.571, F.S.

Each district school board is required to provide an appropriate program of special instruction, facilities, and services for students determined to be eligible for Exceptional Student Education (ESE) services. Each district program is required to include the following:<sup>2</sup>

- Provide the necessary professional services for diagnosis and evaluation of exceptional students. Periodically, the district school board must submit to the Department of Education (DOE) proposed procedures for the provision of special instruction and services for ESE students.
- Provide the special instruction, classes, and services, either within the district school system, in cooperation with other district school systems, or through contractual arrangements with approved private schools or community facilities that meet established standards.
- Annually provide information describing the Florida School for the Deaf and the Blind and all other programs and methods of instruction available to the parent of a sensory-impaired student.
- Provide instruction to homebound or hospitalized students.<sup>3</sup>

In the 2024-2025 school year, of the 2,859,655 students in public schools,<sup>4</sup> 448,482 students (approximately 16 percent) were identified as students with a disability.<sup>5</sup> Additionally, the Florida Inventory of School Houses (FISH) report identifies 181,598 total classrooms in Florida school districts and of those 13,173 (approximately 7 percent) are identified as ESE classrooms.<sup>6</sup>

### **Video Cameras in Public School Classrooms Pilot Program**

The Video Cameras in Public School Classroom Pilot Program was established in 2021.<sup>7</sup> The pilot required the Broward County School District to participate in the three-year pilot and included the following requirements and elements:

- Providing a video camera to any school with a self-contained ESE classroom upon the written request of a parent of a student in the classroom. A self-contained classroom means a classroom in which a majority of the students in regular attendance are provided special education services and are assigned to one or more such classrooms for at least 50 percent of the instructional day.
- Requiring the video camera to be operational within 30 days of the request by a parent in each classroom where the parent's student is in attendance for the remainder of the school year.
- Providing provisions when the student of the parent who requested the video camera in the classroom is no longer attending.
- The monitoring capabilities of the video cameras as well as the limitations of use of the video camera.

---

<sup>2</sup> Section 1003.57(1), F.S.

<sup>3</sup> *Id.*

<sup>4</sup> Florida Department of Education, *Total Enrollment/Membership by District by Race/Ethnicity, 2024-2025 Survey 2*, available at <https://www.fl DOE.org/file/7584/2425MembInFLPublicSchools.xlsx>.

<sup>5</sup> Florida Department of Education, *Exceptional Student Data by Race/Ethnicity, Total Disabled, 2024-2025, Survey 2*, available at <https://www.fl DOE.org/file/7584/MPES2425.xlsx>.

<sup>6</sup> Florida Department of Education, *Florida Inventory of School Houses, Relocatable Students Stations by Type* (Jan. 2025), available at <https://www.fl DOE.org/core/fileparse.php/5599/urll/0074725-typeclassrooms.xlsx>.

<sup>7</sup> Ch. 2021-140, s. 2, Laws of Fla. (creating s. 1003.574, F.S.)

- Notifications to all students and parents of students where the video cameras are to be installed as well as the school district, and school employees assigned to classrooms where video cameras will be placed.
- Retention requirements for video recordings.
- Prohibitions related to use of video recordings included for teacher evaluations.
- School or district requirements related to redaction of video recordings and individuals or personnel permitted to view recordings.
- Appealing of actions taken by a school or school district as a result of the video recordings.
- Collection of data about the pilot by the DOE and rulemaking authority for the State Board of Education.<sup>8</sup>

### ***Pilot Implementation and Follow-Up***

Broward County School District implemented the Video Cameras in Public School Classrooms Pilot Program for three years beginning in 2021. The district installed 320 video cameras in self-contained ESE classrooms at a total cost of \$774,194 over the three-year pilot. During that time the district received 32 parental requests to view video recorded in classrooms that required redaction of those video recordings.<sup>9</sup> The itemized costs of the pilot are as follows:<sup>10</sup>

- Camera hardware costs-\$400,734;
- Server related costs-\$153,000;
- Camera installation labor costs-\$204,160; and
- Other costs, including project management and procurement costs-\$16,300.

Following the pilot program, the Broward County School Board adopted a board policy (No. 4900) to continue allowing video cameras to be installed in self-contained ESE classrooms.<sup>11</sup> The school district estimates there are 1,100 eligible classrooms within the district that would cost nearly \$2 million to equip all such classrooms with video cameras. In 2024-2025, the school district surveyed parents and some 667 parents indicated that they would make a request to install video cameras.<sup>12</sup>

### **III. Effect of Proposed Changes:**

CS/SB 1170 amends s. 1003.574, F.S., to convert the Video Cameras in Public School Classrooms Pilot Program into a statewide model. Specifically, the bill:

- Converts the Video Cameras in Public School Classrooms Pilot Program into a state-wide model by requiring each district school board to adopt a policy the directs school personnel to consider and respond to requests from parents to install cameras in self-contained classrooms.

<sup>8</sup> Section 1003.574(2) - (14), F.S.

<sup>9</sup> Broward County Public Schools, Policy 4900 – Audio and Video Recording of Self-Contained ESE Classrooms, Policy Review Project: Rule Development Workshop, (Oct. 8, 2024), available at <https://legistarweb-production.s3.amazonaws.com/uploads/attachment/pdf/2892097/Presentation.pdf>.

<sup>10</sup> Email, Broward County Public Schools, Legislative Affairs (Dec. 6, 2024).

<sup>11</sup> Broward County School Board, Policy 4900.

<sup>12</sup> Broward County Public Schools, Policy 4900 – Audio and Video Recording of Self-Contained ESE Classrooms, Policy Review Project: Rule Development Workshop, (Oct. 8, 2024), available at <https://legistarweb-production.s3.amazonaws.com/uploads/attachment/pdf/2892097/Presentation.pdf>.

- Requires the district to adopt the policy at the next regularly scheduled board meeting but not later than 60 days after the first parental request if the policy is not already in place.
- Allows the parent of an exceptional student education (ESE) student to request in writing to the school's principal or designee to have a camera installed in their student's self-contained classroom.
- Provides specific requirements that must be included in the district school board policy to include:
  - Timelines for submissions and responses.
  - Written notice to the parent acknowledging the request.
  - Allow for submission by the parents of supporting information and documentation.
  - Criteria for approval or denial of requests.
  - Written determination of both approvals and denials including the basis of the determination with established timelines of the process.
  - Steps for appeals of denied requests.
  - Compliance with notice requirements prior to installation of cameras.
- Limits a parent to one request per student per year unless there is a material change in circumstances that the district policy must define.
- Provides that classroom cameras to be operational within 30 days of the date of the written determination approving the parental request.
- Requires that an approved video camera must be operation for the remainder of the school year unless the parent withdraws the request in writing.

The bill maintains provisions that were part of the pilot program related to:

- Definitions.
- Actions when the student who was the subject of the request is no longer in attendance.
- The required capabilities of video cameras regarding coverage of the classroom areas, areas that should not be recorded by video cameras, when cameras are not required to be operational and steps when there is an interruption of operation of the cameras.
- Notices required prior to video camera installation that include parents, students, the school district and specific school employees.
- Retention of video recording for at least three months or until the conclusion of any investigation or administrative or legal proceeding including any appeals to those proceedings.
- Limitations on school district use of video cameras to include regular or continual monitoring, use for teacher evaluation or any purpose outside of the health and safety of students. The bill, however, does prohibit the school district from concealing the identities of school or district employees that appear on video recordings and clarifies that installation of cameras under the district school board policy constitutes security or surveillance of buildings or grounds under s. 1014.04, F.S.
- Establishing the school principal as the custodian of the video recording and provides requirements regarding the release of the recording.
- Requirements that stipulate that within seven days after receiving a request to review a video recording which individuals are allowed to view the recordings; however, the bill adds a requirement that any viewing of video must include the accompanying audio of the recording.

- Provisions regarding appeals for violations by the school or district, incidental viewing of recordings, limiting access of the parent under the Family Educational Rights and Privacy Act (FERPA), creation of a liability for cause of action against a school or district or their employees.
- Exclusion of self-contained classes for students classified as gifted.
- Requirements for the Department of Education to collect data regarding installation of video cameras in self-contained classrooms.

The bill takes effect July 1, 2026.

#### **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:**

The bill has no fiscal impact on state expenditures. The bill requires district school boards to establish policies that may call for installation of cameras in self-contained classrooms. Should schools through the policy determine a need to place a camera in the self-contained classroom, there is likely an indeterminate, negative fiscal impact on school or district (including equipment, installation, storage, and staff time associated with

responding to requests and redacting recordings). By way of example, Broward County Public Schools reported \$774,194 in total costs to install 320 cameras over the three-year pilot period.

**VI. Technical Deficiencies:**

None.

**VII. Related Issues:**

None.

**VIII. Statutes Affected:**

This bill substantially amends section 1003.574 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 3, 2026:** The committee substitute removes provisions of the bill related to the Reimagining Education and Career Help Act.

Additionally, the committee substitute modifies s. 1003.574, F.S., related to the Video Cameras in Public Schools Classrooms Pilot Program. Specifically, the amendment:

- Removes the requirement that the school district provide a camera to any school upon written request from a parent.
- Modifies language that required each school district to adopt a policy requiring placing cameras in classrooms to instead require the district to adopt a policy that directs school personnel to consider and respond to requests from parents to install cameras, and provides a timeline for the district to adopt the policy in response to a parental request if the policy is not already in place.
- Allows parents of certain students to request in writing to the school's principal or designee to have a camera installed in their student's classroom.
- Outlines the minimum requirements of the district policy and makes operational changes to the program including provisions for approval or denial of the request.
- Limits a parent to one request per student per year with exceptions.
- Provides timeframes for approved cameras to be operational.
- Defines that installation of cameras under the policy constitutes security or surveillance of buildings or grounds under s. 1014.04.

**B. Amendments:**

None.



LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
02/05/2026	.	
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	.	
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The Committee on Education Pre-K - 12 (Calatayud) recommended the following:

1                   **Senate Amendment (with title amendment)**

2

3                   Delete lines 20 - 168

4 and insert:

5                   Section 1. Section 1003.574, Florida Statutes, is amended  
6 to read:

7                   1003.574 Video cameras in public school classrooms; pilot  
8 program. ~~Beginning with the 2021-2022 school year, the Video~~  
9 ~~Cameras in Public School Classrooms Pilot Program is created for~~  
10 ~~a period of 3 school years.~~



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40 ~~classroom in which the parent's student is in regular attendance~~  
41 ~~for the remainder of the school year, unless the parent~~  
42 ~~withdraws his or her request in writing.~~

43 (c) The policy required under paragraph (b) must, at a  
44 minimum, do all of the following:

45 1. Establish a reasonable submission window for requests to  
46 be consolidated for consideration and response.

47 2. Establish criteria for the approval or denial of a  
48 request.

49 3. Designate the school or district personnel responsible  
50 for receiving, reviewing, and responding to requests.

51 4. Require written notice to the parent acknowledging  
52 receipt of the request.

53 5. Allow the parent to submit supporting information and  
54 documentation in support of the request.

55 6. Require a written determination approving or denying the  
56 request and providing the basis for the determination.

57 7. Establish a timeframe for issuing the written  
58 determination after the close of the submission window required  
59 under subparagraph 1.

60 8. Provide a process for escalation or review of a denial.

61 9. Require compliance with the notice requirements in  
62 subsection (5) before a school initially places a video camera  
63 in a self-contained classroom.

64 (d) A parent may not submit more than one request under  
65 this subsection per student per school year, except upon a  
66 material change in circumstances as defined in the district  
67 school board policy.

68 (e) If a request is approved under the policy, a video



69 camera must be operational in the self-contained classroom  
70 within 30 days after the date of the written determination  
71 approving the request and must remain operational for the  
72 remainder of the school year, unless the parent withdraws the  
73 request in writing.

74 (3) If the student who is the subject of the initial  
75 request is no longer in attendance in the classroom and a school  
76 discontinues operation of a video camera during a school year,  
77 no later than the 5th school day before the date the operation  
78 of the video camera is discontinued, the school must notify the  
79 parents of each student in regular attendance in the classroom  
80 that operation of the video camera will cease unless the  
81 continued use of the camera is requested by a parent. No later  
82 than the 10th school day before the end of each school year, the  
83 school must notify the parents of each student in regular  
84 attendance in the classroom that operation of the video camera  
85 will not continue during the following school year unless a  
86 written request is submitted by a parent for the next school  
87 year.

88 (4) (a) A video camera placed in a self-contained classroom  
89 must be capable of all of the following:

90 1. Monitoring all areas of the self-contained classroom,  
91 including, without limitation, any room attached to the self-  
92 contained classroom which is used for other purposes.

93 2. Recording audio from all areas of the self-contained  
94 classroom, including, without limitation, any room attached to  
95 the self-contained classroom which is used for other purposes.

96 (b) A video camera placed in a self-contained classroom may  
97 not monitor a restroom or any other area in the self-contained



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98 classroom where a student changes his or her clothes, except for  
99 the entryway, exitway, or hallway outside a restroom or other  
100 area where a student changes his or her clothes because of the  
101 layout of the self-contained classroom.

102 (c) A video camera placed in a self-contained classroom is  
103 not required to be in operation when students are not present in  
104 the self-contained classroom.

105 (d) If there is an interruption in the operation of the  
106 video camera for any reason, an explanation must be submitted in  
107 writing to the school principal and the district school board  
108 which explains the reason for and duration of the interruption.  
109 The written explanation must be maintained at the district  
110 school board office for at least 1 year.

111 (5) Before a school initially places a video camera in a  
112 self-contained classroom pursuant to this section, the school  
113 shall provide written notice of the placement of such video  
114 camera to all of the following:

115 (a) The parent of each student who is assigned to the self-  
116 contained classroom.

117 (b) Each student who is assigned to the self-contained  
118 classroom.

119 (c) The school district.

120 (d) Each school employee who is assigned to work with one  
121 or more students in the self-contained classroom.

122 (6) A school shall:

123 (a) Retain video recorded from a video camera placed  
124 pursuant to this section for at least 3 months after the date  
125 the video was recorded, after which the recording must shall be  
126 deleted or otherwise made irretrievable; or



127        (b) Retain the recording until the conclusion of any  
128 investigation or any administrative or legal proceedings that  
129 result from the recording have been completed, including,  
130 without limitation, the exhaustion of all appeals.

131        (7) A school or school district may not:

132        (a) Allow regular, continuous, or continual monitoring of  
133 video recorded under this section; ~~or~~

134        (b) Use video recorded under this section for teacher  
135 evaluations or any purpose other than for ensuring the health,  
136 safety, and well-being of students receiving special education  
137 services in a self-contained classroom, which constitutes  
138 security or surveillance of buildings or grounds under s.

139 1014.04(1)(i)4.; or

140

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

142 And the title is amended as follows:

143        Delete lines 2 - 12

144 and insert:

145        An act relating to education; amending s. 1003.574,  
146 F.S.; deleting references to the Video Cameras in  
147 Public School Classrooms Pilot Program; deleting an  
148 obsolete definition; authorizing certain parents to  
149 submit a written request to the school principal for  
150 installation and operation of a video camera in a  
151 self-contained classroom; requiring a district school  
152 board, within a specified timeframe, to adopt a policy  
153 establishing a process for school personnel to  
154 consider and respond to such requests; providing  
155 minimum requirements for such policy; limiting the



156        number of requests a parent may submit per student per  
157        school year, subject to an exception; requiring that a  
158        video camera be operational within a specified  
159        timeframe after approval of a request under the  
160        policy; prohibiting a school or school district from

**By Senator Calatayud**

38-01599-26

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

20       Section 1. Paragraph (a) of subsection (5) of section  
21 14.36, Florida Statutes, is amended to read:  
22       14.36 Reimagining Education and Career Help Act.—The  
23 Reimagining Education and Career Help Act is created to address  
24 the evolving needs of Florida's economy by increasing the level  
25 of collaboration and cooperation among state businesses and  
26 education communities while improving training within and equity  
27 and access to a more integrated workforce and education system  
28 for all Floridians.

(5) The office shall provide the public with access to

**CORING:** Words stricken are deletions; words underlined are additions

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available federal, state, and local services and provide stakeholders with a systemwide, global view of workforce related program data across various programs through actionable qualitative and quantitative information. The office shall:

(a) Minimize duplication and maximize the use of existing resources by facilitating the adaptation and integration of state information systems to improve usability and seamlessly link to the consumer-first workforce system and other compatible state information systems and applications to help residents of the state:

1. Explore and identify career opportunities.

2. Identify in-demand jobs and associated earning potential.

3. Identify the skills and credentials needed for specific jobs.

4. Access a broad array of federal, state, and local workforce related programs.

5. Determine the quality of workforce related programs offered by public postsecondary educational institutions and public and private training providers, based on employment, wages, continued education, student loan debt, and receipt of public assistance by graduates of workforce, certificate, or degree programs. To gather this information, the office shall review each workforce related program 1 year after the program's first graduating class and every 5 years after the first review.

6. By July 1, 2027, and each year thereafter, provide information to help individuals understand their net potential earnings as a public high school graduate with an industry certification, identified as a credential of value consistent

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59 with s. 445.004, and as a postsecondary graduate with an  
 60 associate degree in the comparable Classification of  
 61 Instructional Program. The potential earnings must be calculated  
 62 for each year, up to 8 years after graduation. The cost of  
 63 attendance, minus any financial aid received, must be deducted  
 64 from the net potential earnings.

65 7. Identify opportunities and resources to support  
 66 individuals along their career pathway.

67 8.7. Provide information to help individuals understand  
 68 their potential earnings through paid employment and cope with  
 69 the loss of public assistance as they progress through career  
 70 pathways toward self-sufficiency.

71 9.8. Map the timing and magnitude of the loss of public  
 72 assistance for in-demand occupations across the state to help  
 73 individuals visualize how their incomes will increase over time  
 74 as they move toward self-sufficiency.

75 Section 2. Section 1003.574, Florida Statutes, is amended  
 76 to read:

77 1003.574 Video cameras in public school classrooms; pilot  
 78 program. ~~Beginning with the 2021-2022 school year, the Video~~  
 79 ~~Cameras in Public School Classrooms Pilot Program is created for~~  
 80 ~~a period of 3 school years.~~

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

82 (a) "Incident" means an event, a circumstance, an act, or  
 83 an omission that results in the abuse or neglect of a student  
 84 by:

85 1. An employee of a public school or school district; or  
 86 2. Another student.

87 (b) "School district" means the Broward County Public

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88 Schools.

89 (b) (e) "Self-contained classroom" means a classroom at a  
 90 public school in which a majority of the students in regular  
 91 attendance are provided special education services and are  
 92 assigned to one or more such classrooms for at least 50 percent  
 93 of the instructional day.

94 (2) (a) Each district school board shall vote to establish a  
 95 policy to provide video cameras in self-contained classrooms  
 96 upon the request of a parent under paragraph (b).

97 (b) (a) A school district shall provide a video camera to  
 98 any school with a self-contained classroom upon the written  
 99 request of a parent of a student in the classroom.

100 (c) (b) Within 30 days after receipt of the request from a  
 101 parent, a video camera ~~must~~ shall be operational in each self-  
 102 contained classroom in which the parent's student is in regular  
 103 attendance for the remainder of the school year, unless the  
 104 parent withdraws his or her request in writing.

105 (3) If the student who is the subject of the initial  
 106 request is no longer in attendance in the classroom and a school  
 107 discontinues operation of a video camera during a school year,  
 108 no later than the 5th school day before the date the operation  
 109 of the video camera is discontinued, the school must notify the  
 110 parents of each student in regular attendance in the classroom  
 111 that operation of the video camera will cease unless the  
 112 continued use of the camera is requested by a parent. No later  
 113 than the 10th school day before the end of each school year, the  
 114 school must notify the parents of each student in regular  
 115 attendance in the classroom that operation of the video camera  
 116 will not continue during the following school year unless a

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117 written request is submitted by a parent for the next school  
 118 year.

119 (4) (a) A video camera placed in a self-contained classroom  
 120 must be capable of all of the following:

121 1. Monitoring all areas of the self-contained classroom,  
 122 including, without limitation, any room attached to the self-  
 123 contained classroom which is used for other purposes.

124 2. Recording audio from all areas of the self-contained  
 125 classroom, including, without limitation, any room attached to  
 126 the self-contained classroom which is used for other purposes.

127 (b) A video camera placed in a self-contained classroom may  
 128 not monitor a restroom or any other area in the self-contained  
 129 classroom where a student changes his or her clothes, except for  
 130 the entryway, exitway, or hallway outside a restroom or other  
 131 area where a student changes his or her clothes because of the  
 132 layout of the self-contained classroom.

133 (c) A video camera placed in a self-contained classroom is  
 134 not required to be in operation when students are not present in  
 135 the self-contained classroom.

136 (d) If there is an interruption in the operation of the  
 137 video camera for any reason, an explanation must be submitted in  
 138 writing to the school principal and the district school board  
 139 which explains the reason for and duration of the interruption.  
 140 The written explanation must be maintained at the district  
 141 school board office for at least 1 year.

142 (5) Before a school initially places a video camera in a  
 143 self-contained classroom pursuant to this section, the school  
 144 shall provide written notice of the placement of such video  
 145 camera to all of the following:

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146 (a) The parent of each student who is assigned to the self-  
 147 contained classroom.

148 (b) Each student who is assigned to the self-contained  
 149 classroom.

150 (c) The school district.

151 (d) Each school employee who is assigned to work with one  
 152 or more students in the self-contained classroom.

153 (6) A school shall:

154 (a) Retain video recorded from a video camera placed  
 155 pursuant to this section for at least 3 months after the date  
 156 the video was recorded, after which the recording must shall be  
 157 deleted or otherwise made irretrievable; or

158 (b) Retain the recording until the conclusion of any  
 159 investigation or any administrative or legal proceedings that  
 160 result from the recording have been completed, including,  
 161 without limitation, the exhaustion of all appeals.

162 (7) A school or school district may not:

163 (a) Allow regular, continuous, or continual monitoring of  
 164 video recorded under this section; ~~or~~

165 (b) Use video recorded under this section for teacher  
 166 evaluations or any purpose other than for ensuring the health,  
 167 safety, and well-being of students receiving special education  
 168 services in a self-contained classroom; or

169 (c) Conceal the identity of a school or school district  
 170 employee who appears in a video recording.

171 (8) The principal of the school is the custodian of a video  
 172 camera operated pursuant to this section, all recordings  
 173 generated by that video camera, and access to such recordings.

174 (a) The release or viewing of any video recording under

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175 this section must comply with s. 1002.22.

176 (b) A school or school district shall:

177 1. Conceal the identity of any student who appears in a

178 video recording, but is not involved in the alleged incident

179 documented by the video recording, which the school allows to be

180 viewed under subsection (9), including, without limitation,

181 blurring the face of the uninvolved student.

182 2. Protect the confidentiality of all student records

183 contained in a video recording in accordance with s. 1002.22.

184 (9)(a) Within 7 days after receiving a request to view a

185 video recording, a school or school district shall allow the

186 following individuals to view a video recording with its

187 accompanying audio made under this section:

188 1. A school or school district employee who is involved in

189 an alleged incident that is documented by the video recording as

190 part of the investigative process;

191 2. A parent of a student who is involved in an alleged

192 incident that is documented by the video recording and has been

193 reported to the school or school district;

194 3. A school or school district employee as part of an

195 investigation into an alleged incident that is documented by the

196 video recording and has been reported to the school or school

197 district;

198 4. A law enforcement officer as part of an investigation

199 into an alleged incident that is documented by the video

200 recording and has been reported to the law enforcement agency;

201 or

202 5. The Department of Children and Families as part of a

203 child abuse or neglect investigation.

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204 (b) A person who requests to view a recording ~~must~~ shall

205 make himself or herself available for viewing the recording

206 within 30 days after being notified by the school or school

207 district that the person's request has been granted.

208 (c) A person who views the recording and suspects that

209 child abuse has occurred must report the suspected child abuse

210 to the Department of Children and Families.

211 (10)(a) Any individual may appeal to the State Board of

212 Education an action by a school or school district which the

213 individual alleges to be in violation of this section.

214 (b) The state board shall grant a hearing on an appeal

215 under this subsection within 45 days after receiving the appeal.

216 (11) A school or school district does not violate

217 subsection (8) if a contractor or other employee of the school

218 or school district incidentally views a video recording made

219 under this section in connection with the performance of his or

220 her duties related to either of the following:

221 (a) The installation, operation, or maintenance of video

222 equipment; or

223 (b) The retention of video recordings.

224 (12) This section does not:

225 (a) Limit the access of the parent of a student, under the

226 Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. s.

227 1232g, or any other law, to a video recording regarding his or

228 her student.

229 (b) Waive any immunity from liability of a school district

230 or an employee of a school district.

231 (c) Create any liability for a cause of action against a

232 school or school district or an employee of a school or school

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233 district carrying out the duties and responsibilities required  
234 by this section.

235 (d) Apply to self-contained classrooms in which the only  
236 students receiving special education services are those who have  
237 been deemed gifted.

238 (13) The department shall collect information relating to  
239 the installation and maintenance of video cameras under this  
240 section.

241 (14) The State Board of Education may adopt rules to  
242 implement this section.

243 Section 3. This act shall take effect July 1, 2026.

The Florida Senate

02/03/26

Meeting Date

Pre-K-12 Education

Committee

## APPEARANCE RECORD

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

SB 1170

Bill Number or Topic

Name LIZ DELEGAZ

Amendment Barcode (if applicable)

Phone 850-273-1043

Address 215 S. Monroe Street, Suite 710 Email [liz@floridapromise.org](mailto:liz@floridapromise.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:

The 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, [2020-2022JointRules.pdf](https://flsenate.gov/2020-2022JointRules.pdf) (flsenate.gov)

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

S-001 (08/10/2021)

The Florida Senate

3 Feb 26

Meeting Date

PREK-12

Committee

Name

Brenda Lear (One Voice Coalition)

Phone

(618) 698 6012

Bill Number or Topic

Address

8501 Laguna Cir

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Micco, FL

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32976

Zip

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com

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:

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S-001 (08/10/2021)

02/03/26

Meeting Date

Ed. PreK-12

Committee

The Florida Senate

## APPEARANCE RECORD

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SB1170.

Bill Number or Topic

294232

Amendment Barcode (if applicable)

Name

Annette Lizardo

Phone

(305)546-8163

Address 8955 US Hwy N. 301

Street

Parrish

State

FL

Zip

34219

Email

annette@autismfl.org

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:

Autism Society of FL

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. [2020-2022JointRules.pdf](https://www.flsenate.gov/2020-2022JointRules.pdf) (flsenate.gov)

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S-001 (08/10/2021)

2-3-26

Meeting Date

The Florida Senate

## APPEARANCE RECORD

1170

Bill Number or Topic

294232

Committee

Susan Goldstein

Phone (954) 830-6300

Address 10812 Boca Woods Lane  
Street Boca Raton, FL 33428

Email skgoldstein@hotmail.com

City

State

Zip

Speaking:  For  Against  Information

**OR**

Waive Speaking:  In Support  Against

### PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

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

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S-001 (08/10/2021)

The Florida Senate

2/3/2026

Meeting Date

Education PreK -12

Committee

## APPEARANCE RECORD

Deliver both copies of this form to  
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SB 1170: Video cameras  
1003.574 Bill Number or Topic  
294232

Amendment Barcode (if applicable)

Name

Melissa Wilson, Esg.

Phone

(954) 317-9934

Address

1560 Sawgrass Corporate Pkwy, 4th Fl

Email

info@integritylegalfl.com

Street

Sunrise

FL

33323

City

State

Zip

Speaking:  For  Against  Information

OR

Waive Speaking:  In Support  Against

### PLEASE CHECK ONE OF THE FOLLOWING:



I am appearing without  
compensation or sponsorship.



I am a registered lobbyist,  
representing:



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

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S-001 (08/10/2021)

2/3/2026

Meeting Date

Education

Committee

Name

Shane Story

Phone \_\_\_\_\_

Address

Street \_\_\_\_\_

Email \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

Zip \_\_\_\_\_

Speaking:  For  Against  Information

**OR**

Waive Speaking:  In Support  Against

**PLEASE CHECK ONE OF THE FOLLOWING:**

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

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

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S-001 (08/10/2021)

2-3-26

Meeting Date

The Florida Senate

## APPEARANCE RECORD

1170

Bill Number or Topic

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

Committee

Name Susan Goldstein

Amendment Barcode (if applicable)

(954) 830-6300

Phone

Address 10812 Boca Woods Lane Email stgoldstein@hotmail.com  
Street Boca Raton FL 33428

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:

Mother & Advocate myself

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. [2020-2022JointRules.pdf](https://www.flsenate.gov/2020-2022JointRules.pdf) (flsenate.gov)

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S-001 (08/10/2021)

**APPEARANCE RECORD**2/3/2024

Meeting Date

Education Prek-12

Committee

Name Melissa Wilson, Esq.

Phone

(954) 317-9934Address 560 Sawgrass Corporate Pkwy, #41112  
StreetSunny, FL

State

33383

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. [2020-2022JointRules.pdf \(flsenate.gov\)](https://flsenate.gov/2020-2022JointRules.pdf)

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S-001 (08/10/2021)

SB 1170 - *Reimaging Education and Career Help*  
14.36 Bill Number or Topic

02/03/26

Meeting Date

Ed. PreK-12

Committee

Name Annette LizardoPhone (305) 546 8163Address 89155 US Hwy N. 301  
StreetEmail Annette@autismfl.orgCity Parmish State FL Zip 34219Speaking:  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:Autism Society of FL

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. [2020-2022JointRules.pdf \(flsenate.gov\)](#)

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S-001 (08/10/2021)

2/3/26

Meeting Date

Education Pre K-12  
Committee

Name Alexis Ferguson

Phone

407-860-1898

Address 45301 Tree Farm Lane  
Street

Email

alexis@autismfl.org

City

State

Zip

Speaking:  For  Against  Information

**OR**

Waive Speaking:  In Support  Against

**PLEASE CHECK ONE OF THE FOLLOWING:**

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

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

Autism Society of FL

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S-001 (08/10/2021)

2/3/26

Meeting Date

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

SB 1170

Bill Number or Topic

Committee

Name Barbara Beasley

Amendment Barcode (if applicable)

Phone 407-227-8446Address 201 E. Sweetwater Creek Dr.  
StreetEmail barbara@autismfl.orgCity Longwood State FLZip 32779Speaking:  For  Against  Information**OR**Waive Speaking:  In Support  Against**PLEASE CHECK ONE OF THE FOLLOWING:** I am appearing without compensation or sponsorship. I am a registered lobbyist, representing: I am not a lobbyist, but received something of value for my appearance (travel, meals, lodging, etc.), sponsored by:

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S-001 (08/10/2021)

February 3, 2026

The Florida Senate

## APPEARANCE RECORD

SB 1170

Bill Number or Topic

Meeting Date  
Education Pre K - 12

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

Committee

Name **Elizabeth Bonker**

Amendment Barcode (if applicable)

**973-903-5098**

Address **204 Quayside Circle #502**

Email **elizabeth@communication4ALL.org**

Street

**Maitland**

**FL**

**32751**

City

State

Zip

Speaking:  For  Against  Information

**OR**

Waive Speaking:  In Support  Against

### PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without  
compensation or sponsorship.

I am a registered lobbyist,  
representing:

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

*\*Need a minute to set up computer for non-speaker*

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. [2020-2022JointRules.pdf \(flsenate.gov\)](https://flsenate.gov/2020-2022JointRules.pdf)

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S-001 (08/10/2021)

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CONCESSIONS  
TO THE PUBLIC

REPOSSESSED VENUE

EXHIBITION TICKET 45

EXHIBITION TICKET

023-003-2008

www.sos.vienna.at

SOS Vienna

35241

17

WATSON

2-2-26

Meeting Date

Educ PreK - P

Committee

Name Alexis Underwood

Address 3950 Verona Circle  
Street Panama City FL 32405

City

State

Zip

The Florida Senate

## APPEARANCE RECORD

SB 1170

Bill Number or Topic

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

Amendment Barcode (if applicable)

850 890 3424

Phone

Email

Alexis.Underwood@  
Abce teach.org

Speaking:  For  Against  Information

**OR**

Waive Speaking:  In Support  Against

### PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without  
compensation or sponsorship.

I am a registered lobbyist,  
representing:

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

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S-001 (08/10/2021)

The Florida Senate

2/3/2026

Meeting Date

## APPEARANCE RECORD

SB 1170

Bill Number or Topic

Education PreK12

Committee

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

Name

Dina Justice, Emily's mom

Phone

850-485-2155

Address

Street

Email

dinajustice@gmail.com

City

State

Zip

Speaking:  For  Against  Information

**OR**

Waive Speaking:  In Support  Against

### PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without  
compensation or sponsorship.

I am a registered lobbyist,  
representing:

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

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S-001 (08/10/2021)

3 Feb 26

The Florida Senate

## APPEARANCE RECORD

Meeting Date

Education PK-12

Committee

Name Micole Grabner

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

SB 1170

Bill Number or Topic

Amendment Barcode (if applicable)

940-867-7534

Address 8506 Laguna Circle

Street

Micco

Fl

32976

City

State

Zip

Email ngrabner@gmail.com

Speaking:  For  Against  Information

**OR** Waive Speaking:  In Support  Against

### PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

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

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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.)

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

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BILL: SB 1620

INTRODUCER: Senators Leek and Gaetz

SUBJECT: Public Education

DATE: February 2, 2026

REVISED: \_\_\_\_\_

ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1. Palazesi	Bouck	ED	<b>Favorable</b>
2.		JU	
3.		RC	

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## **I. Summary:**

SB 1620 creates a “District School Board Members’ Bill of Rights” to clarify and expand individual school board members’ oversight. The bill requires districts to provide board members free and timely access to all district documents, allows school board members to request information directly from the superintendent and staff, authorizes consultation with the district chief financial officer and access to any budget line item or financial transaction detail, and permits members to seek information from staff without superintendent permission.

The bill also modifies governance and accountability provisions by restricting the circumstances under which district-employed attorneys may represent the board, authorizing the board to approve hiring an additional attorney solely to represent the board, requiring open meeting and notice compliance training in district ethics policies. The bill defines “good cause” for rejecting superintendent nominees, prohibits districts from requiring or incentivizing employees to sign nondisclosure/confidentiality agreements, and expands budget information required to be posted on district websites .

The bill takes effect July 1, 2026.

## **II. Present Situation:**

### **District School Boards**

District school boards are constitutionally and statutorily charged with the operation and control of public K-12 education within their school districts. The Florida Constitution mandates that each school board must operate, control, and supervise all free public schools within the district and determine the rate of school district taxes within constitutional limits.<sup>1</sup> District school boards

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<sup>1</sup> FLA. CONST. art. IX, s. 4(b); section 1001.32(2), F.S.

are responsible for establishing, organizing, and operating public K-12 schools and educational programs, as well as overseeing district employees and facilities. These responsibilities include, among others, student instruction, exceptional student education, career and adult education programs, and services for students in juvenile justice programs.<sup>2</sup>

### ***District School Board Powers and Duties***

The district school board, acting as a board, is required to exercise powers and perform duties including but not limited to:<sup>3</sup>

- Require the district school superintendent, as secretary, to keep such minutes and records as are necessary to set forth clearly all actions and proceedings of the school board.
- Adopt and provide for the execution of plans for the establishment, organization, and operation of the schools of the district.
- Designate positions to be filled, prescribe qualifications for those positions, and provide for the appointment, compensation, promotion, suspension, and dismissal of employees.
- Adopt policies establishing standards of ethical conduct for educational support employees, instructional personnel, administrative personnel, and school officers.
- Provide for the proper accounting for all students of school age, for the attendance and control of students at school, and for proper attention to health, safety, and other matters relating to the welfare of students.
- Adopt an annual school budget.
- Provide for the keeping of all necessary records and the making of all needed or required reports.
- Require that all laws and rules of the State Board of Education or of the district school board are properly enforced.
- Adopt procedures whereby the general public can be adequately informed of the educational programs, needs, and objectives of public education within the district.
- Maintain a system of school improvement and education accountability.
- Visit the schools, observe the management and instruction, give suggestions for improvement, and advise citizens with the view of promoting interest in education and improving the schools.

Each district school board is required to hold at least one regular meeting each month for the transaction of business according to a schedule arranged by the district school board. The board must convene in special sessions when called by the district school superintendent or by the district school superintendent on request of the chair of the district school board, or on request of a majority of the members of the district school board.<sup>4</sup>

### ***School Board Duties: Public School Personnel***

District school boards are required to designate positions to be filled, prescribe qualifications for those positions, and provide for the appointment, compensation, promotion, suspension, and dismissal of employees.<sup>5</sup> District school boards must act upon written recommendations

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<sup>2</sup> Section 1003.02, F.S.

<sup>3</sup> Section 1001.42(1)-(28), F.S.

<sup>4</sup> Section 1001.372, F.S.

<sup>5</sup> Section 1012.22(1), F.S.

submitted by the district school superintendent for positions to be filled, for minimum qualifications for personnel for the various positions, and for the persons nominated to fill such positions. The district school board may reject for good cause any employee nominated.<sup>6</sup> If the third nomination by the district school superintendent for any position is rejected for good cause, the district school board may proceed on its own motion to fill such position.<sup>7</sup>

District school board members are exempt from the prohibition on agencies<sup>8</sup> nominating, appointing, promoting or employing a relative,<sup>9</sup> unless the appointment or employment is under the direct supervision of that district school board member.<sup>10</sup>

### **Parents' and Teachers' Bill of Rights**

Florida law provides for a bill of rights for both parents and teachers in this state. These rights provide legislative findings that recognize the importance that both parents and teachers have in the education of children in this state.

Teachers are provided with specific rights related to:<sup>11</sup>

- Employment;
- Continuing education;
- Control of the classroom; and
- Direct classroom instruction.

Parents are provided with specific rights related to:

- The infringement on the fundamental rights of a parent to direct the upbringing, education, health care, and mental health of his or her minor child;
- School district policies; and
- Parental consent for health care services.

### **School District Fiscal Transparency**

School districts are required to provide budgetary transparency to enable taxpayers, parents, and education advocates to obtain school district budget and related information in a manner that is simply explained and easily understandable.<sup>12</sup> To provide easily understandable budget information, school districts must post a graphical representation of the budget for each public

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<sup>6</sup> Section 1012.22(1)(a), F.S.

<sup>7</sup> *Id.*

<sup>8</sup> Agencies include a state agency, an office or agency of the legislative or judicial branch, a county, city, or other political subdivision of the state; state universities, district school boards, and community college districts are not included. Section 112.3135(1)(a), F.S.

<sup>9</sup> Section 112.3135, F.S. defines "Relative" as an individual who is related to the public official as father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

<sup>10</sup> Section 1012.23(2), F.S.

<sup>11</sup> Sections 1015.03-1015.06, F.S.

<sup>12</sup> Section 1011.035(1), F.S.

school in the district and for the district as a whole. The representation must include the following.<sup>13</sup>

- Summary financial efficiency data.
- Fiscal trend information for the previous 3 years on:
  - The ratio of full-time equivalent students to full-time equivalent instructional personnel.
  - The ratio of full-time equivalent students to full-time equivalent administrative personnel.
  - The total operating expenditures per full-time equivalent student.
  - The total instructional expenditures per full-time equivalent student.
  - The general administrative expenditures as a percentage of total budget.
  - The rate of change in the general fund's ending fund balance not classified as restricted.

### **III. Effect of Proposed Changes:**

SB 1620 creates a “District School Board Members’ Bill of Rights” to clarify and expand individual school board members’ oversight.

#### **District School Boards**

##### ***District School Board Powers and Duties***

The bill creates s. 1001.366, F.S., to provide legislative intent that finds it necessary to adopt a “District School Board Members’ Bill of Rights” to clarify and expand the rights of individual school board members in the exercise of their statutory oversight and responsibility. The bill clarifies the following rights for district school board members:

- Upon request, be given free and timely access to all school district documents. Access must include documents that are not public records, including, but not limited to, notes, invoices, correspondences, memoranda, and internal legal opinions.
- Request any document or information from the district school superintendent or the superintendent’s staff.
- Consult with the school district’s chief financial officer on general matters related to the budget, and sources and uses of school district funds, and have access, upon request, to any detail or line item in any proposed or approved budget or in any financial transaction by the school district.
- Seek information from school district staff without the permission of the superintendent or other members of the administration.
- Confidentially use any school district electronic or communications device, such as a cellular telephone or laptop computer, without the school district monitoring its use. This paragraph may not be construed to violate any public records law.
- Keep confidential the content of all communications or discussions relating to union contracts of school district employees, unless otherwise advised by an attorney employed by the school district.
- Comment publicly during or outside of district school board meetings on any matter of district school board business, except for student and employee disciplinary hearings.

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<sup>13</sup> Section 1011.035(2)(a), F.S.

The bill requires that an attorney may not be employed by the school district and represent the district school board, except for an attorney that was hired by the school board. If any legal action is brought against an individual school board member related to his or her official position and conduct, the school board may authorize an attorney, who is employed by the school district, to provide legal representation.

The bill amends s. 1001.372, F.S., to authorize a member of the district school board to have communications or discussions relating to any item or action scheduled to be heard or likely to be heard at a future school board meeting with the district school superintendent, an attorney employed by the school district, or district staff, if an attorney employed by the school district has advised the school board member that the communications or discussions would not violate s. 24(b), Art. I of the State Constitution.<sup>14</sup>

The bill amends s. 1001.42, F.S., to authorize a district school board, during a regular school board meeting, to approve the employment of an additional attorney, to be employed by the school district solely to represent the district school board, who was recommended for employment by an attorney currently employed by the school district. The bill requires that at the school board meeting, the board must provide:

- The purpose of hiring an additional attorney; and
- The costs of such representation. Any payment to the additional attorney must be noticed and approved by the district school board.

The bill requires that certain records, including agenda item attachments, vendor contracts, and budget documents, be kept as a public record with the minutes. The bill requires district school boards' adopted policies on standards of ethical conduct to include training for school officers on compliance with s. 24(b), Art. I of the State Constitution.<sup>15</sup> The bill also prohibits a school board member from publicly disclosing proposed terms of collective bargaining agreements unless advised by an attorney employed by the district school board.

### ***School Board Duties: Public School Personnel***

The bill amends s. 112.3135, F.S., to remove the exemption provided to district school board members when appointing, nominating, or employing a relative in the school district.

The bill amends s. 1012.22, F.S., to define the term "good cause" as it relates to the rejection of an employee nominated for a position. The bill defines "good cause" as the district school board has determined any of the following:

- That the nominated employee received his or her nomination due to nepotism, as defined by the district school board.
- That the nominated employee fabricated or materially exaggerated his or her credentials or background.

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<sup>14</sup> FLA CONST. art. I s.24(b) requires that all meetings of any collegial public body of the executive branch of state government or of any collegial public body of a county, municipality, school district, or special district, at which official acts are to be taken or at which public business of such body is to be transacted or discussed, shall be open and noticed to the public and meetings of the legislature shall be open and noticed as provided in Article III, Section 4(e), except with respect to meetings exempted pursuant to this section or specifically closed by this Constitution.

<sup>15</sup> *Id.*

- That the nominated employee does not meet the minimum requirements for the position.
- That the nominated employee's educator certificate has been revoked by another state.

The bill amends s. 1015.03, F.S., to prohibit a school district from requiring or otherwise incentivizing an employee to sign a nondisclosure agreement or confidentiality agreement.

### **School District Fiscal Transparency**

The bill amends s. 1011.035, F.S., to require that district school boards include, with the graphical representation of the budget, full line-item budget information on the proposed, tentative, and official budgets posted on the school district's website.

The bill takes effect July 1, 2026.

## **IV. Constitutional Issues:**

### **A. Municipality/County Mandates Restrictions:**

None.

### **B. Public Records/Open Meetings Issues:**

None.

### **C. Trust Funds Restrictions:**

None.

### **D. State Tax or Fee Increases:**

None.

### **E. Other Constitutional Issues:**

None.

## **V. Fiscal Impact Statement:**

### **A. Tax/Fee Issues:**

None.

### **B. Private Sector Impact:**

None.

### **C. Government Sector Impact:**

None.

**VI. Technical Deficiencies:**

None.

**VII. Related Issues:**

None.

**VIII. Statutes Affected:**

This bill substantially amends the following sections of the Florida Statutes: 112.3135, 1001.372, 1001.42, 1011.035, 1012.22, and 1015.03.

This bill creates section 1001.366 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.

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

---

**By Senator Leek**

7-00344E-26

20261620

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20261620

30 providing an effective date.

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7-00344E-26

20261620

59       (a)1. Upon request, be given free and timely access to all  
 60       school district documents. Access must include documents that  
 61       are not public records, including, but not limited to, notes,  
 62       invoices, correspondences, memoranda, and internal legal  
 63       opinions.

64       2. Request any document or information from the district  
 65       school superintendent or the superintendent's staff.

66       (b) Consult with the school district's chief financial  
 67       officer on general matters related to the budget, and sources  
 68       and uses of school district funds, and have access, upon  
 69       request, to any detail or line item in any proposed or approved  
 70       budget or in any financial transaction by the school district.

71       (c) Seek information from school district staff without the  
 72       permission of the superintendent or other members of the  
 73       administration.

74       (d) Confidentially use any school district electronic or  
 75       communications device, such as a cellular telephone or laptop  
 76       computer, without the school district monitoring its use. This  
 77       paragraph may not be construed to violate any public records  
 78       law.

79       (e) Keep confidential the content of all communications or  
 80       discussions relating to union contracts of school district  
 81       employees, unless otherwise advised by an attorney employed by  
 82       the school district.

83       (f) Comment publicly during or outside of district school  
 84       board meetings on any matter of district school board business,  
 85       except for student and employee disciplinary hearings that are  
 86       specifically addressed in ss. 1006.07 and 1012.34, respectively.

87       (3) (a) An attorney may not be employed by the school

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 88       district and represent the district school board, except for an  
 89       attorney hired pursuant to s. 1001.42(5).

90       (b) In any legal action brought against an individual  
 91       school board member related to his or her official position and  
 92       conduct, the school board may authorize an attorney, in  
 93       accordance with paragraph (a), who is employed by the school  
 94       district, to provide legal representation.

95       Section 3. Subsection (5) is added to section 1001.372,  
 96       Florida Statutes, to read:

97       1001.372 District school board meetings.—  
 98       (5) COMMUNICATIONS ABOUT AGENDA ITEMS.—A member of the  
 99       district school board may have communications or discussions  
 100       relating to any item or action scheduled to be heard or likely  
 101       to be heard at a future school board meeting with the district  
 102       school superintendent, an attorney employed by the school  
 103       district, or district staff, if an attorney employed by the  
 104       school district pursuant to s. 1001.42(5)(c) has advised the  
 105       school board member that such communications or discussions  
 106       would not violate s. 24(b), Art. I of the State Constitution.

107       Section 4. Subsection (6) of section 1001.42, Florida  
 108       Statutes, is amended, paragraph (c) is added to subsection (1)  
 109       of that section, paragraph (c) is added to subsection (5) of  
 110       that section, and paragraph (c) is added to subsection (24) of  
 111       that section, to read:

112       1001.42 Powers and duties of district school board.—The  
 113       district school board, acting as a board, shall exercise all  
 114       powers and perform all duties listed below:

115       (1) REQUIRE MINUTES AND RECORDS TO BE KEPT.—Require the  
 116       district school superintendent, as secretary, to keep such

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117 minutes and records as are necessary to set forth clearly all  
 118 actions and proceedings of the school board.

119 (c) Other records.—Other documents, including attachments  
 120 for agenda items, such as vendor contracts or budget documents,  
 121 must be kept as a public record with the minutes of each  
 122 meeting.

123 (5) PERSONNEL.—

124 (c) During a regular school board meeting, approve the  
 125 employment of an additional attorney, to be employed by the  
 126 school district solely to represent the district school board,  
 127 who was recommended for employment by an attorney currently  
 128 employed by the school district. During the meeting, the  
 129 district school board must provide both of the following:

130 1. The purpose of hiring an additional attorney.

131 2. The costs of such representation. Any payment to the  
 132 additional attorney must be noticed and approved by the district  
 133 school board.

134 (6) STANDARDS OF ETHICAL CONDUCT.—Adopt policies  
 135 establishing standards of ethical conduct for educational  
 136 support employees, instructional personnel, administrative  
 137 personnel, and school officers. The policies must require all  
 138 educational support employees, instructional personnel,  
 139 administrative personnel, and school officers, as defined in s.  
 140 1012.01, to complete training on the standards, including  
 141 training for school officers in compliance with s. 24(b), Art. I  
 142 of the State Constitution; establish the duty of educational  
 143 support employees, instructional personnel, administrative  
 144 personnel, and school officers to report, and procedures for  
 145 reporting, alleged misconduct by other educational support

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146 employees, instructional or administrative personnel, and school  
 147 officers which affects the health, safety, or welfare of a  
 148 student, including misconduct that involves engaging in or  
 149 soliciting sexual, romantic, or lewd conduct with a student;  
 150 require the district school superintendent to report to law  
 151 enforcement misconduct by educational support employees,  
 152 instructional personnel, or school administrators that would  
 153 result in disqualification from educator certification or  
 154 employment as provided in s. 1012.315; and include an  
 155 explanation of the liability protections provided under ss.  
 156 39.203 and 768.095. A district school board, or any of its  
 157 employees or personnel, may not enter into a confidentiality  
 158 agreement regarding terminated or dismissed educational support  
 159 employees, instructional or administrative personnel, or school  
 160 officers who resign in lieu of termination, based in whole or in  
 161 part on misconduct that affects the health, safety, or welfare  
 162 of a student, and may not provide educational support employees,  
 163 instructional personnel, administrative personnel, or school  
 164 officers with employment references or discuss the employees',  
 165 personnel's, or officers' performance with prospective employers  
 166 in another educational setting, without disclosing the  
 167 employees', personnel's, or officers' misconduct. Any part of an  
 168 agreement or contract that has the purpose or effect of  
 169 concealing misconduct by educational support employees,  
 170 instructional personnel, administrative personnel, or school  
 171 officers which affects the health, safety, or welfare of a  
 172 student is void, is contrary to public policy, and may not be  
 173 enforced.

174 (24) EMPLOYMENT CONTRACTS.—

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175                   (c) A school board member may not publicly disclose  
 176 proposed terms of collective bargaining agreements unless  
 177 advised by an attorney employed pursuant to paragraph (5) (c).

178                   Section 5. Paragraph (a) of subsection (2) of section  
 179 1011.035, Florida Statutes, is amended to read:

180                   1011.035 School district fiscal transparency.-

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

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

188                   1. Summary financial efficiency data.

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

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

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

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

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

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

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

202                   g. Full line-item budget items.

203                   Page 7 of 9

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204                   This information must be prominently posted on the school  
 205 district's website in a manner that is readily accessible to the  
 206 public.

207                   Section 6. Paragraph (a) of subsection (1) of section  
 208 1012.22, Florida Statutes, is amended to read:

209                   1012.22 Public school personnel; powers and duties of the  
 210 district school board.-The district school board shall:

211                   (1) Designate positions to be filled, prescribe  
 212 qualifications for those positions, and provide for the  
 213 appointment, compensation, promotion, suspension, and dismissal  
 214 of employees as follows, subject to the requirements of this  
 215 chapter:

216                   (a) Positions, qualifications, and appointments.-

217                   1. The district school board shall act upon written  
 218 recommendations submitted by the district school superintendent  
 219 for positions to be filled, for minimum qualifications for  
 220 personnel for the various positions, and for the persons  
 221 nominated to fill such positions.

222                   2. The district school board may reject for good cause any  
 223 employee nominated.

224                   3. If the third nomination by the district school  
 225 superintendent for any position is rejected for good cause, if  
 226 the district school superintendent fails to submit a nomination  
 227 for initial employment within a reasonable time as prescribed by  
 228 the district school board, or if the district school  
 229 superintendent fails to submit a nomination for reemployment  
 230 within the time prescribed by law, the district school board may  
 231 proceed on its own motion to fill such position.

232                   4. The district school board's decision to reject a

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233 person's nomination does not give that person a right of action  
234 to sue over the rejection and may not be used as a cause of  
235 action by the nominated employee.

236 5. For the purposes of this paragraph, the term "good  
237 cause" means the district school board has determined any of the  
238 following:

239 a. That the nominated employee received his or her  
240 nomination due to nepotism, as defined by the district school  
241 board.

242 b. That the nominated employee fabricated or materially  
243 exaggerated his or her credentials or background.

244 c. That the nominated employee does not meet the minimum  
245 requirements for the position.

246 d. That the nominated employee's educator certificate has  
247 been revoked by another state.

248 Section 7. Subsection (1) of section 1015.03, Florida  
249 Statutes, is amended to read:

250 1015.03 Rights of employment.—

251 (1) (a) Pursuant to s. 447.301 and s. 6., Art. I of the  
252 State Constitution, the right of public employees, including  
253 teachers, to work may not be denied or abridged on account of  
254 membership or nonmembership in any labor union.

255 (b) A school district employee may not be required or  
256 otherwise incentivized to sign a nondisclosure agreement or  
257 confidentiality agreement.

258 Section 8. This act shall take effect July 1, 2026.

## The Florida Senate

**APPEARANCE RECORD**

Meeting Date

Deliver both copies of this form to

Senate professional staff conducting the meeting

Committee

1620  
Bill Number or Topic

Name

Donna Brosemer

Amendment Barcode (if applicable)

Phone 561-373-6794

Address

174 Birch Tree Pl

Street

Email dhbrosemer@gmail.comDaytona BeachFL32117

City

State

Zip

Speaking:  For  Against  Information**OR**Waive Speaking:  In Support  Against**PLEASE CHECK ONE OF THE FOLLOWING:** I am appearing without compensation or sponsorship. I am a registered lobbyist, representing: I am not a lobbyist, but received something of value for my appearance (travel, meals, lodging, etc.), sponsored by:

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. [2020-2022JointRules.pdf](https://flsenate.gov/2020-2022JointRules.pdf) (flsenate.gov)

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

S-001 (08/10/2021)

The Florida Senate

## APPEARANCE RECORD

2/3/26

Meeting Date

PreK12

Committee

Name Jamie M. Haynes

Address 30 Morning Glory Dr.  
Street  
DeBary

City

Fl 32713

State

Zip

Volusia County Schools

Phone

386-717-0086

Amendment Barcode (if applicable)

SB 1620

Bill Number or Topic

Email jmhaynes@volusia.k12.fl.us

Speaking:  For  Against  Information

**OR**

Waive Speaking:  In Support  Against

### PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

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

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S-001 (08/10/2021)

The Florida Senate

Feb. 3, 2020

Meeting Date

PRE-K 12

Committee

# APPEARANCE RECORD

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

SB1620

Bill Number or Topic

Amendment Barcode (if applicable)

Name Jessie Thompson

Phone 386 580-0443

Address 107 DEE Street

Street

Email JJthomps@volusia.k12.fl.us

New Smyrna Beach FL 32168

City

State

Zip

Speaking:  For  Against  Information

**OR**

Waive Speaking:  In Support  Against

## PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

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

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. [2020-2022JointRules.pdf \(flsenate.gov\)](https://flsenate.gov/2020-2022JointRules.pdf)

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S-001 (08/10/2021)

The Florida Senate

## APPEARANCE RECORD

Feb. 3rd 2026

Meeting Date

Pre-K 12

Committee

Name Knista Goodrich

Address 2800 S. Peninsula Dr.  
Street

Daytona Beach Fl. 32118  
City State Zip

Speaking:  For  Against  Information

**OR**

Waive Speaking:  In Support  Against

### PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

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

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. [2020-2022JointRules.pdf](https://flsenate.gov/2020-2022JointRules.pdf) (flsenate.gov)

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S-001 (08/10/2021)

2/3/2024

Meeting Date

The Florida Senate  
**APPEARANCE RECORD**

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

1620

Bill Number or Topic

Committee \_\_\_\_\_  
Name Ruben Colón Phone 386-801-3122  
Address 559 Baldwin Ct. Email RColon@Volusia.k12.FL.us  
Street Deltona State FL Zip 32725  
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:

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. [2020-2022JointRules.pdf](https://flsenate.gov/2020-2022JointRules.pdf) (flsenate.gov)

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

S-001 (08/10/2021)

The Florida Senate

2/3/2026

Meeting Date

## APPEARANCE RECORD

SB 1620

Bill Number or Topic

Pre K 12

Committee

Name Cydney Reagan

Amendment Barcode (if applicable)  
(386) 882-6644

Address 440 Shiloh Grove Quarters Rd. Email Cydney.Reagan@1st  
Street CLASS RE.  
Oak Hill FL 32759 com

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. [2020-2022JointRules.pdf](https://flsenate.gov/2020-2022JointRules.pdf) (flsenate.gov)

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

S-001 (08/10/2021)

2/3/2026

Meeting Date

*Educator*

Committee

Name

*Shane Story*

Address

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:

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. [2020-2022JointRules.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: CS/SB 1738

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

SUBJECT: Educational Facilities

DATE: February 5, 2026 REVISED: \_\_\_\_\_

ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1. <u>Brick</u>	<u>Bouck</u>	<u>ED</u>	<u>Fav/CS</u>
2. _____	_____	<u>AED</u>	_____
3. _____	_____	<u>AP</u>	_____

**Please see Section IX. for Additional Information:**

COMMITTEE SUBSTITUTE - Substantial Changes

## **I. Summary:**

CS/SB 1738 requires the Office of Educational Facilities and the Office of Safe Schools within the Department of Education (DOE) to coordinate a review of the State Requirements for Educational Facilities and develop recommendations intended to improve teacher and student safety and accountability through a school's physical plant. The bill:

- Directs the DOE to collaborate with a state university with relevant research experience, district facilities directors, representatives of the Florida Building Commission, and sheriffs or police chiefs to conduct the review.
- Requires the DOE to transmit the recommendations and any comments to the Florida Building Commission as part of DOE's next biennial review, with copies provided to specified state officials.

The bill takes effect July 1, 2026.

## **II. Present Situation:**

### **Educational Facilities Building Code Framework**

Florida law provides for a uniform statewide building code for the planning and construction of public educational and ancillary plants by district school boards and Florida College System institution boards of trustees, and directs the Florida Building Commission to adopt that code

within the Florida Building Code.<sup>1</sup> As part of the uniform building code, the Department of Education (DOE) is responsible for developing standards relating to the sanitation of educational and ancillary plants and the health and safety of occupants, among other facility standards.<sup>2</sup>

Before a construction contract is let for an educational facility project, the DOE, a district school board, a Florida College System institution board, or an authorized review agent must approve the phase III construction documents.<sup>3</sup> A district school board or Florida College System institution board may not occupy a facility until the project has been inspected to verify compliance with statutes, rules, and codes affecting the health and safety of occupants.<sup>4</sup> The Commissioner of Education must cooperate with the Florida Building Commission in addressing questions, disputes, or interpretations involving the Florida Building Code provisions governing public educational and ancillary facilities.<sup>5</sup>

The DOE must biennially review and recommend to the Florida Building Commission updates and revisions to the provisions of the Florida Building Code governing the construction of public educational and ancillary facilities.<sup>6</sup> The DOE must also publish and make available to each board, at no cost, copies of the State Requirements for Educational Facilities (SREF) and amendments and revisions to the SREF.<sup>7</sup>

Separately, the DOE's functions related to educational facilities include developing and recommending a mandatory portion of the Florida Building Code for educational facilities construction and capital improvement by district school boards and Florida College System institution boards of trustees, and providing training, technical assistance, and building code interpretation for those requirements.<sup>8</sup>

### **State Requirements for Educational Facilities**

By rule, the State Board of Education (SBE) incorporates by reference the DOE publication titled "State Requirements for Educational Facilities 2014," and provides that educational and ancillary facilities constructed by a school board or Florida college board must comply with the SREF.<sup>9</sup>

### **Florida Building Commission**

The Florida Building Commission is created within the Department of Business and Professional Regulation.<sup>10</sup> The commission must adopt an updated Florida Building Code every 3 years through the statutory code update process.<sup>11</sup>

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<sup>1</sup> Section 1013.37(1), F.S.

<sup>2</sup> Section 1013.37(1)(b)-(c), F.S.

<sup>3</sup> Section 1013.37(2)(a), F.S.

<sup>4</sup> Section 1013.37(2)(c), F.S.

<sup>5</sup> Section 1013.37(3), F.S.

<sup>6</sup> Section 1013.37(4), F.S.

<sup>7</sup> Section 1013.37(4), F.S.

<sup>8</sup> Section 1013.03(6)-(7), F.S.

<sup>9</sup> Rule 6A-2.0010, F.A.C.

<sup>10</sup> Section 553.74(1), F.S.

<sup>11</sup> Section 553.73(7)(a), F.S.

## **DOE Offices Implicated by Educational Facilities and School Safety**

Within the DOE, the Office of Educational Facilities is responsible for validating educational plant surveys and verifying Florida Inventory of School Houses (FISH) data, and must provide technical assistance to public school districts when requested.<sup>12</sup>

Florida law also creates the Office of Safe Schools within the DOE to serve as a central repository for best practices, training standards, and compliance oversight in matters regarding school safety and security, including prevention, intervention, and emergency preparedness planning.<sup>13</sup> The Office of Safe Schools must establish and update a school security risk assessment tool for use by school districts and provide annual training on assessing physical site security and completing the risk assessment tool.<sup>14</sup>

Districts must conduct an annual school security risk assessment at each public school using the Florida Safe Schools Assessment Tool (FSSAT).<sup>15</sup> The FSSAT addresses physical security measures and is related to the security risk assessment requirement.<sup>16</sup>

### **III. Effect of Proposed Changes:**

CS/SB 1738 requires the Office of Educational Facilities and the Office of Safe Schools within the Department of Education (DOE) to collaborate with specified entities to review the State Requirements for Educational Facilities and develop recommendations intended to improve teacher and student safety and accountability through a school's physical plant. Specifically, the bill:

- Requires the DOE to collaborate with:
  - At least one state university with research experience in the design and construction of educational facilities.
  - District facilities directors.
  - Representatives of the Florida Building Commission.
  - Sheriffs or police chiefs.
- Requires the review to include:
  - Recommended changes in new construction and renovations that may reduce misconduct between teachers and students and between students, including physical and sexual abuse, inappropriate relationships with students, bullying, and harassment.
  - An evaluation of physical plant configurations, including lighting, windows, doors, mirrors, and cameras, to increase observability of adult-student interactions, create opportunities for interruption, reduce student isolation, and maintain access control over spaces.
- Requires the DOE to transmit the recommendations, together with any DOE comments, to the Florida Building Commission as part of DOE's next biennial review, with copies

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<sup>12</sup> Section 1001.20(4)(c), F.S.

<sup>13</sup> Section 1001.212, F.S.

<sup>14</sup> Section 1001.212(1), F.S.

<sup>15</sup> Section 1006.07(6)(a)4., F.S.

<sup>16</sup> Section 1006.1493(2), F.S.

provided to the Governor, the State Fire Marshal, the President of the Senate, and the Speaker of the House of Representatives.

The bill specifies that the review must be conducted in a manner that does not conflict with, diminish, or compromise physical plant hardening requirements for school safety, which must prioritize the creation of a secure, layered environment designed to prevent, detect, delay, and respond to threats.

The bill takes effect July 1, 2026.

**IV. Constitutional Issues:**

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

**V. Fiscal Impact Statement:**

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

None.

**VI. Technical Deficiencies:**

None.

**VII. Related Issues:**

None.

**VIII. Statutes Affected:**

This bill creates an undesignated section of Florida Law.

**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 3, 2026:**

The committee substitute:

- Removes the requirement that the Department of Education's review include an examination of crime prevention through environmental design principles and a designated practitioner.
- Requires the review to be conducted in a manner that does not conflict with, diminish, or compromise physical plant hardening requirements for school safety, prioritizing the creation of a secure, layered environment designed to prevent, detect, delay, and respond to threats.

**B. Amendments:**

None.

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

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LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
02/05/2026	.	
	.	
	.	
	.	

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

1                   **Senate Amendment**

2

3                   Delete lines 28 - 41

4 and insert:

5                   (b) Configurations of a physical plant, such as using  
6 lighting, windows, doors, mirrors, and cameras, to ensure that  
7 student interactions with adults are observable and that there  
8 are opportunities for the interactions to be interrupted, to  
9 reduce times that a student may be isolated, and to maintain  
10 access control over spaces.



461370

11        (2) The review required in this section must be conducted  
12        in a manner that does not conflict with, diminish, or compromise  
13        physical plant hardening requirements for school safety, which  
14        must prioritize the creation of a secure, layered environment  
15        designed to prevent, detect, delay, and respond to threats.

16        (3) Recommendations must be submitted to the department,

By Senator Yarborough

4-01161A-26

20261738

1 A bill to be entitled  
 2 An act relating to educational facilities; requiring  
 3 the Office of Educational Facilities and the Office of  
 4 Safe Schools to collaborate with specified entities to  
 5 review the State Requirements for Educational  
 6 Facilities; providing requirements for the review;  
 7 requiring that recommendations be provided to  
 8 specified entities; providing an effective date.  
 9

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

11  
 12 Section 1. (1) The Office of Educational Facilities and  
 13 the Office of Safe Schools within the Department of Education  
 14 shall collaborate with at least one state university that has  
 15 research experience in the design and construction of  
 16 educational facilities; district facilities directors;  
 17 representatives of the Florida Building Commission; and sheriffs  
 18 or police chiefs to review the State Requirements for  
 19 Educational Facilities required under s. 1013.37, Florida  
 20 Statutes, and make recommendations, as appropriate, to improve  
 21 teacher and student safety and accountability through a school's  
 22 physical plant. The review must include all of the following:  
 23 (a) Recommended changes in new construction and renovations  
 24 which may reduce the occurrence of misconduct between teachers  
 25 and students and between students. Such misconduct may include,  
 26 but is not limited to, physical and sexual abuse, inappropriate  
 27 relationships with students, bullying, and harassment.  
 28 (b) An examination of the principles of crime prevention  
 29 through environmental design as defined in s. 163.503(6),

Page 1 of 2

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

4-01161A-26

20261738

30 Florida Statutes, and their application to recommendations under  
 31 this section. The review team must include a representative who  
 32 has achieved a Florida Crime Prevention Through Environmental  
 33 Design Practitioner designation by the Office of the Attorney  
 34 General.

35 (c) Configurations of a physical plant, such as using  
 36 lighting, windows, doors, mirrors, and cameras, to ensure that  
 37 student interactions with adults are observable and that there  
 38 are opportunities for the interactions to be interrupted, to  
 39 reduce times that a student may be isolated, and to maintain  
 40 access control over spaces.

41 (2) Recommendations must be submitted to the department,  
 42 which shall transmit the recommendations and any comments as a  
 43 part of its next biennial review to the Florida Building  
 44 Commission consistent with s. 1013.37(4), Florida Statutes, with  
 45 copies to the Governor, the State Fire Marshal, the President of  
 46 the Senate, and the Speaker of the House of Representatives.

47 Section 2. This act shall take effect July 1, 2026.

Page 2 of 2

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

3 FEB 26

The Florida Senate

## APPEARANCE RECORD

ED ~~R~~-12

Meeting Date

1530

Committee

412K

Name PAGEL, CHRIS

Address 3002 RIVERSIDE DR

Street

FB

City

FL

State

32034

Zip

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

1738

Bill Number or Topic

Amendment Barcode (if applicable)

Phone (904) 753-0130

Email mecrafting@hotmail.com

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. [2020-2022JointRules.pdf](https://www.flsenate.gov/2020-2022JointRules.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 7036

INTRODUCER: Education Pre-K - 12 Committee

SUBJECT: Education

DATE: February 5, 2026 REVISED: \_\_\_\_\_

ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1. <u>Brick/Sabitsch</u>	<u>Bouck</u>	_____	<u>ED Submitted as Comm. Bill/FAV</u>

**I. Summary:**

SB 7036 makes targeted changes across K-12 and postsecondary education laws to update program requirements, expand instructional options, and clarify district responsibilities for student support and safety. The bill:

- Expands district and school operational authority to:
  - Expand the circumstances under which a district school board may declare an educational emergency by adding “persistently low-performing schools” as an additional trigger for existing personnel and compensation strategies.
  - Clarify that a school district’s existing authority to reserve or withhold a portion of Title I funds for allowable districtwide education services includes STEM curricula, instructional materials, and related learning technologies supporting academic achievement in Title I schools, subject to federal allocation requirements.
  - Revise charter school renewal and dismissal provisions by clarifying that “exemplary academic programming” for purposes of eligibility for a 15-year renewal may include performance measured by school improvement ratings and by prohibiting academic-performance-based dismissal while a charter school is implementing a required improvement plan or corrective action plan.
- Modifies student health, safety, and welfare requirements to:
  - Update student carry, self-administration, and school supply provisions for epinephrine to apply to U.S. Food and Drug Administration (FDA)-approved epinephrine delivery devices, rather than limiting the statutes to auto-injectors.
  - Remove statutory authorization and specifications for using temporary door lock devices in certain instructional spaces during an active assailant incident.
- Modifies early learning programs and modifies specified student and provider eligibility provisions to:
  - Remove expired, program-year-specific provisions from Voluntary Prekindergarten accountability statutes.
  - Refine Gold Seal Quality Care eligibility and termination by limiting which class I violations are disqualifying or terminable to those for which the provider is the primary

cause, removing a discretionary exception process, and retaining a two-year reinstatement standard.

- Expand eligibility for supplemental instruction in the VPK summer bridge program by increasing the performance threshold from the 10th percentile to the 25th percentile.
- Expands instruction standards, courses, and programs from kindergarten through adult education by:
  - Expanding required elementary instruction in the principles of agriculture and directs the Department of Education (DOE), in collaboration with partner agencies and entities, to develop standards, curriculum supports, training, and related resources.
  - Establishing a statewide framework for applied, career-relevant mathematics by creating “applied algebra” courses aligned to career clusters and requiring the DOE workgroup to identify and report corresponding mathematics pathways on specified timelines.
  - Expanding flexibility in the Graduation Alternative to Traditional Education program by authorizing certain online-provider agreements, adjusting age eligibility, and clarifying that adult secondary and career coursework need not be taken simultaneously.
- Provides educators with additional preparation and certificate options by:
  - Revising educator preparation institute participation requirements by allowing coursework completion while a participant seeks a statement of eligibility and clarifying what that statement must reflect.
  - Requiring the State Board of Education (SBE) to maintain specified computer science subject area coverages and to adopt competencies and examinations, with deadlines for DOE recommendations and exam availability.
- Modifies requirements for students in need of educational interventions to:
  - Require a school district, when screening indicates characteristics of dyslexia or dyscalculia, to provide evidence-based interventions with progress monitoring; treat the indication as reasonable suspicion for exceptional student education evaluation purposes and promptly seek parental consent; and conduct screening, intervention, and evaluation activities concurrently as required by SBE rule.
  - Require that parent resources included in an individualized progress monitoring plan for a student with a substantial reading or mathematics deficiency include information about the student’s eligibility for the New Worlds Reading Initiative.
- Expands district access to, and purchasing authority for, DOE-developed materials that may count toward specified instructional materials expenditure requirements.

The bill takes effect July 1, 2026.

## **II. Present Situation:**

The present situation for the relevant portions of the bill is discussed under the Effect of Proposed Changes of this bill analysis.

### III. Effect of Proposed Changes:

#### **Educational Emergency**

##### ***Present Situation***

An educational emergency tool exists to free schools graded “D” or “F” from contract restrictions that limit a school’s ability to implement programs and strategies needed to improve student performance.<sup>1</sup> A district school board may adopt salary incentives or other strategies addressing the selection, placement, compensation, and expectations of instructional personnel, and provide principals with the autonomy described for participating principals in the Principal Autonomy Program Initiative.<sup>2</sup> An educational emergency exists in a school district if one or more schools in the district have a school grade of “D” or “F.”<sup>3</sup>

Under an educational emergency, a district school board is not subject to collective bargaining restrictions regarding:

- Salary incentives that may differentiate based on a teacher’s certification, subject area taught, or grade level taught.<sup>4</sup>
- Strategies adopted as a management right to assign high-quality teachers more equitably across schools in the district to low-performing schools.<sup>5</sup>

A principal of a school participating in the Principal Autonomy Program Initiative has additional authority and responsibilities.<sup>6</sup> That authority includes the selection and placement of instructional personnel and deploying financial resources.<sup>7</sup>

Schools graded “D” or “F” may not be assigned a higher percentage than the district average of inexperienced teachers, teachers in need of improvement, or out-of-field teachers.<sup>8</sup> District school boards may provide salary incentives to meet the assignment provisions applicable to schools graded “D” or “F,” and a collective bargaining agreement may not preclude providing sufficient incentives to meet those provisions.<sup>9</sup>

#### **Persistently Low-Performing School**

A “persistently low-performing school” means a school:<sup>10</sup>

- That has earned three grades lower than a “C” in at least 3 of the previous 5 years that the school received a grade and has not earned a grade of “B” or higher in the most recent 2 school years. That school closed within 2 years after submission of a notice of intent pursuant to the school improvement and SBE intervention statute.

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<sup>1</sup> Section 1001.42(21), F.S.

<sup>2</sup> Section 1001.42(21), F.S.

<sup>3</sup> Section 1001.42(21), F.S.

<sup>4</sup> Section 1001.42(21)(a), F.S.

<sup>5</sup> Section 1001.42(21)(b), F.S.

<sup>6</sup> Sections 1012.28(8) and 1011.6202, F.S.

<sup>7</sup> Section 1012.28(8), F.S.

<sup>8</sup> Section 1012.2315(2)(a), F.S.

<sup>9</sup> Section 1012.2315(3), F.S.

<sup>10</sup> Section 1002.333(1)(c), F.S.

- In the bottom 10 percent in at least 2 of the previous 3 years for student performance on the end-of-year administration of the coordinated screening and progress monitoring system for grade 3 English Language Arts or grade 4 mathematics.

### ***Effect of Proposed Changes***

#### Educational Emergency

The bill amends s. 1001.42(21), F.S., to expand the circumstances under which a district school board may declare an “educational emergency” for purposes of implementing specified personnel-related strategies to improve student performance. Specifically, the bill expands the educational-emergency trigger to include schools that are “persistently low-performing schools” in addition to schools with a school grade of “D” or “F.”

### **Charter Schools**

#### ***Present Situation***

##### Charter Contracts and Renewal Terms

A sponsor and a charter school governing board must set the terms and conditions for operating a charter school in a written contract (a charter).<sup>11</sup> A sponsor and a charter school governing board must use the standard charter contract adopted by the State Board of Education (SBE) rule, with limited flexibility to vary terms.<sup>12</sup> A charter must be executed following a public hearing intended to ensure community input.<sup>13</sup>

##### Long-term Renewal Options

A sponsor may renew a charter when a program review demonstrates that required performance criteria have been accomplished and that grounds for nonrenewal have not been found.<sup>14</sup> A charter school that meets the renewal conditions and received a school grade lower than “B” in the most recently graded school year must be renewed for at least 5 years, subject to specified exceptions.<sup>15</sup>

A charter school operating for at least 3 years and demonstrating exemplary academic programming and fiscal management is eligible for a 15-year charter renewal, subject to annual review and possible termination during the term.<sup>16</sup> A sponsor must grant a 15-year renewal to a charter school that received a school grade of “A” or “B” in the most recently graded school year and is not in a state of financial emergency or deficit position, as referenced in the charter school statute.<sup>17</sup>

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<sup>11</sup> Section 1002.33(7), F.S.

<sup>12</sup> Section 1002.33(7), F.S.

<sup>13</sup> Section 1002.33(7), F.S.

<sup>14</sup> Section 1002.33(7)(c)1., F.S.

<sup>15</sup> Section 1002.33(7)(c)1., F.S.

<sup>16</sup> Section 1002.33(7)(c)1., F.S.

<sup>17</sup> Section 1002.33(7)(c)2., F.S.

### School Grades and School Improvement Ratings

All public schools, including charter schools, receive a school grade under Florida's school grading system, using grades "A" through "F" as defined in SBE rule.<sup>18</sup> An alternative school may choose to receive either a school grade or a school improvement rating, and a charter school governing board makes that choice for a charter school that meets the definition of an alternative school under SBE rule.<sup>19</sup> An alternative school that receives a school improvement rating is rated using measures specified in statute and SBE rule, with outcomes categorized by rating level as defined in rule.<sup>20</sup>

### Charter School Improvement Plan and Corrective Actions for Low Performance

A charter school that receives a school grade of "D" or "F" must appear before the sponsor to present information on its progress and must submit a charter school improvement plan to the sponsor.<sup>21</sup> The Department of Education (DOE) must offer technical assistance to a charter school that earned a grade of "D" or "F."<sup>22</sup> A charter school that earns three consecutive school grades below "C" must select and implement one or more specified corrective actions, subject to the sponsor's ability to waive the requirement upon certain showings.<sup>23</sup>

### Enrollment Limitations and Dismissal Procedures

A charter school's admissions and dismissal procedures must not be based on a student's academic performance, except as authorized for certain enrollment-limitation circumstances.<sup>24</sup> A charter school may limit its enrollment process to specified student populations, including students who meet reasonable academic, artistic, or other eligibility standards included in the application and charter (or otherwise consistent with the school's mission for existing schools).<sup>25</sup>

A charter school using eligibility standards to limit enrollment must place a student on a progress monitoring plan for at least one semester before dismissing the student from the school.<sup>26</sup>

### Corrective Action Plans Related to Financial Distress

A charter school meeting the statutory criteria for a financial emergency is subject to intervention requirements, which include development and implementation of a corrective action plan and related oversight steps.<sup>27</sup>

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<sup>18</sup> Section 1008.34(2), F.S.

<sup>19</sup> Section 1008.34(3)(a)1., F.S.

<sup>20</sup> Section 1008.341(2), F.S. School improvement ratings include "commendable," which means a significant percentage of the students attending the school are making Learning Gains; "maintaining," which means a sufficient percentage of the students attending the school are making Learning Gains; and "unsatisfactory," which means an insufficient percentage of the students attending the school are making Learning Gains. Section 1008.341(2), F.S.

<sup>21</sup> Section 1002.33(9)(n)1., F.S.

<sup>22</sup> Section 1002.33(9)(n)1., F.S.

<sup>23</sup> Section 1002.33(9)(n)2., F.S.

<sup>24</sup> Section 1002.33(7)(a)7., F.S.

<sup>25</sup> Section 1002.33(10)(e)5., F.S.

<sup>26</sup> Section 1002.33(10)(e)5., F.S.

<sup>27</sup> Section 1002.345(2), F.S.

### ***Effect of Proposed Changes***

The bill amends s. 1002.33, F.S., to modify charter renewal and student dismissal provisions in the charter school statute by:

- Expanding the description of what may constitute “exemplary academic programming” for purposes of eligibility for a 15-year charter renewal to include academic performance measured by school improvement ratings.
- Prohibiting a charter school from dismissing a student based on academic performance while the school is implementing:
  - A charter school improvement plan required for certain low-performing charter schools; or
  - A corrective action plan related to financial distress.

## **Mathematics Education**

### ***Present Situation***

#### **Student Engagement in Mathematics**

Student engagement in mathematics is a persistent challenge, particularly when students struggle to connect classroom content to real-world applications. A 2025 report by RAND reviewed reasons why student performance has not recovered to the pre-2019 student performance levels and had three key findings:<sup>28</sup>

- About one-half of middle and high school students reported losing interest during their math lessons about half or more of the time.
- The students who are the most likely to maintain interest in math are the same ones who comprehend math, feel supported in math, are confident in their ability to do well in math, enjoy math, believe in the need to learn math, and see themselves as a math person.
- The students who are the most prone to disengage in math lessons want fewer online activities and more real-world applications in their math classes.

Specifically, 55 percent of the least engaged students want fewer online activities compared with 17 percent of the most engaged students. Regarding real-world math problems, 54 percent of the least engaged students want more real-world math problems compared with 37 percent of the most engaged students.<sup>29</sup> The findings on students who are disengaged from mathematics complements other research on career and technical education (CTE), which finds that occupationally focused courses with real-world applications help engage disadvantaged students because the material is directly relevant to their future.<sup>30</sup>

Over the course of 10 weeks in the fall of 2023, the University of Florida (UF) Lastinger Center Listening Tour team traveled from the Panhandle to the Florida Keys to listen to students, educators, leaders and policymakers and gather their perspectives on mathematics education in

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<sup>28</sup> RAND, *Students Lose Interest in Math*, (2025), available at

[https://www.rand.org/content/dam/rand/pubs/research\\_reports/RRA3900/RRA3988-1/RAND\\_RRA3988-1.pdf](https://www.rand.org/content/dam/rand/pubs/research_reports/RRA3900/RRA3988-1/RAND_RRA3988-1.pdf), at 1.

<sup>29</sup> *Id.* at 6

<sup>30</sup> *Id.* at 8

Florida. The Lastinger Center produced several briefs covering the following topics of mathematics education<sup>31</sup>

In the “Student Experience” brief, when students were asked what they would change about math class or what they wished for, students asked for opportunities to more actively engage with the mathematics content, collaborate with others, and for their mathematics experience to be fun.<sup>32</sup> Students also expressed a desire for less lecture and procedural practice, and more interaction with their peers to collaboratively solve problems.<sup>33</sup> Employers expressed a real need for students to enter the workforce with a core set of skills that can be tailored to a career of their choosing.<sup>34</sup>

The Southern Regional Education Board (SREB) researched the connection of incorporating mathematics instruction into CTE courses. In the study, SREB found that students in the classrooms of teachers who trained in the Math-in-CTE model performed significantly better on standardized math tests and community college math placement tests than students who received the regular CTE curriculum. Students also improved their math skills without losing the technical skills needed for college and career readiness.<sup>35</sup>

### Student Performance in Mathematics

On Florida’s Algebra I end-of-course (EOC) assessment, there is a significant difference in performance between students who take Algebra I prior to entering high school versus students who take Algebra I while in high school. On the Algebra I EOC administration in the Spring of 2025, approximately 81,000 grade 8 students participated in the Algebra I EOC assessment, with 83 percent of students passing. In the same administration, approximately 95,000 grade 9 students participated in the Algebra I EOC assessment, with 40 percent of students passing. The table below shows the passing rate by grade level on the Spring 2025 Algebra I EOC administration.<sup>36</sup>

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<sup>31</sup> University of Florida Lastinger Center for Learning, *Lastinger Listening Tour Math Summit*, <https://lastinger.ufl.edu/our-work/lastinger-listening-tours/2023-math-listening-tour/>, (last visited Jan. 29, 2026).

<sup>32</sup> University of Florida Lastinger Center for Learning, *Student Experiences in the Mathematics Classroom*, at 3 (2024), available at <https://lastinger.center.ufl.edu/wp-content/uploads/2024/12/Brief-1-Students-Experiences.pdf>.

<sup>33</sup> University of Florida Lastinger Center for Learning, *Student Experiences in the Mathematics Classroom*, at 4 (2024), available at <https://lastinger.center.ufl.edu/wp-content/uploads/2024/12/Brief-1-Students-Experiences.pdf>.

<sup>34</sup> University of Florida Lastinger Center for Learning, *Importance of School Mathematics Beyond High School*, at 3 (2024), available at <https://lastinger.center.ufl.edu/wp-content/uploads/2024/12/Brief-2-Beyond-High-School.pdf>.

<sup>35</sup> Southern Regional Education Board, *Math-in-CTE Resources*, available at <https://www.sreb.org/nrccte-math-cte-resources>, (last visited Jan. 29, 2026)

<sup>36</sup> Florida Department of Education, *2025 Florida Assessment of Student Thinking and B.E.S.T. Assessments*, available at <https://www.fl DOE.org/core/fileparse.php/5668/ur1/33Spring25Alg1SS.xls>, (last visited Jan. 29, 2026).

Grade	Number of Students	Percentage in Level 3 or Above
All Grades	231,744	60
03	1	*
04	1	*
05	6	*
06	190	100
07	24,772	95
08	81,379	83
09	95,760	40
10	26,764	28
11	2,035	27
12	732	27
AD	104	10

### High School Graduation Requirements

To be awarded a standard high school diploma under the 24-credit program requires students entering the ninth grade in 2023-2024 or later must earn the following credits:<sup>37</sup>

- Four credits in English Language Arts (ELA), and students must pass the grade 10 ELA assessment.
- Four credits in mathematics, and students must pass the Algebra I end-of-course assessment.
- Three credits in science.
- Three credits in social studies.
- One credit in fine or performing arts, speech and debate, or CTE.
- One credit in physical education, which includes the integration of health.<sup>38</sup>
- Seven and one-half credits in electives.
- One-half credit in personal financial literacy.

Students who earn an industry certification for which there is a statewide college credit articulation agreement approved by the SBE may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry.

### Mathematics Pathways

SB 240 (2023) required the DOE to convene a workgroup, no later than December 1, 2024, to:<sup>39</sup>

- Identify best practices in CTE pathways from middle school to high school to aid middle school students in career planning and facilitate their transition to high school programs. The career pathway must be linked to postsecondary programs.

<sup>37</sup> Section 1003.4282(3), F.S.

<sup>38</sup> Section 1003.4282(3)(f), F.S.

<sup>39</sup> Ch. 2023-87, s.22 Laws of Fla. *see also* s. 1003.4282(10), F.S.

- Establish three mathematics pathways for students enrolled in secondary grades by aligning mathematics courses to programs, postsecondary education, and careers. The workgroup must collaborate to identify the three mathematics pathways and the mathematics course sequence within each pathway which align to the mathematics skills needed for success in the corresponding academic programs, postsecondary education, and careers.

The DOE gathered a workgroup to discuss and determine three mathematics pathways for students enrolled in grades K-12 by aligning mathematics courses to CTE programs, postsecondary education and careers. The workgroup consisted of teacher-experts across the state selected through an application process and approved by the DOE. The workgroup met regularly to gather information and provide data for each of the mathematics pathways. Based on workgroup collaboration, the Bureau of Standards and Instructional Support within the DOE recommends the three pathways, that are tentatively scheduled to be adopted in rule in the Fall of 2026.<sup>40</sup>

- Algebraic Thinking - Students will engage in mathematics courses that provide a strong foundation for success within various fields including engineering, health sciences, information technology and energy.
- Statistical Thinking - Students will engage in mathematics courses that provide a strong foundation for success within various fields including finance, marketing, business administration and education.
- Quantitative Thinking - Students will engage in mathematics courses that provide a strong foundation for success within various fields including human services, education, communication, public safety and manufacturing.

### Artificial Intelligence in Education

Artificial intelligence (AI) provides opportunities to customize and accelerate learning for students and reduce teacher workload.<sup>41</sup> However, school districts in Florida implement AI differently and are using different AI tools for educators and students. For example, in Hillsborough County School District, educators and students are using Amira Learning as their main AI tool for instruction, whereas the Pinellas County School District not only uses Amira Learning but several other AI tools. The top general AI tools being used by school districts are Microsoft Copilot, Canva, and Magicschool.ai and the top AI tools being used by students are Gemini for students, Khanmigo, Canva and Microsoft Copilot.<sup>42</sup>

In 2024, the Legislature passed HB 1361, which created the Florida Tutoring Advantage, administered by the UF Lastinger Center for Learning to support school districts with tutoring programs that include virtual tutoring and automated tutoring software for students in kindergarten through grade 5.<sup>43</sup> A school district may receive grant funds for subscription fees

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<sup>40</sup> Email, Florida Department of Education, Governmental Relations (Jan. 13, 2026).

<sup>41</sup> Section 1002.321(3), F.S.

<sup>42</sup> Dr. Maya Israel, University of Florida, *Overview of AI in Florida Schools*, Presentation to the Student Academic Success Subcommittee, The Florida House of Representatives (Dec. 10, 2025), available at <https://www.flhouse.gov/Sections/Documents/loaddoc.aspx?MeetingId=14953&PublicationType=Committees&DocumentType=Meeting%20Packets>.

<sup>43</sup> Ch. 2024-162, s. 9, Laws of Fla.

and professional learning to support and accelerate learning for students in grades 6 through 12 during the school day. Grant recipients must select an AI platform that:<sup>44</sup>

- Uses large language models based on GPT-4, its equivalent, or a successor, and is on a closed system.
- Provides professional learning to teachers.
- Provides one-on-one tutoring aligned to the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for reading and mathematics.
- Provides standards-aligned lesson plans and provides insights on student progress. Provides district- and school-level reporting and parental access to artificial intelligence interactions.

### ***Effect of Proposed Changes***

#### **CTE Credit**

The bill amends s. 1003.4282(10), F.S., to revise the DOE's workgroup requirement for career and mathematics pathways by removing an obsolete convening deadline and specifying additional workgroup duties and deliverables related to applied algebra-based mathematics pathways. Specifically, the bill:

- Removes the requirement that the DOE convene the workgroup "no later than December 1, 2024."
- Requires the workgroup, in establishing three mathematics pathways for students in secondary grades, to:
  - Incorporate the applied algebra courses established under s. 1003.4936, F.S., which align the Florida Standards for Algebra I with CTE standards and benchmarks for each designated career cluster;
  - Include in each mathematics pathway at least one course sequence beginning with an applied algebra course aligned to a specific career cluster, and identify additional mathematics courses that build on the algebraic reasoning, modeling, and quantitative skills introduced through industry-relevant applications, including, as needed, plans to create new mathematics courses to complete a pathway;
  - Offer flexibility and the ability for students to move between pathways, as necessary; and
  - Create clear links between precollege and college-level mathematics pathways and support progression into postsecondary academic programs, state college CTE programs, career center programs, industry certification programs, and high-skill, high-wage occupations.
- Establishes deadlines for identifying the mathematics pathways that incorporate applied algebra courses created in the bill by September 1, 2027, and September 1, 2028, as applicable. The bill requires the workgroup to submit the identified pathways to the Governor, the President of the Senate, and the Speaker of the House of Representatives.

#### **Applied Algebra for CTE**

The bill creates s. 1003.4936, F.S., to require the DOE to develop "applied algebra" courses aligned to CTE career clusters and to authorize districts to use those courses in lieu of Algebra I for specified purposes. Specifically, the bill:

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<sup>44</sup> Section 1002.321(3), F.S.

- Establishes legislative findings regarding the importance of algebra, the purpose of applied algebra courses, and the intended outcomes, including improved relevance and engagement, alignment to workforce needs, and preparation for the Algebra I end-of-course (EOC) assessment.
- Requires the DOE to develop an applied algebra course for each established CTE career cluster.
- Requires each applied algebra course to:
  - Integrate relevant CTE program standards and benchmarks with the Florida Standards for Algebra I;
  - Provide rigorous, career-relevant applications in authentic industry problems, processes, or settings;
  - Prepare students to take the statewide, standardized Algebra I EOC assessment; and
  - Qualify as a mathematics credit that satisfies the Algebra I requirement for high school graduation and for middle grades promotion.
- Requires the DOE to develop courses on specified timelines:
  - The DOE must develop and make available for district adoption in the 2027-2028 school year the following career clusters:
    - Agriculture, Food, and Natural Resources.
    - Architecture and Construction.
    - Business Management and Administration.
    - Energy.
    - Engineering and Technology Education.
    - Finance.
    - Health Science.
    - Information Technology.
    - Manufacturing.
    - Transportation, Distribution, and Logistics.
  - The DOE must **develop** and make available for district adoption in the 2028-2029 school year the following career clusters:
    - Arts, Audio-Visual Technology, and Communications.
    - Education and Training.
    - Government and Public Administration.
    - Hospitality and Tourism.
    - Human Services.
    - Law, Public Safety, and Security.
    - Marketing, Sales, and Service.
- Authorizes school districts, in grades 6 through 12, to offer one or more applied algebra courses in lieu of Algebra I, and provides that successful completion satisfies the Algebra I credit requirement for high school graduation or middle grades promotion.
- Requires the DOE to collaborate with the Board of Governors of the State University System to ensure each applied algebra course is accepted as a mathematics credit for state university admissions.
- Requires the DOE to provide professional development, instructional resources, and technical assistance to support district implementation.

### Artificial Intelligence Tool to Support Mathematics Instruction

The bill requires the DOE to collaborate with the UF Lastinger Center for Learning to recommend to the Legislature an individualized, adaptive artificial intelligence tool to support mathematics instruction in kindergarten through grade 12. The DOE must submit its recommendations to the Governor, the President of the Senate, and the Speaker of the House of Representatives by December 1, 2026. The recommendations must:

- Ensure that recommended tools align to the Florida academic standards and prepare students for state assessments.
- Consider alternate mathematics sequencing and grade-level progression, and alternate funding models to support individualized progression through content.
- Evaluate the extent to which tools provide real-time diagnostic assessments, individualized learning pathways, adaptive sequencing of content, and immediate, personalized feedback to students.
- Evaluate the applicability of the tool to progress monitoring tools, district learning management systems, suggested interventions, small-group instructional supports, and professional development that enables teachers to integrate the tools into classroom instruction.
- Provide for student data privacy and transparency in data collection and retention.
- Consider statewide and district-level costs.

### **Statewide Coordinated Screening and Progress Monitoring System**

#### ***Present Situation***

A statewide coordinated screening and progress monitoring (CSPM) system is required for use in non-public and public school Voluntary Prekindergarten Education Program (VPK) and public schools.<sup>45</sup> The system must:<sup>46</sup>

- Measure student progress in early literacy skills, early mathematics skills, and the English Language Arts (ELA) and mathematics standards to inform instruction.
- Provide screening and diagnostic capabilities.
- Identify students with substantial deficiencies in reading or mathematics.
- Identify students with characteristics of dyslexia or dyscalculia.

Results must be provided to teachers within one week after completion of the assessment period and to parents within two weeks after administration of the progress monitoring assessment.<sup>47</sup> A student identified by the CSPM system as having characteristics of dyslexia or dyscalculia must undergo further screening.<sup>48</sup>

The statewide CSPM program is implemented as the Florida Assessment of Student Thinking (FAST), administered in three progress monitoring windows each school year, using

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<sup>45</sup> Section 1008.25(9)(a), F.S.

<sup>46</sup> Section 1008.25(9)(a)1.-4., F.S.

<sup>47</sup> Section 1008.25(9)(b)-(c), F.S.

<sup>48</sup> Section 1008.25(9)(a)3., F.S.

Renaissance Star assessments in VPK through grade 2 and Cambium testing and reporting systems for grades 3 through 10 ELA Reading and grades 3 through 8 Mathematics.<sup>49</sup>

### Student Progression and Monitoring Plans

Each district school board adopts and implements a comprehensive program for student progression that addresses promotion, retention, remediation, and the use of assessment results to identify and assist students who are not meeting performance expectations.<sup>50</sup>

A student who is not meeting district or state requirements for satisfactory performance in ELA or mathematics must be covered by at least one of the following:<sup>51</sup>

- A federally required student plan (for example, an individual education plan (IEP)).
- A schoolwide system of progress monitoring for all students, subject to specified exemptions.
- An individualized progress monitoring plan.

A student with a substantial deficiency in reading or a substantial deficiency in mathematics must be covered by a federally required student plan, an individualized progress monitoring plan, or both, as necessary.<sup>52</sup> An individualized progress monitoring plan must be developed within 45 days after the CSPM results become available.<sup>53</sup>

At a minimum, an individualized progress monitoring plan must include:<sup>54</sup>

- The student's identified reading or mathematics skill deficiency.
- Goals and benchmarks for growth in reading or mathematics.
- The measures used to evaluate and monitor progress.
- For a substantial reading deficiency, the evidence-based literacy instruction grounded in the science of reading that will be provided.
- Strategies, resources, and materials to be provided to the parent to support the student's progress.
- Any additional services that the teacher deems available and appropriate to accelerate the student's skill development.

### Reading and Mathematics Deficiencies

Reading and mathematics deficiencies, and characteristics of dyslexia or dyscalculia, may be identified using screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations.<sup>55</sup> Once a student is identified as having a substantial

<sup>49</sup> Florida Department of Education, *Florida Assessment of Student Thinking (FAST), 2025–26 Statewide Assessment Administration Schedule (Progress Monitoring)*, available at <https://www.fl DOE.org/file/5663/2526StatewideAssessmentSched.pdf>; Florida Department of Education, *Florida Assessment of Student Thinking (FAST), 2025–26 Grades K–2 Fact Sheet*, available at <https://www.fl DOE.org/file/20102/2526FASTK2FS.pdf>; and Florida Department of Education, *Coordinated Screening & Progress Monitoring System Overview* (Mar. 21, 2022), available at <https://www.fl DOE.org/file/7506/FOILStatewideAssessment.pdf>, at 6, 9, 19.

<sup>50</sup> Section 1008.25(2), F.S.

<sup>51</sup> Section 1008.25(4)(b)1.–3., F.S.

<sup>52</sup> Section 1008.25(4)(c), F.S.

<sup>53</sup> Section 1008.25(4)(c), F.S.

<sup>54</sup> Section 1008.25(4)(c)1.–6., F.S.

<sup>55</sup> Section 1008.25(5)(a) and (6)(a), F.S.

deficiency in early literacy skills, reading, or mathematics, the applicable interventions must begin immediately.<sup>56</sup>

For a student who exhibits characteristics of dyslexia, as defined in SBE rule, dyslexia-specific interventions must be provided.<sup>57</sup> Appropriate, evidence-based interventions must be initiated upon receipt of documentation from a licensed psychologist demonstrating that the student has been diagnosed with dyslexia or dyscalculia, and initiation may not wait for completion of an exceptional student education eligibility evaluation.<sup>58</sup>

Written parent notification is required when a student has been identified as having a substantial deficiency in reading or mathematics and must include specified information about the deficiency, current services, proposed interventions, and home-based supports and resources as applicable.<sup>59</sup> After the initial notification, written progress updates must be provided at least monthly and must include an explanation of any additional interventions implemented when progress is insufficient, with additional meetings and supports provided upon request.<sup>60</sup>

The reading intervention and parent notification requirements apply to students in public school VPK through grade 3.<sup>61</sup> The mathematics intervention and parent notification requirements apply to students in public school VPK through grade 4.<sup>62</sup>

#### Evaluation and IEP Timelines

Each district school board must provide exceptional student education and include professional services for diagnosis and evaluation.<sup>63</sup> The initial evaluation process is triggered when the school district has reasonable suspicion that a student may have a disability and need special education and related services.<sup>64</sup> Response-to-intervention strategies may not be used to delay or deny an evaluation for a child suspected of having a disability.<sup>65</sup>

A full and individual initial evaluation must be conducted before the initial provision of exceptional student education, and either a parent or the school district may initiate a request for an initial evaluation.<sup>66</sup>

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<sup>56</sup> Section 1008.25(5)(a) and (6)(a)1., F.S.

<sup>57</sup> Section 1008.25(5)(a)1., F.S.; Rule 6A-6.053(7), F.A.C.

<sup>58</sup> Section 1008.25(5)(a)2. and (6)(a)4., F.S.

<sup>59</sup> Section 1008.25(5)(d) and (6)(c), F.S.

<sup>60</sup> Section 1008.25(5)(d) and (6)(c), F.S.

<sup>61</sup> Section 1008.25(5)(a)1., F.S.; Rule 6A-6.053(5)(b), F.A.C.

<sup>62</sup> Section 1008.25(6)(a)1., F.S.; Rule 6A-6.0533(7)(a)1., F.A.C.

<sup>63</sup> Section 1003.57(1)(a)-(b), F.S.

<sup>64</sup> 34 C.F.R. s. 300.111(c)(1); *Leigh Ann H. v. Riesel Indep. Sch. Dist.*, 18 F.4th 788, 796 n.6 (5th Cir. 2021) (citing *Krawietz ex rel. Parker v. Galveston Indep. Sch. Dist.*, 900 F.3d 673, 676 (5th Cir. 2018)).

<sup>65</sup> Office of Special Education Programs, U.S. Department of Education, *OSEP Memorandum 11-07, "A Response to Intervention (RTI) Process Cannot Be Used to Delay-Deny an Evaluation for Eligibility under the Individuals with Disabilities Education Act (IDEA)"* (Jan. 21, 2011).

<sup>66</sup> Rule 6A-6.0331(3), F.A.C.

When a parent requests, or when the school district suspects that a student may have a disability, parental consent for an evaluation must be requested within 30 days, unless the parent and school agree otherwise in writing, or the district rejects the parent's request.<sup>67</sup>

Before a school district requests an initial evaluation for a K-12 student suspected of having a disability, school personnel must document one of the following determinations in the student's educational record:<sup>68</sup>

- General education intervention procedures have been implemented and the data indicate that the student may be a student with a disability who needs special education and related services.
- The evaluation was initiated at parent request and the general education intervention activities will be completed concurrently with the evaluation, but before the determination of the student's eligibility for special education and related services.
- The nature or severity of the student's areas of concern makes the general education intervention procedures inappropriate in addressing the student's immediate needs.

Initial evaluations must be completed within 60 calendar days after receipt of parental consent, excluding specified school holidays and breaks and summer vacation, and subject to specified exceptions and extensions.<sup>69</sup> An IEP must be developed within 30 days after a determination that the child needs special education and related services, and services must be made available as soon as possible following IEP development.<sup>70</sup>

### New Worlds Reading Initiative

A student in prekindergarten through grade 5 who meets specified reading-related criteria must be provided books through the New Worlds Reading Initiative.<sup>71</sup> A school district must notify the parent of an eligible student that the student is eligible to receive books at no cost through the initiative and must provide an application form.<sup>72</sup> A student's eligibility continues until promotion to grade 6 or until the parent opts out.<sup>73</sup>

### ***Effect of Proposed Changes***

#### Student Progression and Monitoring Plans

The bill modifies s. 1008.25, F.S., to require a school district to take specified actions when the statewide coordinated screening and progress monitoring system, or a district-approved screening instrument, indicates that a student exhibits characteristics of dyslexia or dyscalculia.

When a student exhibits characteristics of dyslexia or dyscalculia, the district must ensure the student is covered by the progress monitoring plan already required for students who need intervention supports. The plan must include evidence-based interventions specific to the identified characteristics of dyslexia or dyscalculia. The interventions must be aligned, as

<sup>67</sup> Rule 6A-6.0331(3)(b)-(c), F.A.C.

<sup>68</sup> Rule 6A-6.0331(3)(d)1.-3., F.A.C.

<sup>69</sup> Rule 6A-6.0331(3)(g), F.A.C.

<sup>70</sup> 34 C.F.R. s. 300.323(c)(1)-(2).

<sup>71</sup> Section 1003.485(6)(a), F.S.

<sup>72</sup> Section 1003.485(6)(b), F.S.

<sup>73</sup> Section 1003.485(6)(e), F.S.

appropriate, with the required reading intervention framework and the required mathematics intervention framework for students with the specific learning disabilities.

The bill also requires the district to treat the screening indication as reasonable suspicion that the student may be a student with a disability for purposes of the initial evaluation process for exceptional student education, and to promptly seek parental consent to conduct an initial evaluation consistent with SBE rule and applicable federal law.

In addition, the bill requires screening activities and required intervention procedures to occur concurrently with the evaluation process and prohibits using those activities or procedures to delay or deny an appropriate evaluation to determine eligibility for exceptional student education and related services.

The bill retains the requirement for further screening when the statewide coordinated screening and progress monitoring (CSPM) system indicates that a student exhibits characteristics of dyslexia or dyscalculia. The bill adds a further screening requirement when the system is not capable of identifying characteristics of dyslexia or dyscalculia and a student meets performance thresholds established by SBE rule.

The bill specifies that further screening is used to refine instructional planning and parent communication and is not a prerequisite to the intervention and evaluation obligations in the bill. The bill requires further screening activities to occur concurrently with required interventions and the evaluation process and prohibits using screening activities to delay or deny an appropriate evaluation.

The bill requires the SBE to adopt rules establishing timelines, performance thresholds, and parental notification requirements for further screening required under the CSPM system provisions governing identification of characteristics of dyslexia or dyscalculia.

#### New Worlds Reading Initiative

The bill revises the minimum content of an individualized progress monitoring plan by requiring that the parent resources included in the plan contain information about the student's eligibility for the New Worlds Reading Initiative.

#### **Equity in School-Level Funding**

##### ***Present Situation***

Title I of the Elementary and Secondary Education Act of 1965 (ESEA),<sup>74</sup> as amended by the Every Student Succeeds Act of 2015,<sup>75</sup> is a federal funding program to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close

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<sup>74</sup> Pub. L. No. 89-10, 79 Stat. 27 (Apr. 11, 1965).

<sup>75</sup> Pub. L. 114-95, 129 Stat 1802 (Dec. 10, 2015).

educational achievement gaps.<sup>76</sup> For the 2024-2025 fiscal year, Florida received approximately \$1.09 billion for Title I programs.<sup>77</sup>

Part A of Title I focuses on improving basic programs operated by local educational agencies, including district school boards and eligible charter schools within the school district.<sup>78</sup>

District school boards must allocate Title I-A funds first to serve schools in areas with poverty rates of at least 75 percent, or 50 percent for high schools.<sup>79</sup> If funds remain, the school board may serve schools in rank order according to the percentage of children from low-income families in the area, but a school board may serve schools in areas with a poverty rate of less than 35 percent only if the per student allocation of state and local funds is 125 percent greater than the per student amount received under Title I-A.<sup>80</sup>

Prior to the allocation of Title I funds to eligible schools, Florida law authorizes a district school board to withhold funds only as follows:

- One percent for parent involvement, in addition to the one percent the district must reserve under federal law for allocations to eligible schools for parent involvement;
- A necessary and reasonable amount for administration which includes the district's indirect cost rate, not to exceed a total of ten percent;
- A reasonable and necessary amount to provide:
  - Homeless programs;
  - Delinquent and neglected programs;
  - Prekindergarten programs and activities;
  - Private school equitable services; and
  - Transportation for foster care children to their school of origin or choice programs; and
- A necessary and reasonable amount, not to exceed one percent, for eligible schools to provide educational services in accordance with the approved Title I plan.<sup>81</sup>

In accordance with federal law and the district's approved Title I plan, districts may use Title I funds to provide a wide range of supplemental academic services and supports in eligible schools, including evidence-based interventions and enrichment in core subjects such as reading, mathematics, and science, as well as science, technology, engineering, and mathematics (STEM) activities that are designed to improve student achievement.<sup>82</sup>

### ***Effect of Proposed Changes***

The bill modifies s. 1011.69, F.S., to specify that the education services for which a school district may withhold a portion of Title I funds prior to allocation include the provision of

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<sup>76</sup> 20 U.S.C. s. 6301.

<sup>77</sup> Florida Department of Education, *Finance Data Base: Fiscal Year 2024-2025*, available at <https://www.fl DOE.org/core/fileparse.php/7507/urlt/StateTotalBUD2425.pdf>, at 8 (last visited Dec. 3, 2025).

<sup>78</sup> 20 U.S.C. s. 6311, et seq. Local educational agencies are public boards of education and include district school boards. 34 C.F.R. s. 303.23. *See also* s. 1011.69(2), F.S., specifying that an eligible school includes a charter school that is eligible to receive Title I funds.

<sup>79</sup> 20 U.S.C. s. 6313(a)(3).

<sup>80</sup> 34 C.F.R. s. 200.78(b).

<sup>81</sup> Section 1011.69(4), F.S.

<sup>82</sup> *See, e.g.*, 20 U.S.C. ss. 6314(b), 6315(b).

science, technology, engineering, and mathematics (STEM) curricula, instructional materials, and related learning technologies that support academic achievement in Title I schools. Such technologies may include drones, coding, animation, artificial intelligence, cybersecurity, data science, the engineering design process, mobile development, and robotics. Such withholding must comply with allocation levels required in federal law.

## **Epinephrine Use and Supply in Schools**

### ***Present Situation***

A student who has experienced or is at risk for life-threatening allergic reactions may carry an epinephrine auto-injector and self-administer epinephrine by auto-injector while in school, participating in school-sponsored activities, or in transit to or from school or school-sponsored activities, when parental and physician authorization has been provided to the school.<sup>83</sup>

Public and private schools may obtain a supply of epinephrine auto-injectors through purchase from a wholesale distributor or through an arrangement with a wholesale distributor or manufacturer, and the supply must be maintained in a secure location on the school's premises.<sup>84</sup>

A school district, county health department, and public-private partner, and their employees and volunteers, are indemnified by the parent of an authorized student for liability relating to the student's use of an epinephrine auto-injector.<sup>85</sup>

A physician-developed protocol governs administration by school personnel trained to recognize an anaphylactic reaction and administer an epinephrine auto-injection.<sup>86</sup> The school supply may be provided to and used by a student authorized to self-administer epinephrine by auto-injector or by trained school personnel.<sup>87</sup>

Liability protections apply to the school district or private school and its employees and agents and the physician who provides the standing protocol for school epinephrine auto-injectors.<sup>88</sup>

Those protections apply to injuries arising from use of an epinephrine auto-injector administered by trained school personnel who:<sup>89</sup>

- Follow the adopted protocol; and
- Have a professional opinion that the student is having an anaphylactic reaction.

A written authorization from a physician and the student's parent or guardian is required for a student to carry an epinephrine auto-injector and self-administer epinephrine by auto-injector.<sup>90</sup> An individualized health plan is developed for a student with life-threatening allergies and

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<sup>83</sup> Section 1002.20(3)(i)1., F.S.

<sup>84</sup> Sections 1002.20(3)(i)2. and 1002.42(17)(a), F.S.

<sup>85</sup> Section 1002.20(3)(i)1., F.S.

<sup>86</sup> Sections 1002.20(3)(i)2. and 1002.42(17)(a), F.S.

<sup>87</sup> Sections 1002.20(3)(i)2. and 1002.42(17)(a), F.S.

<sup>88</sup> Sections 1002.20(3)(i)3. and 1002.42(17)(b), F.S.

<sup>89</sup> Sections 1002.20(3)(i)3. and 1002.42(17)(b), F.S.

<sup>90</sup> Rule 6A-6.0251(2), F.A.C.

includes an emergency action plan, with annual development coordinated by the school nurse in collaboration with:<sup>91</sup>

- The student;
- The parent or guardian;
- the health care provider; and
- School personnel.

For schools serving students in kindergarten through grade 8, training is provided to an adequate number of school personnel and contracted personnel on prevention and response to allergic reactions, including anaphylaxis. Training content includes:<sup>92</sup>

- Recognition of anaphylaxis signs and symptoms; and
- Administration of a United States Food and Drug Administration-approved epinephrine delivery device with appropriate weight-based dosing.

### ***Effect of Proposed Changes***

#### Epinephrine Use and Supply

The bill amends ss. 1002.20(3)(i) and 1002.42(17), F.S., to update terminology and broaden statutory references for student carry, self-administration, and school supply of epinephrine to encompass U.S. Food and Drug Administration (FDA)-approved epinephrine delivery devices in public and private schools, rather than limiting those provisions to epinephrine auto-injectors.

### **Voluntary Prekindergarten Program**

#### ***Present Situation***

#### Accountability Timeline and Student Supports

Beginning with the 2022-2023 program year, each private prekindergarten provider and public school participating in the Voluntary Prekindergarten Education Program must participate in the statewide coordinated screening and progress monitoring program.<sup>93</sup> The coordinated screening and progress monitoring results are used by the DOE to identify student learning gains, index development learning outcomes upon program completion relative to specified performance standards and representative norms, and inform a private prekindergarten provider's and public school's performance metric.<sup>94</sup>

For the 2020-2021 program year, the DOE calculated a kindergarten readiness rate for each private prekindergarten provider and public school participating in the Voluntary Prekindergarten Education Program based upon learning gains and the percentage of students assessed as ready for kindergarten.<sup>95</sup> For the 2021-2022 school year, each school district administered the statewide kindergarten screening then in use to each kindergarten student within the first 30 school days, and private schools were authorized to administer the statewide kindergarten screening to each kindergarten student in a private school who was enrolled in the

<sup>91</sup> Rule 6A-6.0251(2)(b), F.A.C.

<sup>92</sup> Rule 6A-6.0251(4)(a) and (c), F.A.C.

<sup>93</sup> Section 1002.68(1)(a), F.S.

<sup>94</sup> Section 1002.68(1)(a), F.S.

<sup>95</sup> Section 1002.68(3)(a), F.S.

Voluntary Prekindergarten Education Program. Learning gains for the 2020-2021 program year were determined using a value-added measure based on growth demonstrated by specified preassessment and postassessment results. A provider could not be newly placed on probationary status, and a provider that was currently on probationary status could only be removed from such status if the provider earned the minimum rate determined by the DOE. The methodology for calculating a provider's readiness rate could not include students who were not administered the statewide kindergarten screening.<sup>96</sup>

For the 2021-2022 program year, kindergarten screening results were prohibited from use in the calculation of readiness rates, and a private prekindergarten provider or public school that fails to meet the minimum kindergarten readiness rate for that program year is subject to probation requirements.<sup>97</sup>

Supports for students in the VPK program are provided through a summer bridge program to address early literacy deficiencies demonstrated on the final administration of the coordinated screening and progress monitoring system. Students who score below the 10<sup>th</sup> percentile are required to be referred to the local school district and may be eligible to receive early literacy skill instructional support through the summer bridge program that consists of four hours of daily instruction for a total of at least one hundred hours of instruction.<sup>98</sup>

#### Gold Seal Quality Care Program

A child care facility, large family child care home, or family day care home must meet additional criteria to obtain and maintain designation as a Gold Seal Quality Care provider.<sup>99</sup>

A child care provider must not have had any class I violations, as defined by rule of the Department of Children and Families, within the 2 years preceding its application for Gold Seal designation.<sup>100</sup> A class I violation is grounds for termination of the Gold Seal designation until the provider has no class I violations for a period of 2 years.<sup>101</sup>

Notwithstanding the class I violation lookback and termination standard for Gold Seal designation, the DOE may recommend to the SBE that a provider maintain its Gold Seal Quality Care status if, through a formal process, the DOE determines the provider has been in business for at least 5 years and has no other class I violations recorded.<sup>102</sup> The SBE's determination regarding the provider's status is final.<sup>103</sup>

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<sup>96</sup> Section 1002.68(3)(a), F.S.

<sup>97</sup> Section 1002.68(3)(b), F.S.

<sup>98</sup> Section 1008.25(5)(b), F.S.

<sup>99</sup> Section 1002.945(4), F.S. The Gold Seal Quality Care (Gold Seal) program was established in 1996 to acknowledge child care facilities and family day care homes that have gone above the required minimum licensing standards to become accredited by recognized agencies whose standards reflect quality in the level of care and supervision provided to children. The designation offered certain tax exemptions, higher reimbursement rates for School Readiness providers, and eligibility to participate in the state VPK program. Florida Department of Education, *Gold Seal Quality Care Program*, <https://www.fl DOE.org/schools/early-learning/providers/gold-seal.shtml> (last visited Jan. 31, 2026).

<sup>100</sup> Section 1002.945(4)(a), F.S.

<sup>101</sup> Section 1002.945(4)(a), F.S.

<sup>102</sup> Section 1002.945(4)(d), F.S.

<sup>103</sup> Section 1002.945(4)(d), F.S.

### ***Effect of Proposed Changes***

#### **Voluntary Prekindergarten Education Program Accountability and Student Supports**

The bill amends s. 1002.68, F.S., to revise Voluntary Prekindergarten (VPK) provider eligibility consequences and early literacy supports tied to coordinated screening and progress monitoring. Specifically, the bill:

- Limits the VPK participation prohibition for a public school or private prekindergarten provider that fails to meet the minimum program assessment composite score for contracting to the consecutive program year, rather than applying until the provider later meets the minimum score.
- Deletes expired provisions relating to the 2020-2021 and 2021-2022 program years that addressed the calculation and use of kindergarten readiness rates and screening results.

The bill amends s. 1008.25, F.S., to expand eligibility for early literacy instructional support through the VPK summer bridge program by increasing the final screening percentile threshold from below the 10th percentile to below the 25th percentile.

#### **Gold Seal Quality Care Eligibility and Termination Criteria**

The bill amends s. 1002.945(4), F.S., to narrow which class I violations affect a provider's Gold Seal Quality Care designation and to delete an existing discretionary exception process.

Specifically, the bill:

- For applications to be designated Gold Seal status limits the two-year lookback disqualification so that a child care provider is ineligible for a Gold Seal designation only if it has had a class I violation for which the Department of Children and Families determines the provider is the primary cause of the violation within the 2 years preceding the application.
- Limits termination authority so that commission of a class I violation is grounds for termination of the Gold Seal designation only when the Department of Children and Families determines the provider is the primary cause of the violation.
- Removes the authority of the DOE to recommend that the SBE allow a provider to maintain Gold Seal status if the DOE determines through a formal process that the provider has been in business for at least 5 years and has no other class I violations recorded.
- Retains the current reinstatement standard by providing that a terminated provider may regain eligibility after having no such disqualifying class I violations for a period of 2 years.

### **Agricultural Education**

#### ***Present Situation***

#### **Required Instruction**

The mission of Florida's Early Learning-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.<sup>104</sup> Each district school board must provide appropriate instruction to ensure that students meet SBE adopted standards in the following

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<sup>104</sup> Section 1000.03(4), F.S.

subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.<sup>105</sup>

Instructional staff of public schools, subject to the rules of the SBE and the district school board, must provide instruction in:<sup>106</sup>

- 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.

### Agricultural Education in Florida

To help support students interested in the agricultural industry in Florida, the DOE created nine middle school courses focused on careers in the agricultural field, ranging from the “Exploration of Agriscience” to the “Introduction to Agriculture, Food and Natural Resources.” At the secondary level, the DOE created 18 courses and programs ranging from “Agricultural Biotechnology” to “Food Science Applications.”<sup>107</sup> In 2022-2023 school year, there were 640 Secondary CTE Programs in Agriculture, Food and Natural Resources. Florida standards and benchmarks related to agriculture are limited to ancient and modern society, and do not address agriculture in Florida. The following are current benchmarks related to the impact agriculture has had on society:

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<sup>105</sup> Section 1003.42(1), F.S.

<sup>106</sup> Section 1003.42(2), F.S.

<sup>107</sup> Florida Department of Education, *2025-26 CTE Curriculum Frameworks: Agriculture Food & Natural Resources*, <https://www.fl DOE.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2025-26-frameworks/>, (last visited Jan. 29, 2026).

- Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.<sup>108</sup>
- Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.<sup>109</sup>
- Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.<sup>110</sup>
- Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States and Japan.<sup>111</sup>

### ***Effects of Proposed Changes***

#### **Required instruction: Elementary Principles of Agriculture**

The bill amends s. 1003.42(2)(j), F.S., to expand and specify the required instruction in the elementary principles of agriculture and to direct the DOE to develop supporting standards and curriculum resources. Specifically, the bill:

- Requires that the agriculture component include, at a minimum:
  - The history of agriculture nationally and in Florida;
  - The economic and societal impact of agriculture; and
  - The various agricultural industry sectors.
- Requires the DOE, in collaboration with the Department of Agriculture and Consumer Services and the UF's Institute of Food and Agricultural Sciences (UF/IFAS), to prepare and offer standards and a curriculum for the agriculture instruction required by the bill.
- Authorizes the DOE to seek input from state or nationally recognized agricultural educational organizations in developing the standards and curriculum.
- Authorizes the DOE to contract with state or nationally recognized agricultural educational organizations to develop training for instructional personnel and grade-appropriate classroom resources to support the developed curriculum.

### **Graduation Alternative to Traditional Education Program**

#### ***Present Situation***

Created within the DOE, the Graduation Alternative to Traditional Education (GATE) Program offers a unique opportunity for students who have left high school to get back on track. Designed

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<sup>108</sup> Florida Department of Education, *Florida's State Academic Standards Social Studies 2024* (2024) at 56, available at [https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/best/ss/ss\\_standardsbook\\_bc\\_240417\\_finalada.pdf](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/best/ss/ss_standardsbook_bc_240417_finalada.pdf), (last visited Jan. 29, 2026). This standard is included in Grade 6 World History.

<sup>109</sup> Florida Department of Education, *Florida's State Academic Standards Social Studies 2024* (2024) at 64, available at [https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/best/ss/ss\\_standardsbook\\_bc\\_240417\\_finalada.pdf](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/best/ss/ss_standardsbook_bc_240417_finalada.pdf), (last visited Jan. 29, 2026). This standard is included in Grade 6 Geography.

<sup>110</sup> Florida Department of Education, *Florida's State Academic Standards Social Studies 2024* (2024) at 56, available at [https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/best/ss/ss\\_standardsbook\\_bc\\_240417\\_finalada.pdf](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/best/ss/ss_standardsbook_bc_240417_finalada.pdf), (last visited Jan. 29, 2026). This standard is included in Grade 6 World History.

<sup>111</sup> Florida Department of Education, *Florida's State Academic Standards Social Studies 2024* (2024) at 132, available at [https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/best/ss/ss\\_standardsbook\\_bc\\_240417\\_finalada.pdf](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/best/ss/ss_standardsbook_bc_240417_finalada.pdf), (last visited Jan. 29, 2026). This standard is included in Grades 9-12 World History.

for students aged 16 to 21, GATE provides a pathway to earn valuable career education credentials while also completing a standard high school diploma or its equivalent.<sup>112</sup>

Through the GATE program, students can enroll in a CTE program and an Adult Secondary Education (ASE) program simultaneously. Eligible ASE programs include Adult High School or GED® Preparation. Participants will work towards earning both a high school diploma and a credential from a Career Education Program on the Master Credential list in their chosen career field. Students have up to three years to complete the GATE Program.<sup>113</sup>

To be eligible for participation in the GATE Program, a student must:

- Not have earned a standard high school diploma or a high school equivalency diploma before enrolling in the GATE Program.
- Have been withdrawn from high school.
- Be a resident of the state for tuition purposes.
- Be 16 to 21 years of age at the time of initial enrollment, and if 16 or 17 years of age, have withdrawn from school enrollment pursuant to certain requirements and safeguards.<sup>114</sup>
- Select the adult secondary education program and career education program of his or her choice at the time of admission to the GATE Program, provided that the career education program is included on the Master Credentials List. The student must remain in their chosen pathway after enrollment, except that, if necessary, the student may enroll in an adult basic education program prior to enrolling in the adult secondary education program.
- Maintain a 2.0 grade point average (GPA) for CTE coursework.
- Complete the adult secondary education program and the career education program within three years unless the institution determines that an extension is warranted due to extenuating circumstances.<sup>115</sup>

### ***Effects of Proposed Changes***

#### **Graduation Alternative to Traditional Education (GATE) Program**

The bill amends s. 1004.933, F.S., to expand program delivery options for participating institutions and to revise eligibility and program participation requirements for students in the GATE Program. Specifically, the bill:

- Authorizes an eligible institution to enter into an agreement with an online provider for the adult education or career instruction portion of the program if the provider's content and services align with the state career and adult education curriculum frameworks.
- Revises the age eligibility requirement by providing that a student must be at least 16 years of age at the time of initial enrollment, rather than limiting eligibility to students ages 16 through 21, while retaining the requirement that a 16- or 17-year-old must have withdrawn from school enrollment pursuant to specified withdrawal safeguards.

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<sup>112</sup> Section 1004.933, F.S. and Florida Department of Education, Adult Education, *Graduation Alternative to Traditional Education (GATE) Program*, <https://www.fl DOE.org/academics/career-adult-edu/adult-edu/gate.shtml> (last visited Jan. 29, 2026).

<sup>113</sup> Florida Department of Education, Adult Education, *Graduation Alternative to Traditional Education (GATE) Program*, <https://www.fl DOE.org/academics/career-adult-edu/adult-edu/gate.shtml> (last visited Jan. 29, 2026).

<sup>114</sup> Section 1003.21(1), F.S.

<sup>115</sup> Section 1004.933(4), F.S.

- Clarifies program participation by providing that a student is not required to enroll in adult secondary education and career education program coursework simultaneously.

## **Eligibility for Educator Certification**

### ***Present Situation***

#### **Teacher Preparation Programs**

Teacher preparation programs are accountable for producing individuals with the competencies and skills necessary to achieve the state education goals. State-approved teacher preparation programs are offered by Florida public and private postsecondary institutions, public school districts, and private providers, through which candidates for educator certification can, depending on the type of program, demonstrate mastery of general knowledge, professional preparation and education competence, and/or subject area knowledge for purposes of attaining an educator certificate.<sup>116</sup>

There are various state-approved teacher preparation programs that individuals may use to receive the training needed to attain an educator certificate, including:<sup>117</sup>

- Initial Teacher Preparation programs in public and private colleges and universities that require candidates to demonstrate mastery of subject area knowledge<sup>118</sup> in one or more specific subject areas, mastery of general knowledge,<sup>119</sup> and mastery of professional preparation and education competence. Program completers qualify for a professional educator certificate.
- Educator Preparation Institutes (EPIs) that offer alternative certification programs by postsecondary institutions and qualified private providers for baccalaureate degree holders. These programs provide professional preparation for career-changers and recent college graduates who do not already possess a Professional Educator Certificate and require mastery of general knowledge, subject-area knowledge, and professional preparation and education competence.
- District professional learning certification and education competency programs. Such programs are cohesive competency-based professional preparation certification programs offered by school districts, charter schools, and charter management districts, through which instructional staff can satisfy the mastery of professional preparation and education competence requirements. In addition to completing the district program, candidates must demonstrate mastery of general knowledge and subject area knowledge.

#### **Educator Preparation Institute Participant Criteria**

Each EPI participant must:<sup>120</sup>

<sup>116</sup> Section 1004.04, F.S. See Florida Department of Education, *Educator Preparation*, <http://www.fl DOE.org/teaching/preparation> (last visited Jan. 29, 2026). See also Rule 6A-5.066, F.A.C.

<sup>117</sup> Florida Department of Education, *Educator Preparation*, <http://www.fl DOE.org/teaching/preparation> (last visited Jan. 29, 2026). See also Rule 6A-5.066, F.A.C.

<sup>118</sup> Florida Department of Education, *Subject Area Knowledge*, <https://www.fl DOE.org/teaching/certification/general-cert-requirements/subject-area-knowledge.stml> (last visited Jan. 29, 2026).

<sup>119</sup> Florida Department of Education, *General Knowledge*, <https://www.fl DOE.org/teaching/certification/general-cert-requirements/general-knowledge.stml> (last visited Jan. 29, 2026).

<sup>120</sup> Section 1004.85(3)(b), F.S.

- Meet certification application requirements, including obtaining a statement of eligibility, established in law, and meet all basic eligibility requirements for an educator certificate before participating in field experiences. Generally, a student must receive a statement of eligibility for a certificate prior to enrollment in an EPI.
- Demonstrate competency and participate in field experiences that are appropriate to the participant's educational plan, including completion of all competencies for a reading endorsement when seeking certification in a certificate area that includes reading instruction or interventions in kindergarten through grade six.
- Before completion of the program, fully demonstrate his or her ability to teach the subject area for which he or she is seeking certification by documenting a positive impact on student learning growth in a prekindergarten through grade 12 setting.
- Achieve a passing score on the professional education competency examination,<sup>121</sup> the General Knowledge Test, and the subject area examination for the subject area certification, as required by the SBE rule.

### Educator Certification

To serve as an educator in a traditional public school, charter school, virtual school, or other publicly operated school, a person must hold a certificate issued by the DOE.<sup>122</sup> The purpose of certification is to require school-based personnel to "possess the credentials, knowledge, and skills necessary to allow the opportunity for a high-quality education in the public schools."<sup>123</sup>

To be eligible for an educator certificate, a person must meet the following basic eligibility requirements:<sup>124</sup>

- Be at least 18 years of age;
- Sign an affidavit attesting that the applicant will uphold the U.S. and State Constitutions;
- Earn a bachelor's or higher degree from an accredited institution of higher learning or from a non-accredited institution identified by the DOE as having a quality program resulting in a bachelor's or higher degree and have attained at least a 2.5 overall grade point average in the applicant's major field of study;<sup>125</sup>
- Submit to fingerprinting and background screening and not have a criminal history that requires the applicant's disqualification from certification or employment;
- Be of good moral character; and
- Be competent and capable of performing the duties, functions, and responsibilities of a teacher.

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<sup>121</sup> Section 1012.56(7)(a)3., F.S. An individual who completes an educator preparation institute and is rated highly effective by his or her performance evaluation is not required to take or achieve a passing score on the professional education competency examination in order to be awarded a professional certificate.

<sup>122</sup> Sections 1012.55(1) and 1002.33(12)(f), F.S.

<sup>123</sup> Section 1012.54, F.S. See Rule 6A-4.001(1), F.A.C.

<sup>124</sup> Section 1012.56(2)(a)-(f), F.S.

<sup>125</sup> Rule 6A-4.003(2), F.A.C.

### ***Effect of proposed Changes***

#### **Postsecondary Educator Preparation Institutes: Eligibility**

The bill amends s. 1004.85(3)(b), F.S., to revise the requirements for participants in competency-based certification programs offered by educator preparation institutes by clarifying what a statement of status of eligibility must reflect and by allowing earlier enrollment and coursework completion while a participant seeks that statement. Specifically, the bill:

- Revises the requirement related to obtaining a statement of status of eligibility by specifying that the statement must determine that the participant is eligible for a certificate in the certification subject area of the participant's educational plan.
- Authorizes an educator preparation institute to allow a program participant to enroll in and complete coursework while the participant is working to obtain the required statement of status of eligibility indicating eligibility for a certificate in the certification subject area of the educational plan.

### **School Safety Requirements; Temporary Door Locks**

#### ***Present Situation***

Each district school board and charter school governing board must adopt an active assailant response plan.<sup>126</sup> By October 1 of each year, each district school superintendent and charter school principal must certify that all school personnel have received annual training on the procedures contained in the applicable active assailant response plan.<sup>127</sup>

School districts and charter school governing boards must comply with school safety requirements, including campus access and door security measures, from 30 minutes before the school start time until 30 minutes after the end of the school day.<sup>128</sup> School classrooms and other instructional spaces must be locked to prevent ingress when occupied by students, except between class periods when students are moving between classrooms or other instructional spaces.<sup>129</sup> If a classroom or other instructional space door is left unlocked or open for any reason other than between class periods when students are moving between classrooms or other instructional spaces, a person must actively staff the door.<sup>130</sup>

School classrooms and other instructional spaces with a permanently installed door lock may also use temporary door locks during an active assailant incident.<sup>131</sup> A temporary door lock used for this purpose must meet all of the following specifications:<sup>132</sup>

- Allow engagement or removal without opening the door.
- Allow removal in a single operation from the egress side of the door without a key.
- Allow removal from the ingress side of the door with a key or other credential.
- Allow installation at any height.

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<sup>126</sup> Section 1006.07(6)(d), F.S.

<sup>127</sup> Section 1006.07(6)(d), F.S.

<sup>128</sup> Section 1006.07(6)(f), F.S.

<sup>129</sup> Section 1006.07(6)(f)2.a., F.S.

<sup>130</sup> Section 1006.07(6)(f)2.a., F.S.

<sup>131</sup> Section 1006.07(6)(f)2.a., F.S.

<sup>132</sup> Section 1006.07(6)(f)2.a., F.S.

- Comply with the Florida Fire Prevention Code.<sup>133</sup>
- Be integrated into the active assailant response plan.

### ***Effect of Proposed Changes***

#### **School Safety Requirements; Temporary Door Locks**

The bill amends s. 1006.07(6)(f), F.S., to remove the provision that authorized classrooms and other instructional spaces with permanently installed door locks to use temporary door locks during an active assailant incident, including the associated device specifications and the requirement that such devices be integrated into the active assailant response plan.

### **Instructional Materials Publishers and Manufacturers**

#### ***Present Situation***

##### **Instructional Materials Definition and State Adoption Framework**

“Instructional materials” includes items with intellectual content that, by design, serve as a major tool for assisting instruction in a subject or course, including textbooks and certain digital or electronic content and tools.<sup>134</sup> The DOE publishes an instructional materials adoption timeline that includes specified milestones, including bid specifications, public advertisement, and deadlines, and the timeline includes publication of an initial list of state-adopted instructional materials by a date specified in statute.<sup>135</sup>

The Commissioner of Education (commissioner) selects and adopts instructional materials for specified grades and subject areas from materials recommended as suitable by state instructional materials reviewers.<sup>136</sup>

##### **District Instructional Materials Purchasing Framework**

Each district school superintendent must certify to the Commissioner, on or before July 1 each year, the estimated allocation of state funds for instructional materials for the ensuing fiscal year.<sup>137</sup> Each district school board must purchase current instructional materials to provide K-12 students a major tool of instruction in specified core subject areas, and the purchase must occur within the first 3 years after the effective date of the applicable adoption cycle, except where a district implements an alternative instructional materials program authorized in law.<sup>138</sup>

Each district school board must purchase instructional materials that align with state standards and are included on the state-adopted list, except where a district implements an alternative

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<sup>133</sup> The State Fire Marshal adopts the Florida Fire Prevention Code by rule and updates the code every 3 years. Section 633.202(4), F.S. The Florida Fire Prevention Code includes, by reference, the current editions of the National Fire Protection Association’s NFPA 1 (Fire Prevention Code) and NFPA 101 (Life Safety Code), subject to State Fire Marshal modifications. Section 633.202(2), F.S.

<sup>134</sup> Section 1006.29(2), F.S.

<sup>135</sup> Section 1006.33(1)(a)1., F.S.

<sup>136</sup> Section 1006.34(2)(a), F.S.

<sup>137</sup> Section 1006.40(1), F.S.

<sup>138</sup> Section 1006.40(2), F.S.

instructional materials program authorized in law.<sup>139</sup> Up to 50 percent of the amount a school district budgets for instructional materials may be used for the following categories:<sup>140</sup>

- Library and reference books and nonprint materials.
- Other materials with intellectual content that assist instruction in a subject or course, including a range of printed and electronic formats and commonly accepted instructional tools as prescribed by district school board rule.
- Repair and renovation of textbooks and library books and replacements for items that were part of previously purchased instructional materials.

### DOE-Developed Educational Materials

Educational materials and products developed by or under the direction of the DOE, including those subject to intellectual property protections, must be made available for use by teachers, students, administrators, and other appropriate persons in the state system of education at the earliest practicable date and in an economical and efficient manner.<sup>141</sup>

The DOE may publish or produce, or have produced, educational materials and products and make them readily available for appropriate use, may charge an amount adequate to cover essential production and dissemination costs, and may sell copies for educational use to private schools and the public.<sup>142</sup> All proceeds from the sale of educational materials and products must be remitted to the Chief Financial Officer and kept in a separate fund known as the Educational Media and Technology Trust Fund, and, when properly budgeted and approved, used to pay the cost of producing and disseminating such materials and products.<sup>143</sup>

When it is not practicable or feasible for the DOE to produce or have produced certain materials or products, the DOE may license or otherwise authorize manufacture or use by others on a royalty basis or other consideration, and the DOE must protect the materials and products against improper or unlawful use or infringement and enforce collection of sums due.<sup>144</sup> The DOE may not enter into the business of producing or publishing instructional materials for general use in classrooms.<sup>145</sup>

### *Effect of Proposed Changes*

#### DOE-developed Materials

The bill amends s. 1006.39, F.S., to expand the stated availability of DOE-developed educational materials and to authorize school districts to purchase such materials and count those purchases toward specified instructional materials expenditure requirements. Specifically, the bill:

- Revises the audience for DOE-developed educational materials and products by expressly including school districts among those to whom such materials must be made available for use.

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<sup>139</sup> Section 1006.40(3)(a), F.S.

<sup>140</sup> Section 1006.40(3)(b), F.S.

<sup>141</sup> Section 1006.39(1), F.S.

<sup>142</sup> Section 1006.39(2), F.S.

<sup>143</sup> Section 1006.39(3), F.S.

<sup>144</sup> Section 1006.39(4), F.S.

<sup>145</sup> Section 1006.39(5), F.S.

- Repeals the prohibition on the DOE entering into the business of producing or publishing instructional materials for general use in classrooms.
- Authorizes a school district to purchase instructional materials developed by or under the direction of the DOE at any time the aligned state academic standards remain in effect.
- Provides that such district purchases may be used to satisfy the requirement that instructional materials funds be used for instructional materials that must be purchased from the state-adopted list.

## **Computer Science Educator Certification**

### ***Present Situation***

#### Computer Science Instruction and Access

Public schools provide opportunities for computer science instruction in grades K-12, including identified courses in middle and high school.<sup>146</sup> The DOE identifies computer science courses in the Course Code Directory and publishes the list for districts.<sup>147</sup> Florida Virtual School offers the identified courses, and districts that do not offer a listed course provide student access through an authorized mechanism.<sup>148</sup>

#### Course Code Directory and Staffing

The Course Code Directory and Instructional Personnel Assignments lists each course and the certificates or endorsements that may staff that course.<sup>149</sup> The SBE adopts the directory by rule each year, and districts use the listed assignments to confirm that instructional personnel hold an appropriate coverage for scheduled courses.<sup>150</sup>

#### Educator Certification Framework and Examinations

Educator certification includes demonstration of subject area knowledge aligned to state academic standards, with competencies and passing scores adopted by rule.<sup>151</sup> The Florida Teacher Certification Examinations (FTCE) are set in rule, including incorporation of competencies, scoring, and passing standards.<sup>152</sup>

#### Assessment Characteristics and Outcomes for Computer Science K-12

The FTCE for Computer Science K-12 subject area certification is approximately 80 multiple-choice questions, and the applicant has up to 2 hours and 30 minutes of testing time.<sup>153</sup> The applicant must answer 71 percent correct to achieve a passing score.<sup>154</sup> Statewide 2024 pass rates

<sup>146</sup> Section 1007.2616(2)(a), F.S.

<sup>147</sup> Section 1007.2616(2)(b), F.S.

<sup>148</sup> Section 1007.2616(3), F.S.

<sup>149</sup> Rule 6A-1.09441(1)-(2), F.A.C.

<sup>150</sup> Rule 6A-1.09441(5), F.A.C.

<sup>151</sup> Section 1012.56(4)-(5), F.S.

<sup>152</sup> Section 1012.56(10); Rule 6A-4.0021, F.A.C.

<sup>153</sup> Florida Teacher Certification Examinations, *Computer Science K-12 (005) Test Information Guide*, <https://www.fl.nesinc.com/prepPage.asp?test=005> (last visited Jan. 28, 2026).

<sup>154</sup> Florida Department of Education, *FTCE/FELE Maximum Percentages of Correct Answers Needed to Achieve a Minimum Passing Score*, updated October 1, 2025, effective January 1, 2026, available at <https://www.fl DOE.org/file/7664/FTCEFELEMaxPercentTable.pdf>.

for the FTCE Computer Science K–12 were 39 percent on first attempts, 38 percent on retake attempts, and 39 percent across all attempts.<sup>155</sup>

#### Elementary Course Emphasis and Exam Domains

Elementary computer science course descriptions emphasize early computational thinking and age-appropriate skills, while several domains assessed on the FTCE reflect secondary-level content:

- K–5 course descriptions focus on digital citizenship, algorithmic problem solving, data recognition, and introductory or block-based programming integrated with core subjects.<sup>156</sup>
- FTCE competency materials include domains such as digital communications features, HTML and web concepts, privacy and security threats, computing history, and pedagogy.<sup>157</sup>
- Elementary course descriptions do not include HTML authoring or detailed networking and security content as K–5 outcomes, indicating limited overlap with those assessed domains at the elementary grade band.

#### *Effects of Proposed Changes*

##### Computer Science and Technology Instruction

The bill amends s. 1007.2616, F.S., to add requirements for computer science subject area coverages, competencies, and examinations, and to establish timelines for development and implementation. Specifically, the bill:

- Requires the SBE, by rule, to establish or maintain the following computer science subject area coverages:
  - Computer science (grades K–5);
  - Computer science (grades 6–12); and
  - Computer science (grades K–12).
- Requires the SBE, by rule, to adopt competencies and skills and designate corresponding examinations for each of the specified coverages.
- Requires the comprehensive computer science (grades K–12) coverage and its examination to remain available unless amended by rule of the SBE.
- Requires the DOE to present recommended competencies and skills for the grades K–5 and grades 6–12 coverages to the SBE for approval by September 1, 2026.
- Requires the DOE, after SBE approval, to coordinate development, piloting, and standard-setting for the grades K–5 and grades 6–12 examinations, and requires that both examinations be available for administration by January 1, 2028.

The bill takes effect July 1, 2026.

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<sup>155</sup> Florida Department of Education, *FTCE/FELE 2024 Annual Administration and Technical Report*, Appendix B, available at <https://www.fl DOE.org/file/5164/AnnualTechReport.pdf>.

<sup>156</sup> Florida Department of Education, *Computer Science Course Information 2025–2026*, available at <https://www.fl DOE.org/file/7746/2526CompSci.pdf>.

<sup>157</sup> Florida Teacher Certification Examinations, *Competencies and Skills for Computer Science K–12 (005)*, [https://www.fl.nesinc.com/FL\\_prepBlueprints.asp](https://www.fl.nesinc.com/FL_prepBlueprints.asp) (select “Computer Science K–12 (005)” or use the worksheet selector at [https://www.fl.nesinc.com/FL\\_prepWorksheet.asp](https://www.fl.nesinc.com/FL_prepWorksheet.asp) (last visited Jan. 28, 2026).

**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:**

The bill has an indeterminate fiscal impact on the Department of Education (DOE), which may include:

- Contracting with state or nationally recognized agricultural education organizations to develop training and grade-appropriate classroom resources for required instruction in the elementary principles of agriculture, to the extent DOE contracts for those services.
- Developing applied algebra courses aligned to career clusters for school district adoption in the 2027-2028 and 2028-2029 school years.
- Coordinating development, piloting, and standard-setting for computer science subject area examinations for grade-band coverages, with exams available for administration by January 1, 2028.
- A potential positive fiscal impact if school districts purchase instructional materials developed by or under the direction of DOE, depending on pricing and adoption levels.

The bill may increase Voluntary Prekindergarten Education Program (VPK)-related expenditures by an estimated \$2.2 million due to expanding the summer bridge eligibility by changing the final coordinated screening and progress monitoring threshold from below the 10th percentile to below the 25th percentile.

Institutions participating in the Graduation Alternative to Traditional Education (GATE) Program may incur costs if they choose to enter agreements with online providers for the adult education or career instruction portion of the program. Removing the upper age limit for initial eligibility may increase participation, with an indeterminate fiscal impact.

## **VI. Technical Deficiencies:**

None.

## **VII. Related Issues:**

None.

## **VIII. Statutes Affected:**

This bill substantially amends the following sections of the Florida Statutes: 1001.42, 1002.20, 1002.33, 1002.42, 1002.68, 1002.945, 1003.42, 1003.4282, 1004.85, 1004.933, 1006.07, 1006.38, 1006.39, 1007.2616, 1008.2125, and 1008.25, F.S.

This bill creates section 1003.4936 of the Florida Statutes.

This bill creates an undesignated section of Florida Law.

## **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.

**FOR CONSIDERATION** By the Committee on Education Pre-K - 12

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s. 1003.42, F.S.; revising required instruction on the principles of agriculture; requiring the Department of Education to collaborate with specified entities to develop associated standards and a curriculum; authorizing the department to contract with certain agricultural education organizations for specified purposes; amending s. 1003.4282, F.S.; providing requirements for mathematics pathways established by a certain workgroup; requiring that certain courses for the mathematics pathways be identified by specified dates; requiring the workgroup to submit identified mathematics pathways to the Governor and the Legislature; creating s. 1003.4936, F.S.; providing legislative findings; requiring the Department of Education to develop applied algebra courses; providing requirements for the applied algebra courses; requiring the department to develop the courses on specified timelines; authorizing school districts to satisfy certain graduation requirements with an applied algebra course; requiring the department to collaborate with the Board of Governors of the State University System to ensure the courses are accepted as mathematics credits for state university admissions; requiring the department to provide certain implementation support; amending s. 1004.85, F.S.; authorizing an educator preparation institute to allow certain program participants to enroll in introductory coursework; amending s. 1004.933, F.S.; revising the definition of the term

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59 "institution"; deleting the age limit for enrollment  
 60 in the Graduation Alternative to Traditional Education  
 61 Program; clarifying that students are not required to  
 62 enroll in adult secondary and career education program  
 63 coursework simultaneously; amending s. 1006.07, F.S.;  
 64 deleting provisions relating to the use of temporary  
 65 door locks; amending s. 1006.39, F.S.; requiring that  
 66 materials and products developed by or under the  
 67 direction of the department be made available for use  
 68 by school districts; authorizing school districts to  
 69 purchase instructional materials developed by or under  
 70 the direction of the department; amending s.  
 71 1007.2616, F.S.; requiring the State Board of  
 72 Education to establish separate computer science  
 73 subject area coverages for grades K-5 and 6-12 and to  
 74 continue the comprehensive K-12 coverage; requiring  
 75 the Department of Education to present recommended  
 76 competencies for certain coverages to the board by a  
 77 specified date; requiring the department to coordinate  
 78 examinations by a specified date; amending s. 1008.25,  
 79 F.S.; requiring certain resources for specified  
 80 students to include information about the New Worlds  
 81 Reading Initiative; specifying requirements for a  
 82 school district if a screening identifies a student as  
 83 exhibiting characteristics of dyslexia or dyscalculia;  
 84 revising the score threshold for a Voluntary  
 85 Prekindergarten Education Program student's  
 86 performance on coordinated screening and progress  
 87 monitoring for the student to receive specified

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88 instructional support; providing circumstances under  
 89 which a student is required to undergo further  
 90 screening for dyslexia or dyscalculia; requiring the  
 91 State Board of Education to adopt rules; conforming a  
 92 cross-reference; amending s. 1008.2125, F.S.;  
 93 conforming a cross-reference; amending s. 1011.69,  
 94 F.S.; revising a category of funding which a school  
 95 district is authorized to withhold; requiring the  
 96 department to collaborate with the Lastinger Center  
 97 for Learning to make specified recommendations  
 98 relating to artificial intelligence in learning to the  
 99 Governor and the Legislature by a specified date;  
 100 providing requirements for the recommendations;  
 101 providing an effective date.  
 102  
 103 Be It Enacted by the Legislature of the State of Florida:  
 104  
 105 Section 1. Subsection (21) of section 1001.42, Florida  
 106 Statutes, is amended to read:  
 107 1001.42 Powers and duties of district school board.—The  
 108 district school board, acting as a board, shall exercise all  
 109 powers and perform all duties listed below:  
 110 (21) EDUCATIONAL EMERGENCY.— To free schools that have with  
 111 a school grade of "D" or "F" or are persistently low-performing  
 112 schools as described in s. 1002.333 from contract restrictions  
 113 that limit the school district's school's ability to implement  
 114 programs and strategies needed to improve student performance, a  
 115 district school board may adopt salary incentives or other  
 116 strategies that address the selection, placement, compensation,

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117 and expectations of instructional personnel and provide  
 118 principals with the autonomy described in s. 1012.28(8). For  
 119 purposes of this subsection, an educational emergency exists in  
 120 a school district if one or more schools in the district have a  
 121 school grade of "D" or "F" or are persistently low-performing  
 122 schools as described in s. 1002.333. "F." Notwithstanding  
 123 chapter 447, relating to collective bargaining, a district  
 124 school board may:

125 (a) Provide salary incentives that differentiate based on a  
 126 teacher's certification, subject area taught, or grade level  
 127 taught. Such incentives are not subject to collective bargaining  
 128 requirements.

129 (b) Notwithstanding s. 1012.2315, relating to assignment of  
 130 teachers, adopt strategies to assign high-quality teachers more  
 131 equitably across schools in the district to low-performing  
 132 schools as a management right. Such strategies are not subject  
 133 to collective bargaining requirements.

134 Section 2. Paragraph (i) of subsection (3) of section  
 135 1002.20, Florida Statutes, is amended to read:

136 1002.20 K-12 student and parent rights.—Parents of public  
 137 school students must receive accurate and timely information  
 138 regarding their child's academic progress and must be informed  
 139 of ways they can help their child to succeed in school. K-12  
 140 students and their parents are afforded numerous statutory  
 141 rights including, but not limited to, the following:

142 (3) HEALTH ISSUES.—

143 (i) Epinephrine use and supply.—

144 1. A student who has experienced or is at risk for life-  
 145 threatening allergic reactions may carry a United States Food

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146 and Drug Administration (FDA)-approved ~~an~~ epinephrine delivery  
 147 device auto-injector and self-administer epinephrine by FDA-  
 148 approved delivery device auto-injector while in school,  
 149 participating in school-sponsored activities, or in transit to  
 150 or from school or school-sponsored activities if the school has  
 151 been provided with parental and physician authorization. The  
 152 State Board of Education, in cooperation with the Department of  
 153 Health, shall adopt rules for such use of FDA-approved  
 154 epinephrine delivery devices which must auto-injectors that  
 155 shall include provisions to protect the safety of all students  
 156 from the misuse or abuse of such delivery devices auto-  
 157 injectors. A school district, county health department, public-  
 158 private partner, and their employees and volunteers shall be  
 159 indemnified by the parent of a student authorized to carry an  
 160 FDA-approved epinephrine delivery device auto-injector for any  
 161 and all liability with respect to the student's use of an FDA-  
 162 approved epinephrine delivery device auto-injector pursuant to  
 163 this paragraph.

164 2. A public school may purchase a supply of FDA-approved  
 165 epinephrine delivery devices auto-injectors from a wholesale  
 166 distributor as defined in s. 499.003 or may enter into an  
 167 arrangement with a wholesale distributor or manufacturer as  
 168 defined in s. 499.003 for the FDA-approved epinephrine delivery  
 169 devices auto-injectors at fair-market, free, or reduced prices  
 170 for use in the event a student has an anaphylactic reaction. The  
 171 FDA-approved epinephrine delivery devices auto-injectors must be  
 172 maintained in a secure location on the public school's premises.  
 173 The participating school district shall adopt a protocol  
 174 developed by a licensed physician for the administration by

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175 school personnel who are trained to recognize an anaphylactic  
 176 reaction and to administer ~~an~~ epinephrine by an FDA-approved  
 177 delivery device auto-injection. The supply of FDA-approved  
 178 epinephrine delivery devices auto-injectors may be provided to  
 179 and used by a student authorized to self-administer epinephrine  
 180 by FDA-approved delivery device auto-injector under subparagraph  
 181 1. or trained school personnel.

182 3. The school district and its employees, agents, and the  
 183 physician who provides the standing protocol for school FDA-  
 184 approved epinephrine delivery devices auto-injectors are not  
 185 liable for any injury arising from the use of such an  
 186 epinephrine delivery device auto-injector administered by  
 187 trained school personnel who follow the adopted protocol and  
 188 whose professional opinion is that the student is having an  
 189 anaphylactic reaction:

190 a. Unless the trained school personnel's action is willful  
 191 and wanton;  
 192 b. Notwithstanding that the parents or guardians of the  
 193 student to whom the epinephrine is administered have not been  
 194 provided notice or have not signed a statement acknowledging  
 195 that the school district is not liable; and  
 196 c. Regardless of whether authorization has been given by  
 197 the student's parents or guardians or by the student's  
 198 physician, physician assistant, or advanced practice registered  
 199 nurse.

200 Section 3. Paragraph (c) of subsection (7) and paragraph  
 201 (e) of subsection (10) of section 1002.33, Florida Statutes, are  
 202 amended to read:

203 1002.33 Charter schools.—

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204 (7) CHARTER.—The terms and conditions for the operation of  
 205 a charter school, including a virtual charter school, shall be  
 206 set forth by the sponsor and the applicant in a written  
 207 contractual agreement, called a charter. The sponsor and the  
 208 governing board of the charter school or virtual charter school  
 209 shall use the standard charter contract or standard virtual  
 210 charter contract, respectively, pursuant to subsection (21),  
 211 which shall incorporate the approved application and any addenda  
 212 approved with the application. Any term or condition of a  
 213 proposed charter contract or proposed virtual charter contract  
 214 that differs from the standard charter or virtual charter  
 215 contract adopted by rule of the State Board of Education shall  
 216 be presumed a limitation on charter school flexibility. The  
 217 sponsor may not impose unreasonable rules or regulations that  
 218 violate the intent of giving charter schools greater flexibility  
 219 to meet educational goals. The charter shall be signed by the  
 220 governing board of the charter school and the sponsor, following  
 221 a public hearing to ensure community input.

222 (c)1. A charter may be renewed provided that a program  
 223 review demonstrates that the criteria in paragraph (a) have been  
 224 successfully accomplished and that none of the grounds for  
 225 nonrenewal established by paragraph (8)(a) have been expressly  
 226 found. The charter of a charter school that meets these  
 227 requirements and has received a school grade lower than a "B"  
 228 pursuant to s. 1008.34 in the most recently graded school year  
 229 must be renewed for no less than a 5-year term except as  
 230 provided in paragraph (9)(n). In order to facilitate long-term  
 231 financing for charter school construction, charter schools  
 232 operating for a minimum of 3 years and demonstrating exemplary

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233 academic programming, which may include academic performance  
 234 measured by school improvement ratings, and fiscal management  
 235 are eligible for a 15-year charter renewal. Such long-term  
 236 charter is subject to annual review and may be terminated during  
 237 the term of the charter.

238 2. The 15-year charter renewal that may be granted pursuant  
 239 to subparagraph 1. must be granted to a charter school that has  
 240 received a school grade of "A" or "B" pursuant to s. 1008.34 in  
 241 the most recently graded school year and that is not in a state  
 242 of financial emergency or deficit position as defined by this  
 243 section. Such long-term charter is subject to annual review and  
 244 may be terminated during the term of the charter pursuant to  
 245 subsection (8).

246 (10) ELIGIBLE STUDENTS.—

247 (e) A charter school may limit the enrollment process only  
 248 to target the following student populations:

249 1. Students within specific age groups or grade levels.  
 250 2. Students considered at risk of dropping out of school or  
 251 academic failure. Such students shall include exceptional  
 252 education students.

253 3. Students enrolling in a charter school-in-the-workplace  
 254 or charter school-in-a-municipality established pursuant to  
 255 subsection (15).

256 4. Students residing within a reasonable distance of the  
 257 charter school, as described in paragraph (20)(c). Such students  
 258 shall be subject to a random lottery and to the racial/ethnic  
 259 balance provisions described in subparagraph (7)(a)8. or any  
 260 federal provisions that require a school to achieve a  
 261 racial/ethnic balance reflective of the community it serves or

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262 within the racial/ethnic range of other nearby public schools.  
 263 5. Students who meet reasonable academic, artistic, or  
 264 other eligibility standards established by the charter school  
 265 and included in the charter school application and charter or,  
 266 in the case of existing charter schools, standards that are  
 267 consistent with the school's mission and purpose. Such standards  
 268 shall be in accordance with current state law and practice in  
 269 public schools and may not discriminate against otherwise  
 270 qualified individuals. A school that limits enrollment for such  
 271 purposes must place a student on a progress monitoring plan for  
 272 at least one semester before dismissing such student from the  
 273 school. A student may not be dismissed based on academic  
 274 performance while a school is implementing a school improvement  
 275 plan pursuant to paragraph (9)(n) or corrective action plan  
 276 pursuant to s. 1002.345.

277 6. Students articulating from one charter school to another  
 278 pursuant to an articulation agreement between the charter  
 279 schools that has been approved by the sponsor.

280 7. Students living in a development, or students whose  
 281 parent or legal guardian maintains a physical or permanent  
 282 employment presence within the development, in which a  
 283 developer, including any affiliated business entity or  
 284 charitable foundation, contributes to the formation,  
 285 acquisition, construction, or operation of one or more charter  
 286 schools or charter school facilities and related property in an  
 287 amount equal to or having a total appraised value of at least \$5  
 288 million to be used as charter schools to mitigate the  
 289 educational impact created by the development of new residential  
 290 dwelling units. Students living in the development are entitled

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291 to 50 percent of the student stations in the charter schools.  
 292 The students who are eligible for enrollment are subject to a  
 293 random lottery, the racial/ethnic balance provisions, or any  
 294 federal provisions, as described in subparagraph 4. The  
 295 remainder of the student stations must be filled in accordance  
 296 with subparagraph 4.

297 8. Students whose parent or legal guardian is employed  
 298 within a reasonable distance of the charter school, as described  
 299 in paragraph (20)(c). The students who are eligible for  
 300 enrollment are subject to a random lottery.

301 Section 4. Subsection (17) of section 1002.42, Florida  
 302 Statutes, is amended to read:

303 1002.42 Private schools.—

304 (17) EPINEPHRINE SUPPLY.—

305 (a) A private school may purchase a supply of United States  
 306 Food and Drug Administration (FDA)-approved epinephrine delivery  
307 devices auto-injectors from a wholesale distributor as defined  
 308 in s. 499.003 or may enter into an arrangement with a wholesale  
 309 distributor or manufacturer as defined in s. 499.003 for the  
 310 FDA-approved epinephrine delivery devices auto-injectors at  
 311 fair-market, free, or reduced prices for use in the event a  
 312 student has an anaphylactic reaction. The FDA-approved  
 313 epinephrine delivery devices auto-injectors must be maintained  
 314 in a secure location on the private school's premises. The  
 315 participating private school shall adopt a protocol developed by  
 316 a licensed physician for the administration by private school  
 317 personnel who are trained to recognize an anaphylactic reaction  
 318 and to administer epinephrine by an FDA-approved epinephrine  
 319 delivery device auto-injection. The supply of FDA-approved

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320 epinephrine ~~delivery devices auto-injectors~~ may be provided to  
 321 and used by a student authorized to self-administer epinephrine  
 322 by an FDA-approved delivery device auto-injector under s.  
 323 1002.20(3)(i) or trained school personnel.

324 (b) The private school and its employees, agents, and the  
 325 physician who provides the standing protocol for school FDA-  
 326 approved epinephrine delivery devices auto-injectors are not  
 327 liable for any injury arising from the use of an FDA-approved  
 328 epinephrine delivery device auto-injector administered by  
 329 trained school personnel who follow the adopted protocol and  
 330 whose professional opinion is that the student is having an  
 331 anaphylactic reaction:

332 1. Unless the trained school personnel's action is willful  
 333 and wanton;

334 2. Notwithstanding that the parents or guardians of the  
 335 student to whom the epinephrine is administered have not been  
 336 provided notice or have not signed a statement acknowledging  
 337 that the school district is not liable; and

338 3. Regardless of whether authorization has been given by  
 339 the student's parents or guardians or by the student's  
 340 physician, physician assistant, or advanced practice registered  
 341 nurse.

342 Section 5. Subsection (3), paragraph (e) of subsection (4),  
 343 paragraph (a) of subsection (5), and paragraph (e) of subsection  
 344 (6) of section 1002.68, Florida Statutes, are amended to read:

345 1002.68 Voluntary Prekindergarten Education Program  
 346 accountability.—

347 ~~(3)(a) For the 2020-2021 program year, the department shall~~  
 348 ~~calculate a kindergarten readiness rate for each private~~

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349 ~~prekindergarten provider and public school participating in the~~  
 350 ~~Voluntary Prekindergarten Education Program based upon learning~~  
 351 ~~gains and the percentage of students assessed as ready for~~  
 352 ~~kindergarten. The department shall require that each school~~  
 353 ~~district administer the statewide kindergarten screening in use~~  
 354 ~~before the 2021-2022 school year to each kindergarten student in~~  
 355 ~~the school district within the first 30 school days of the 2021-~~  
 356 ~~2022 school year. Private schools may administer the statewide~~  
 357 ~~kindergarten screening to each kindergarten student in a private~~  
 358 ~~school who was enrolled in the Voluntary Prekindergarten~~  
 359 ~~Education Program. Learning gains shall be determined using a~~  
 360 ~~value added measure based on growth demonstrated by the results~~  
 361 ~~of the preassessment and postassessment in use before the 2021-~~  
 362 ~~2022 program year. However, a provider may not be newly placed~~  
 363 ~~on probationary status under this paragraph. A provider~~  
 364 ~~currently on probationary status may only be removed from such~~  
 365 ~~status if the provider earns the minimum rate, determined~~  
 366 ~~pursuant to subsection (5). The methodology for calculating a~~  
 367 ~~provider's readiness rate may not include students who are not~~  
 368 ~~administered the statewide kindergarten screening.~~

369 ~~(b) For the 2021-2022 program year, kindergarten screening~~  
 370 ~~results may not be used in the calculation of readiness rates.~~  
 371 ~~Any private prekindergarten provider or public school~~  
 372 ~~participating in the Voluntary Prekindergarten Education Program~~  
 373 ~~which fails to meet the minimum kindergarten readiness rate for~~  
 374 ~~the 2021-2022 program year is subject to the probation~~  
 375 ~~requirements of subsection (5).~~

376 ~~(3)(4)~~  
 377 (e) Subject to an appropriation, the department shall

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378 ~~provide for a differential payment to a private prekindergarten~~  
 379 ~~provider and public school based on the provider's designation.~~  
 380 ~~The maximum differential payment may not exceed a total of 15~~  
 381 ~~percent of the base student allocation per full-time equivalent~~  
 382 ~~student under s. 1002.71 attending in the consecutive program~~  
 383 ~~year for that program. A private prekindergarten provider or~~  
 384 ~~public school may not receive a differential payment if it~~  
 385 ~~receives a designation of "proficient" or lower. Before the~~  
 386 ~~adoption of the methodology, the department shall confer with~~  
 387 ~~the Council for Early Grade Success under s. 1008.2125 before~~  
 388 ~~receiving approval from the State Board of Education for the~~  
 389 ~~final recommendations on the designation system and differential~~  
 390 ~~payments.~~

391 ~~(4)(a)-(5)(a) If a public school's or private~~  
 392 ~~prekindergarten provider's program assessment composite score~~  
 393 ~~for its prekindergarten classrooms fails to meet the minimum~~  
 394 ~~program assessment composite score for contracting adopted in~~  
 395 ~~rule by the department, the private prekindergarten provider or~~  
 396 ~~public school may not participate in the Voluntary~~  
 397 ~~Prekindergarten Education Program beginning in the consecutive~~  
 398 ~~program year and thereafter until the public school or private~~  
 399 ~~prekindergarten provider meets the minimum composite score for~~  
 400 ~~contracting. A public school or private prekindergarten provider~~  
 401 ~~may request one program assessment per program year in order to~~  
 402 ~~requalify for participation in the Voluntary Prekindergarten~~  
 403 ~~Education Program, provided that the public school or private~~  
 404 ~~prekindergarten provider is not excluded from participation~~  
 405 ~~under ss. 1002.55(6), 1002.61(10)(b), 1002.63(9)(b), or~~  
 406 ~~paragraph (b) (5)(b) of this section. If a public school or~~

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407 private prekindergarten provider would like an additional  
 408 program assessment completed within the same program year, the  
 409 public school or private prekindergarten provider shall be  
 410 responsible for the cost of the program assessment.

411 (5) (6)

412 (e) A private prekindergarten provider or public school  
 413 granted a good cause exemption shall continue to implement its  
 414 improvement plan and continue the corrective actions required  
 415 under paragraph (4) (b) (5) (b) until the provider or school meets  
 416 the minimum performance metric.

417 Section 6. Paragraphs (a) and (d) of subsection (4) of  
 418 section 1002.945, Florida Statutes, are amended to read:

419 1002.945 Gold Seal Quality Care Program.—

420 (4) In order to obtain and maintain a designation as a Gold  
 421 Seal Quality Care provider, a child care facility, large family  
 422 child care home, or family day care home must meet the following  
 423 additional criteria:

424 (a) The child care provider must not have had any class I  
 425 violations, as defined by rule of the Department of Children and  
 426 Families, for which the Department of Children and Families  
determines that the child care provider is the primary cause of  
the violation within the 2 years preceding its application for  
 427 designation as a Gold Seal Quality Care provider. Commission of  
 428 a class I violation for which the Department of Children and  
Families determines that the child care provider is the primary  
cause of the violation shall be grounds for termination of the  
 429 designation as a Gold Seal Quality Care provider until the  
 430 provider has no class I violations for a period of 2 years.

431 (d) Notwithstanding paragraph (a), if the Department of

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436 ~~Education determines through a formal process that a provider~~  
 437 ~~has been in business for at least 5 years and has no other class~~  
 438 ~~I violations recorded, the department may recommend to the state~~  
 439 ~~board that the provider maintain its Gold Seal Quality Care~~  
 440 ~~status. The state board's determination regarding such~~  
 441 ~~provider's status is final.~~

442 Section 7. Paragraph (j) of subsection (2) of section  
 443 1003.42, Florida Statutes, is amended to read:

444 1003.42 Required instruction.—

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

452 (j) The elementary principles of agriculture. This  
 453 component must include, but need not be limited to, the history  
of agriculture both nationally and specifically to this state,  
 454 the economic and societal impact of agriculture, and the various  
 455 agricultural industry sectors. The department, in collaboration  
 456 with the Department of Agriculture and Consumer Services and the  
 457 University of Florida's Institute of Food and Agricultural  
 458 Sciences, shall prepare and offer standards and a curriculum for  
 459 the instruction required by this paragraph and may seek input  
 460 from state or nationally recognized agricultural educational  
 461 organizations. The department may contract with state or  
 462 nationally recognized agricultural educational organizations to  
 463 develop training for instructional personnel and grade-

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465 appropriate classroom resources to support the developed  
 466 curriculum.

467  
 468 The State Board of Education is encouraged to adopt standards  
 469 and pursue assessment of the requirements of this subsection.  
 470 Instructional programming that incorporates the values of the  
 471 recipients of the Congressional Medal of Honor and that is  
 472 offered as part of a social studies, English Language Arts, or  
 473 other schoolwide character building and veteran awareness  
 474 initiative meets the requirements of paragraph (u).

475 Section 8. Subsection (10) of section 1003.4282, Florida  
 476 Statutes, is amended to read:

477 1003.4282 Requirements for a standard high school diploma.—  
 478 (10) CAREER AND TECHNICAL EDUCATION CREDIT.—The Department  
 479 of Education shall convene a workgroup, no later than December  
 480 1, 2024, to:

481 (a) Identify best practices in career and technical  
 482 education pathways from middle school to high school to aid  
 483 middle school students in career planning and facilitate their  
 484 transition to high school programs. The career pathway must be  
 485 linked to postsecondary programs.

486 (b) Establish three mathematics pathways for students  
 487 enrolled in secondary grades by aligning mathematics courses to  
 488 programs, postsecondary education, and careers. The workgroup  
 489 shall collaborate to identify the three mathematics pathways and  
 490 the mathematics course sequence within each pathway which align  
 491 to the mathematics skills needed for success in the  
 492 corresponding academic programs, postsecondary education, and  
 493 careers.

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494 1. The mathematics pathways must incorporate the applied  
 495 algebra courses established under s. 1003.4936 which align the  
 496 Florida Standards for Algebra I with the career and technical  
 497 education standards and benchmarks for each designated career  
 498 cluster.

499 2. Each mathematics pathway must include at least one  
 500 course sequence beginning with an applied algebra course aligned  
 501 to a specific career cluster. The workgroup shall identify  
 502 additional mathematics courses that follow each applied algebra  
 503 course and build on the algebraic reasoning, modeling, and  
 504 quantitative skills introduced through industry-relevant  
 505 applications. The mathematics pathways may include a plan to  
 506 create new mathematics courses to complete a pathway.

507 3. Each mathematics pathway must offer flexibility and the  
 508 ability to move between pathways if necessary.

509 4. Mathematics pathways must create clear links between  
 510 precollege mathematics and college-level mathematics pathways,  
 511 and support student progression into postsecondary academic  
 512 programs, state college career and technical education programs,  
 513 career center programs, industry certification programs, and  
 514 high-skill, high-wage occupations.

515 5. The mathematics pathways that incorporate applied  
 516 algebra courses created under s. 1003.4936(3)(a)1. must be  
 517 identified no later than September 1, 2027. The mathematics  
 518 pathways that incorporate applied algebra courses created under  
 519 s. 1003.4936(3)(a)2. must be identified no later than September  
 520 1, 2028. The workgroup shall submit the identified mathematics  
 521 pathways to the Governor, the President of the Senate, and the  
 522 Speaker of the House of Representatives.

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523        Section 9. Section 1003.4936, Florida Statutes, is created  
 524 to read:  
 525        1003.4936 Applied algebra for career and technical  
 526 education.

527        (1) The Legislature finds that algebra is an important step  
 528 in a student's mathematics pathway. Algebra is a prerequisite  
 529 for higher level mathematics courses, and success in algebra is  
 530 strongly connected with later mathematics success. Establishing  
 531 an applied algebra course that integrates career and technical  
 532 education standards equips students with mathematical skills  
 533 directly connected to real industry practices and increases the  
 534 relevance of algebra instruction. By contextualizing algebraic  
 535 concepts within authentic occupational problems, such applied  
 536 algebra courses improve student engagement, strengthen  
 537 understanding of core math standards, and better prepare  
 538 students for high-skill, high-wage careers. Such a course will  
 539 enable students to pass the Algebra I end-of-course assessment  
 540 and develop practical skills that support success in Florida's  
 541 workforce and postsecondary pathways.

542        (2) The Department of Education shall develop an applied  
 543 algebra course for each of the established career and technical  
 544 education career clusters. Each applied algebra course must:  
 545        (a) Integrate the career and technical education program  
 546 standards and benchmarks for the relevant career cluster with  
 547 the Florida Standards for Algebra I.  
 548        (b) Provide students with rigorous, career-relevant  
 549 mathematical applications that demonstrate the use of algebraic  
 550 concepts in authentic industry problems, processes, or settings.  
 551        (c) Prepare students to take the statewide, standardized

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552        Algebra I end-of-course assessment required under s. 1008.22.  
 553        (d) Meet all requirements for a mathematics credit required  
 554 for high school graduation under s. 1003.4282(3)(b) or for  
 555 middle grades promotion pursuant to s. 1003.4156(1)(b).

556        (3) (a) The department shall develop the courses on the  
 557 following timelines:

558        1. Applied algebra courses in the following career clusters  
 559 must be developed and available for school district adoption in  
 560 the 2027-2028 school year:

561        a. Agriculture, food, and natural resources.  
 562        b. Architecture and construction.  
 563        c. Business management and administration.  
 564        d. Energy.  
 565        e. Engineering and technology education.  
 566        f. Finance.  
 567        g. Health science.  
 568        h. Information technology.  
 569        i. Manufacturing.  
 570        j. Transportation and distribution logistics.

571        2. Applied algebra courses in the following career clusters  
 572 must be developed and available for district adoption in the  
 573 2028-2029 school year:

574        a. Arts, audio-visual technology, and communications.  
 575        b. Education and training.  
 576        c. Government and public administration.  
 577        d. Hospitality and tourism.  
 578        e. Human services.  
 579        f. Law, public safety, and security.  
 580        g. Marketing, sales, and service.

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581       (b) In grades 6 through 12, school districts may offer one  
 582 or more applied algebra courses in lieu of Algebra I, and  
 583 successful completion of the course will satisfy the Algebra I  
 584 credit requirement for high school graduation or middle grades  
 585 promotion.

586       (c) The department shall collaborate with the Board of  
 587 Governors of the State University System to ensure that each  
 588 applied algebra course is accepted as a mathematics credit for  
 589 state university admissions.

590       (d) The department shall provide professional development,  
 591 instructional resources, and technical assistance to support  
 592 school district implementation.

593       Section 10. Paragraph (b) of subsection (3) of section  
 594 1004.85, Florida Statutes, is amended to read:

595       1004.85 Postsecondary educator preparation institutes.—  
 596       (3) Educator preparation institutes approved pursuant to  
 597 this section may offer competency-based certification programs  
 598 specifically designed for noneducation major baccalaureate  
 599 degree holders to enable program participants to meet the  
 600 educator certification requirements of s. 1012.56. An educator  
 601 preparation institute choosing to offer a competency-based  
 602 certification program pursuant to the provisions of this section  
 603 must implement a program developed by the institute and approved  
 604 by the department for this purpose. Approved programs shall be  
 605 available for use by other approved educator preparation  
 606 institutes.

607       (b) Each program participant must:

608       1. Meet certification requirements pursuant to s.  
 609 1012.56(1) by obtaining a statement of status of eligibility

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610       determining the participant is eligible for a certificate in the  
 611 certification subject area of the educational plan. An educator  
 612 preparation institute may allow a program participant to enroll  
 613 in and complete coursework while the participant is working to  
 614 obtain the statement of status of eligibility indicating  
 615 eligibility for a certificate in the certification subject area  
 616 of the educational plan.

617       2. and Meet the requirements of s. 1012.56(2)(a)-(f) before  
 618 participating in field experiences.

619       3.2. Demonstrate competency and participate in field  
 620 experiences that are appropriate to his or her educational plan  
 621 prepared under paragraph (a). Beginning with candidates entering  
 622 an educator preparation institute in the 2022-2023 school year,  
 623 a candidate for certification in a coverage area identified  
 624 pursuant to s. 1012.585(3)(f) must successfully complete all  
 625 competencies for a reading endorsement, including completion of  
 626 the endorsement practicum through the candidate's field  
 627 experience, in order to graduate from the program.

628       4.3. Before completion of the program, fully demonstrate  
 629 his or her ability to teach the subject area for which he or she  
 630 is seeking certification by documenting a positive impact on  
 631 student learning growth in a prekindergarten through grade 12  
 632 setting and, except as provided in s. 1012.56(7)(a)3., achieving  
 633 a passing score on the professional education competency  
 634 examination, the basic skills examination, and the subject area  
 635 examination for the subject area certification which is required  
 636 by state board rule.

637       Section 11. Paragraph (b) of subsection (3) and paragraph  
 638 (b) of subsection (4) of section 1004.933, Florida Statutes, are

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639 amended to read:

640 1004.933 Graduation Alternative to Traditional Education  
641 (GATE) Program.-

642 (3) DEFINITIONS.—As used in this section, the term:

643 (b) "Institution" means any a school district career center  
644 established under s. 1001.44, a charter technical career center  
645 established under s. 1002.34, or a Florida College System  
646 institution identified in s. 1000.21. Any such institution may  
647 enter into an agreement with an online provider for the adult  
648 education or career instruction portion of the program if such  
649 provider offers instructional content and services that align  
650 with the state career and adult education curriculum frameworks.

651 (4) PAYMENT WAIVER; ELIGIBILITY.—

652 (b) To be eligible for participation in the GATE Program, a  
653 student must:654 1. Not have earned a standard high school diploma pursuant  
655 to s. 1003.4282 or a high school equivalency diploma pursuant to  
656 s. 1003.435 before enrolling in the GATE Program;

657 2. Have been withdrawn from high school;

658 3. Be a resident of this state as defined in s. 1009.21(1);

659 4. Be at least 16 ~~to~~ 21 years of age at the time of initial  
660 enrollment, provided that a student who is 16 or 17 years of age  
661 has withdrawn from school enrollment pursuant to the  
662 requirements and safeguards in s. 1003.21(1)(c);663 5. Select the adult secondary education program and career  
664 education program of his or her choice at the time of admission  
665 to the GATE Program, provided that the career education program  
666 is included on the Master Credentials List under s. 445.004(4).  
667 The student is not required to enroll in adult secondary and

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668 career education program coursework simultaneously. The student  
669 may not change the requested pathway after enrollment, except  
670 that, if necessary for the student, the student may enroll in an  
671 adult basic education program prior to enrolling in the adult  
672 secondary education program;673 6. Maintain a 2.0 GPA for career and technical education  
674 coursework; and675 7. Notwithstanding s. 1003.435(4), complete the programs  
676 under subparagraph 5. within 3 years after his or her initial  
677 enrollment unless the institution determines that an extension  
678 is warranted due to extenuating circumstances.679 Section 12. Paragraph (f) of subsection (6) of section  
680 1006.07, Florida Statutes, is amended to read:681 1006.07 District school board duties relating to student  
682 discipline and school safety.—The district school board shall  
683 provide for the proper accounting for all students, for the  
684 attendance and control of students at school, and for proper  
685 attention to health, safety, and other matters relating to the  
686 welfare of students, including:687 (6) SAFETY AND SECURITY BEST PRACTICES.—Each district  
688 school superintendent shall establish policies and procedures  
689 for the prevention of violence on school grounds, including the  
690 assessment of and intervention with individuals whose behavior  
691 poses a threat to the safety of the school community.692 (f) School safety requirements.—Each school district and  
693 charter school governing board shall comply with the following  
694 school safety requirements, which apply from 30 minutes before  
695 the school start time until 30 minutes after the end of the  
696 school day:

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697 1. All gates or other access points that restrict ingress  
 698 to or egress from the exclusive zone of a school campus shall  
 699 remain closed and locked when students are on campus. For the  
 700 purposes of this section, the term "exclusive zone" means the  
 701 area within a gate or door allowing access to the interior  
 702 perimeter of a school campus beyond a single point of entry. A  
 703 gate or access point to the exclusive zone may only be open or  
 704 unlocked if one of the following conditions is met:

705 a. It is attended or actively staffed when students are on  
 706 campus;

707 b. The use complies with a shared use agreement pursuant to  
 708 s. 1013.101;

709 c. Another closed and locked gate or access point separates  
 710 the open or unlocked gate from areas occupied by students; or

711 d. The school safety specialist, or his or her designee,  
 712 has documented in the Florida Safe Schools Assessment Tool  
 713 portal maintained by the Office of Safe Schools that the gate or  
 714 other access point is not subject to this requirement based upon  
 715 other safety measures at the school. The office may conduct a  
 716 compliance visit pursuant to s. 1001.212(13) to review if such  
 717 determination is appropriate.

718 This subparagraph does not apply to the nonexclusive zone of a  
 719 school campus. The term "nonexclusive zone" means the area  
 720 outside of the exclusive zone but contained on school property.  
 721 Nonexclusive zones may include, but are not limited to, such  
 722 spaces as parking lots, athletic fields and stadiums, mechanical  
 723 buildings, playgrounds, bus ramps, agricultural spaces, and  
 724 other areas that do not give direct, unimpeded access to the

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726 exclusive zone.

727 2.a. All school classrooms and other instructional spaces  
 728 must be locked to prevent ingress when occupied by students,  
 729 except between class periods when students are moving between  
 730 classrooms or other instructional spaces. If a classroom or  
 731 other instructional space door must be left unlocked or open for  
 732 any reason other than between class periods when students are  
 733 moving between classrooms or other instructional spaces, the  
 734 door must be actively staffed by a person standing or seated at  
 735 the door. ~~All school classrooms and other instructional spaces~~  
~~with a permanently installed door lock may also use temporary~~  
~~door locks during an active assailant incident. The temporary~~  
~~door lock must be able to be engaged or removed without opening~~  
~~the door; must be easily removed in a single operation from the~~  
~~egress side of the door without the use of a key and from the~~  
~~ingress side of the door with the use of a key or other~~  
~~credential; may be installed at any height; must otherwise be in~~  
~~compliance with the Florida Fire Prevention Code; and must be~~  
~~integrated into the active assailant response plan.~~

726 b. Instructional spaces for career and technical education  
 727 which are designed as open areas for which compliance with the  
 728 requirements of sub-subparagraph a. affects the health and  
 729 safety of students may be exempted from compliance with that  
 730 sub-subparagraph by the school safety specialist. To be exempt,  
 731 the school safety specialist, or his or her designee, must  
 732 document in the Florida Safe Schools Assessment Tool portal  
 733 maintained by the Office of Safe Schools that the instructional  
 734 space is exempt from these requirements due to negative impacts  
 735 to student health and safety and the presence of other safety

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755 measures at the school that prevent egress from the  
 756 instructional space to hallways or other classrooms or  
 757 instructional spaces.

758 c. Common areas on a school campus, including, but not  
 759 limited to, cafeterias, auditoriums, and media centers, which  
 760 are used for instructional time or student testing must meet the  
 761 requirements of sub-subparagraph a. only when such areas are  
 762 being used for instructional time or student testing.

763 3. For schools that do not have a secure exclusive zone,  
 764 all campus access doors, gates, and other access points that  
 765 allow ingress to or egress from a school building shall remain  
 766 closed and locked at all times to prevent ingress, unless:

767 a. A person is actively entering or exiting the door, gate,  
 768 or other access point;

769 b. The door, gate, or access point is actively staffed by  
 770 school personnel to prevent unauthorized entry; or

771 c. The school safety specialist, or his or her designee,  
 772 has documented in the Florida Safe Schools Assessment Tool  
 773 portal maintained by the Office of Safe Schools that the open  
 774 and unlocked door, gate, or other access point is not subject to  
 775 this requirement based upon other safety measures at the school.  
 776 There must be at least one locked barrier between classrooms and  
 777 instructional spaces and open school campus.

778 The office may conduct a compliance visit pursuant to s.  
 779 1001.212(13) to review if such determination is appropriate. All  
 780 campus access doors, gates, and other access points may be  
 781 electronically or manually controlled by school personnel to  
 782 allow access by authorized visitors, students, and school

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784 personnel.  
 785 4. All school classrooms and other instructional spaces  
 786 must clearly and conspicuously mark the safest areas in each  
 787 classroom or other instructional space where students must  
 788 shelter in place during an emergency. Students must be notified  
 789 of these safe areas within the first 10 days of the school year.  
 790 If it is not feasible to clearly and conspicuously mark the  
 791 safest areas in a classroom or other instructional space, the  
 792 school safety specialist, or his or her designee, must document  
 793 such determination in the Florida Safe Schools Assessment Tool  
 794 portal maintained by the Office of Safe Schools, identifying  
 795 where affected students must shelter in place. The office shall  
 796 assist the school safety specialist with compliance during the  
 797 inspection required under s. 1001.212(13).

798 Persons who are aware of a violation of this paragraph must  
 799 report the violation to the school principal. The school  
 800 principal must report the violation to the school safety  
 801 specialist no later than the next business day after receiving  
 802 such report. If the person who violated this paragraph is the  
 803 school principal or charter school administrator, the report  
 804 must be made directly to the district school superintendent or  
 805 charter school governing board, as applicable.

806 Section 13. Subsections (1) and (5) of section 1006.39,  
 807 Florida Statutes, are amended to read:

808 1006.39 Production and dissemination of educational  
 809 materials and products by department.—

810 (1) Educational materials and products developed by or  
 811 under the direction of the department, through research and

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813 development or other efforts, including those subject to  
 814 copyright, patent, or trademark, shall be made available for use  
 815 by school districts, teachers, students, administrators, and  
 816 other appropriate persons in the state system of education at  
 817 the earliest practicable date and in the most economical and  
 818 efficient manner possible.

819 (5) A school district may purchase instructional materials  
 820 developed by or under the direction of the department at any  
 821 time during which the state academic standards for which the  
 822 materials are aligned are in effect. Such purchases may be used  
 823 by a school district to meet the expenditure requirements for  
 824 instructional materials that must be purchased from the state-  
 825 adopted list as provided in s. 1006.40. The department shall not  
 826 enter into the business of producing or publishing instructional  
 827 materials for general use in classrooms.

828 Section 14. Present subsection (8) of section 1007.2616,  
 829 Florida Statutes, is redesignated as subsection (9), and a new  
 830 subsection (8) is added to that section, to read:

831 1007.2616 Computer science and technology instruction.—

832 (8) (a) To align educator credentials with instructional  
 833 practice across grade levels, the State Board of Education shall  
 834 establish by rule or maintain the following computer science  
 835 subject area coverages:

836 1. Computer science (grades K-5);  
 837 2. Computer science (grades 6-12); and  
 838 3. Computer science (K-12).

839 (b) For the coverages in paragraph (a), the State Board of  
 840 Education shall adopt competencies and skills and designate  
 841 corresponding examinations by rule. The comprehensive computer

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842 science (K-12) coverage and its examination shall remain  
 843 available unless amended by rule of the state board.

844 (c)1. The Department of Education shall present recommended  
 845 competencies and skills for the grades K-5 and grades 6-12  
 846 coverages to the State Board of Education for approval by  
 847 September 1, 2026.

848 2. Following approval under subparagraph 1., the department  
 849 shall coordinate development, piloting, and standard-setting for  
 850 the examinations. The examinations for both grade-band coverages  
 851 must be available for administration no later than January 1,  
 852 2028.

853 Section 15. Paragraph (c) of subsection (4), paragraphs (b)  
 854 and (d) of subsection (5), and paragraph (a) of subsection (9)  
 855 of section 1008.25, Florida Statutes, are amended, and paragraph  
 856 (d) is added to subsection (4) of that section, to read:

857 1008.25 Public school student progression; student support;  
 858 coordinated screening and progress monitoring; reporting  
 859 requirements.—

860 (4) ASSESSMENT AND SUPPORT.—

861 (c) A student who has a substantial reading deficiency as  
 862 determined in paragraph (5)(a) or a substantial mathematics  
 863 deficiency as determined in paragraph (6)(a) must be covered by  
 864 a federally required student plan, such as an individual  
 865 education plan or an individualized progress monitoring plan, or  
 866 both, as necessary. The individualized progress monitoring plan  
 867 must be developed within 45 days after the results of the  
 868 coordinated screening and progress monitoring system become  
 869 available. The plan must, at a minimum, include:

870 1. The student's specific, identified reading or

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871 mathematics skill deficiency.

872     2. Goals and benchmarks for student growth in reading or

873     mathematics.

874     3. A description of the specific measures that will be used

875     to evaluate and monitor the student's reading or mathematics

876     progress.

877     4. For a substantial reading deficiency, the specific

878     evidence-based literacy instruction grounded in the science of

879     reading which the student will receive.

880     5. Strategies, resources, and materials that will be

881     provided to the student's parent to support the student to make

882     reading or mathematics progress. Resources must include

883     information about the student's eligibility for the New Worlds

884     Reading Initiative under s. 1003.485.

885     6. Any additional services the student's teacher deems

886     available and appropriate to accelerate the student's reading or

887     mathematics skill development.

888     (d) If the coordinated screening and progress monitoring

889     system under subsection (9), or any district-approved screening

890     instrument, identifies a student as exhibiting characteristics

891     of dyslexia or dyscalculia, the school district shall:

892         1. Ensure that the student is covered by a plan under

893         paragraph (b) which includes evidence-based interventions that

894         are specific to the identified characteristics of dyslexia or

895         dyscalculia and that are aligned, as appropriate, with the

896         interventions required under subsections (5) and (6).

897         2. Treat the screening result as reasonable suspicion that

898         the student may be a student with a disability for purposes of

899         s. 1003.57 and promptly seek parental consent to conduct an

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900     initial evaluation consistent with state board rule and

901     applicable federal law.

902         3. Ensure that screening activities and intervention

903         procedures, including interventions required under this

904         subsection and subsections (5) and (6), occur concurrently with

905         the evaluation process and are not used to delay or deny an

906         appropriate evaluation.

907         (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

908             (b) A Voluntary Prekindergarten Education Program student

909             who exhibits a substantial deficiency in early literacy skills

910             based upon the results of the administration of the midyear or

911             final coordinated screening and progress monitoring under

912             subsection (9) shall be referred to the local school district

913             and may be eligible to receive instruction in early literacy

914             skills before participating in kindergarten. A Voluntary

915             Prekindergarten Education Program student who scores below the

916             25th 10th percentile on the final administration of the

917             coordinated screening and progress monitoring under subsection

918             (9) shall be referred to the local school district and is

919             eligible to receive early literacy skill instructional support

920             through a summer bridge program the summer before participating

921             in kindergarten. The summer bridge program must meet

922             requirements adopted by the department and shall consist of 4

923             hours of instruction per day for a minimum of 100 total hours. A

924             student with an individual education plan who has been retained

925             pursuant to paragraph (2)(g) and has demonstrated a substantial

926             deficiency in early literacy skills must receive instruction in

927             early literacy skills.

928         (d) The parent of any student who exhibits a substantial

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929 deficiency in reading, as described in paragraph (a), must be  
 930 immediately notified in writing of the following:

931 1. That his or her child has been identified as having a  
 932 substantial deficiency in reading, including a description and  
 933 explanation, in terms understandable to the parent, of the exact  
 934 nature of the student's difficulty in learning and lack of  
 935 achievement in reading.

936 2. A description of the current services that are provided  
 937 to the child.

938 3. A description of the proposed intensive interventions  
 939 and supports that will be provided to the child that are  
 940 designed to remediate the identified area of reading deficiency.

941 4. The student progression requirements under paragraph  
 942 (2)(h) and that if the child's reading deficiency is not  
 943 remediated by the end of grade 3, the child must be retained  
 944 unless he or she is exempt from mandatory retention for good  
 945 cause.

946 5. Strategies, including multisensory strategies and  
 947 programming, through a read-at-home plan the parent can use in  
 948 helping his or her child succeed in reading. The read-at-home  
 949 plan must provide access to the resources identified in  
 950 paragraph (e).

951 6. That the statewide, standardized English Language Arts  
 952 assessment is not the sole determiner of promotion and that  
 953 additional evaluations, portfolio reviews, and assessments are  
 954 available to the child to assist parents and the school district  
 955 in knowing when a child is reading at or above grade level and  
 956 ready for grade promotion.

957 7. The district's specific criteria and policies for a

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958 portfolio as provided in subparagraph (7)(b)4. and the evidence  
 959 required for a student to demonstrate mastery of Florida's  
 960 academic standards for English Language Arts. A school must  
 961 immediately begin collecting evidence for a portfolio when a  
 962 student in grade 3 is identified as being at risk of retention  
 963 or upon the request of the parent, whichever occurs first.

964 8. The district's specific criteria and policies for  
 965 midyear promotion. Midyear promotion means promotion of a  
 966 retained student at any time during the year of retention once  
 967 the student has demonstrated ability to read at grade level.

968 9. Information about the student's eligibility for the New  
 969 Worlds Reading Initiative under s. 1003.485 and the New Worlds  
 970 Scholarship Accounts under s. 1002.411 and information on parent  
 971 training modules and other reading engagement resources  
 972 available through the initiative.

973 After initial notification, the school shall apprise the parent  
 974 at least monthly of the student's progress in response to the  
 975 intensive interventions and supports and the student's  
 976 eligibility for the New Worlds Reading Initiative under s.  
 977 1003.485. Such communications must be in writing and must  
 978 explain any additional interventions or supports that will be  
 979 implemented to accelerate the student's progress if the  
 980 interventions and supports already being implemented have not  
 981 resulted in improvement. Upon the request of the parent, the  
 982 teacher or school administrator shall meet to discuss the  
 983 student's progress. The parent may request more frequent  
 984 notification of the student's progress, more frequent  
 985 interventions or supports, and earlier implementation of the

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987 additional interventions or supports described in the initial  
 988 notification.

989 (9) COORDINATED SCREENING AND PROGRESS MONITORING SYSTEM.—  
 990 (a) The Department of Education, in collaboration with the  
 991 Office of Early Learning, shall procure and require the use of a  
 992 statewide, standardized coordinated screening and progress  
 993 monitoring system for the Voluntary Prekindergarten Education  
 994 Program and public schools. The system must:  
 995 1. Measure student progress in meeting the appropriate  
 996 expectations in early literacy and mathematics skills and in  
 997 English Language Arts and mathematics standards as required by  
 998 ss. 1002.67(1)(a) and 1003.41 and identify the educational  
 999 strengths and needs of students.  
 1000 2. For students in the Voluntary Prekindergarten Education  
 1001 Program through grade 3, measure student performance in oral  
 1002 language development, phonological and phonemic awareness,  
 1003 knowledge of print and letters, decoding, fluency, vocabulary,  
 1004 and comprehension, as applicable by grade level, and, at a  
 1005 minimum, provide interval level and norm-referenced data that  
 1006 measures equivalent levels of growth.  
 1007 3. Be a valid, reliable, and developmentally appropriate  
 1008 computer-based direct instrument that provides screening and  
 1009 diagnostic capabilities for monitoring student progress;  
 1010 identifies students who have a substantial deficiency in reading  
 1011 or mathematics, including identifying students with  
 1012 characteristics of dyslexia, dyscalculia, and other learning  
 1013 disorders; and informs instruction. Any student identified by  
 1014 the system as having characteristics of dyslexia or dyscalculia  
 1015 shall undergo further screening. Any student whose performance

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1016 in the system meets thresholds established by State Board of  
 1017 Education rule in circumstances in which the system is not  
 1018 capable of identifying characteristics of dyslexia or  
 1019 dyscalculia must undergo further screening. The further  
 1020 screening required under this subparagraph is used to refine  
 1021 instructional planning and parental communication and is not a  
 1022 prerequisite for the interventions or evaluation obligations  
 1023 described in subsection (4). The State Board of Education shall  
 1024 adopt rules establishing timelines, performance thresholds, and  
 1025 parental notification requirements for further screening under  
 1026 this subparagraph. Screening activities under this subsection  
 1027 shall occur concurrently with the interventions and evaluation  
 1028 obligations described in subsection (4) and may not be used to  
 1029 delay or deny an appropriate evaluation. Beginning with the  
 1030 2023-2024 school year, the coordinated screening and progress  
 1031 monitoring system must be computer-adaptive.  
 1032 4. Provide data for Voluntary Prekindergarten Education  
 1033 Program accountability as required under s. 1002.68.  
 1034 5. Provide Voluntary Prekindergarten Education Program  
 1035 providers, school districts, schools, teachers, and parents with  
 1036 data and resources that enhance differentiated instruction and  
 1037 parent communication.  
 1038 6. Provide baseline data to the department of each  
 1039 student's readiness for kindergarten. The determination of  
 1040 kindergarten readiness must be based on the results of each  
 1041 student's initial progress monitoring assessment in  
 1042 kindergarten. The methodology for determining a student's  
 1043 readiness for kindergarten must be developed by the department  
 1044 and aligned to the methodology adopted pursuant to s. 1002.68(3)

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1045 ~~s. 1002.68(4).~~

1046 7. Assess how well educational goals and curricular  
1047 standards are met at the provider, school, district, and state  
1048 levels and provide information to the department to aid in the  
1049 development of educational programs, policies, and supports for  
1050 providers, districts, and schools.

1051 Section 16. Paragraph (a) of subsection (1) of section  
1052 1008.2125, Florida Statutes, is amended to read:

1053 1008.2125 The Council for Early Grade Success.—

1054 (1) The Council for Early Grade Success, a council as  
1055 defined in s. 20.03(7), is created within the Department of  
1056 Education to oversee the coordinated screening and progress  
1057 monitoring program under s. 1008.25(9) for students in the  
1058 Voluntary Prekindergarten Education Program through grade 3 and,  
1059 except as otherwise provided in this section, shall operate  
1060 consistent with s. 20.052.

1061 (a) The council shall be responsible for reviewing the  
1062 implementation of, training for, and outcomes from the  
1063 coordinated screening and progress monitoring program to provide  
1064 recommendations to the department that support grade 3 students  
1065 reading at or above grade level. The council, at a minimum,  
1066 shall:

1067 1. Provide recommendations on the implementation of the  
1068 coordinated screening and progress monitoring program, including  
1069 reviewing any procurement solicitation documents and criteria  
1070 before being published.

1071 2. Develop training plans and timelines for such training.

1072 3. Identify appropriate personnel, processes, and  
1073 procedures required for the administration of the coordinated

Page 37 of 40

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

581-02232A-26 20267036pb

1074 screening and progress monitoring program.

1075 4. Provide input on the methodology for calculating a  
1076 provider's or school's performance metric and designations under  
1077 s. 1002.68(3) s. 1002.68(4).

1078 5. Work with the department to review the methodology for  
1079 determining a child's kindergarten readiness.

1080 6. Review data on age-appropriate learning gains by grade  
1081 level that a student would need to attain in order to  
1082 demonstrate proficiency in reading by grade 3.

1083 7. Continually review anonymized data from the results of  
1084 the coordinated screening and progress monitoring program for  
1085 students in the Voluntary Prekindergarten Education Program  
1086 through grade 3 to help inform recommendations to the department  
1087 that support practices that will enable grade 3 students to read  
1088 at or above grade level.

1089 Section 17. Paragraph (a) of subsection (4) of section  
1090 1011.69, Florida Statutes, is amended to read:

1091 1011.69 Equity in School-Level Funding Act.—

1092 (4) After providing Title I, Part A, Basic funds to schools  
1093 above the 75 percent poverty threshold, which may include high  
1094 schools above the 50 percent threshold as permitted by federal  
1095 law, school districts shall provide any remaining Title I, Part  
1096 A, Basic funds directly to all eligible schools as provided in  
1097 this subsection. For purposes of this subsection, an eligible  
1098 school is a school that is eligible to receive Title I funds,  
1099 including a charter school. The threshold for identifying  
1100 eligible schools may not exceed the threshold established by a  
1101 school district for the 2016-2017 school year or the statewide  
1102 percentage of economically disadvantaged students, as determined

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1103 annually.

1104 (a) Prior to the allocation of Title I funds to eligible

1105 schools, a school district may withhold funds only as follows:

1106 1. One percent for parent involvement, in addition to the

1107 one percent the district must reserve under federal law for

1108 allocations to eligible schools for parent involvement;

1109 2. A necessary and reasonable amount for administration

1110 which includes the district's indirect cost rate, not to exceed

1111 a total of 10 percent;

1112 3. A reasonable and necessary amount to provide:

1113 a. Homeless programs;

1114 b. Delinquent and neglected programs;

1115 c. Prekindergarten programs and activities;

1116 d. Private school equitable services; and

1117 e. Transportation for foster care children to their school

1118 of origin or choice programs; and

1119 4. A necessary and reasonable amount, not to exceed 1

1120 percent, for eligible schools to provide educational services in

1121 accordance with the approved Title I plan. Such educational

1122 services may include the provision of STEM curricula,

1123 instructional materials, and related learning technologies that

1124 support academic achievement in science, technology,

1125 engineering, and mathematics in Title I schools, including, but

1126 not limited to, technologies related to drones, coding,

1127 animation, artificial intelligence, cybersecurity, data science,

1128 the engineering design process, mobile development, and

1129 robotics. Funds may be reserved under this subparagraph only to

1130 the extent that all required reservations under federal law have

1131 been met and that such reservation does not reduce school-level

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1132 allocations below the levels required under federal law.

1133 Section 18. (1) The Department of Education shall

1134 collaborate with the Lastinger Center for Learning at the

1135 University of Florida to recommend to the Legislature

1136 individualized, adaptive artificial intelligence tools to

1137 support mathematics instruction in kindergarten through grade

1138 12. The recommendations must:

1139 (a) Ensure that recommended tools align to the Florida

1140 academic standards and prepare students for state assessments.

1141 (b) Consider alternate mathematics sequencing and grade-

1142 level progression, and alternate funding models to support

1143 individualized progression through content.

1144 (c) Evaluate the extent to which the tools provide real-

1145 time diagnostic assessments, individualized learning pathways,

1146 adaptive sequencing of content, and immediate, personalized

1147 feedback to students.

1148 (d) Evaluate the applicability of the tools to progress

1149 monitoring tools, district learning management systems,

1150 suggested interventions, small-group instructional supports, and

1151 professional development that enables teachers to integrate the

1152 tools into classroom instruction.

1153 (e) Provide for student data privacy and transparency in

1154 data collection and retention.

1155 (f) Consider statewide and district-level costs.

1156 (2) The department shall submit its recommendations to the

1157 Governor, the President of the Senate, and the Speaker of the

1158 House of Representatives by December 1, 2026.

1159 Section 19. This act shall take effect July 1, 2026.

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

2/3/16

Meeting Date

The Florida Senate

## APPEARANCE RECORD

PCB 7636

Bill Number or Topic

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

Committee

Amendment Barcode (if applicable)

Name

Yale Olenik Florida Education Assoc

Phone \_\_\_\_\_

Address

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:

*Florida  
Education  
Assoc*

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. [2020-2022JointRules.pdf \(flsenate.gov\)](http://flsenate.gov/2020-2022JointRules.pdf)

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

S-001 (08/10/2021)

The Florida Senate

3FEB26

## APPEARANCE RECORD

Meeting Date

ED PK-12 1530  
412K

Committee

PAGFL, CHRIS

Deliver both copies of this form to

Senate professional staff conducting the meeting

7036

Bill Number or Topic

Amendment Barcode (if applicable)

(904)753-0130

Name Address 3002 RIVERSIDE DR

Street

FB

FL

32034

City

State

Zip

Phone

Email [mecdrafting@hotmail.com](mailto:mecdrafting@hotmail.com)

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. [2020-2022JointRules.pdf](https://www.flsenate.gov/2020-2022JointRules.pdf) (flsenate.gov)

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

S-001 (08/10/2021)

585

STATE OF FLORIDA  
DEPARTMENT OF STATE  
Division of Elections

I, Cord Byrd, Secretary of State,  
do hereby certify that

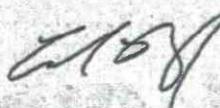
*Erika Dawn Fritz-Ochs*

is duly appointed a member of the  
**State Board of Education**

for a term beginning on the First day of January, A.D., 2026,  
until the Thirty-First day of December, A.D., 2029 and is  
subject to be confirmed by the Senate during the next regular  
session of the Legislature.

State of Florida appears in small letters across the face of this 8 1/2 x 11" document.

Given under my hand and the Great Seal of the  
State of Florida, at Tallahassee, the Capital, this  
the Ninth day of January, A.D., 2026.



Secretary of State



DSDE 99 (3/03)

The original document has a reflective line mark in paper. Hold at an angle to view when checking.

RON DESANTIS  
GOVERNOR

2025-01-07 PM 03:58

December 30, 2025

Secretary Cord Byrd  
Department of State  
R.A. Gray Building, Room 316  
500 South Bronough Street  
Tallahassee, Florida 32399-0250

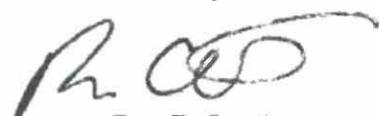
Dear Secretary Byrd:

Please be advised I have made the following appointment under the provisions of Section 1001.01, Florida Statutes:

Mrs. Erika Fritz-Ochs  
2838 Royal Isle Drive  
Tallahassee, Florida 32312

as a member of the State Board of Education, succeeding Kelly Garcia, subject to confirmation by the Senate. This appointment is effective January 1, 2026, for a term ending December 31, 2029.

Sincerely,

  
Ron DeSantis  
Governor

RD/dw

# OATH OF OFFICE

(Art. II. § 5(b), Fla. Const.; § 92.50, Florida Statutes) 19 AM 8:09

STATE OF FLORIDA

County of Leon

19 AM 8:09  
TALLAHASSEE, FL

I do solemnly swear (or affirm) that I will support, protect, and defend the Constitution and Government of the United States and of the State of Florida; that I am duly qualified to hold office under the Constitution of the State, and that I will well and faithfully perform the duties of

Erika Dawn Fritz-Ochs - Member, State Board of Education  
(Full Name of Office – Abbreviations Not Accepted)

on which I am now about to enter, so help me God.

[NOTE: If you affirm, you may omit the words "so help me God." See § 92.52, Fla. Stat.]

Signature Erika Dawn Fritz-Ochs

Sworn to and subscribed before me by means of physical presence  OR online notarization   
this 5<sup>th</sup> day of January, 20<sup>26</sup>.

Susan Kathleen Coggins Syrett

Signature of Officer Administering Oath or of Notary Public

(To be completed only by judges administering oath – see § 92.50, Florida Statutes.)

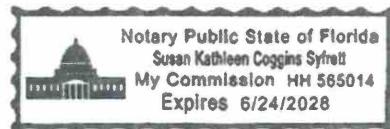
Print Name

Title

Court

(To be completed by officer administering oath, other than judges – see § 92.50, Florida Statutes.)

Affix Seal Below



Personally Known  OR Produced Identification   
Type of Identification Produced FL Drivers License

## ACCEPTANCE

I accept the office listed in the above Oath of Office.

Mailing Address: Home  Office

2838 Royal Isle Drive

Street or Post Office Box

Tallahassee, FL 32312

City, State, Zip Code

Erika Dawn Fritz-Ochs

Print Name

Erika Dawn Fritz-Ochs

Signature

600

STATE OF FLORIDA  
DEPARTMENT OF STATE  
Division of Elections

I, Cord Byrd, Secretary of State,  
do hereby certify that

*Joseph G. Stanley*

is duly appointed a member of the

**Education Practices Commission**

for a term beginning on the Thirteenth day of November, A.D., 2025, until the Thirtieth day of September, A.D., 2029 and is subject to be confirmed by the Senate during the next regular session of the Legislature.

*Given under my hand and the Great Seal of the  
State of Florida, at Tallahassee, the Capital, this  
the Sixteenth day of January, A.D., 2026.*



*E108*

Secretary of State



Ryan Petty, Chair  
Esther Byrd, Vice Chair  
Members  
Grazie P. Christie  
Layla Collins  
Daniel P. Fogaholl, Sr.  
Kelly Garcia  
MaryLynn Magar

November 19, 2025

The Honorable Cord Byrd  
Secretary of State  
R.A. Gray Building  
500 South Bronough Street, Room 316  
Tallahassee, Florida 32399-0250

Dear Secretary Byrd:

Please find below a listing for a member of the Education Practices Commission who was recently reappointed for a second term. Florida's State Board of Education officially reappointed this member at its November 13, 2025, meeting. The appointee is now subject to Senate confirmation.

RE-APPOINTEE	TERM BEGINS	TERM EXPIRES
Dr. Joseph G. Stanley	October 1, 2025	September 30, 2029

CONTACT INFORMATION

Dr. Joseph G. Stanley	Home:	
Administrator	Phone:	

If I can assist you further, please do not hesitate to contact me at 850-245-0340. We look forward to this confirmation.

Sincerely,

Josey McDaniel, Ed.D.  
Deputy Chancellor of Educator Quality

JD/rk

# OATH OF OFFICE

(Art. II. § 5(b), Fla. Const.; § 92.50, Florida Statutes) 2025 DEC 29 AM 8:57

RECEIVED  
DEPARTMENT OF STATE

STATE OF FLORIDA

County of Okeechobee

DIVISION OF ELECTIONS  
FLORIDA SECRETARY OF STATE

I do solemnly swear (or affirm) that I will support, protect, and defend the Constitution and Government of the United States and of the State of Florida; that I am duly qualified to hold office under the Constitution of the State, and that I will well and faithfully perform the duties of

## Education Practices Commission Member

(Full Name of Office – Abbreviations Not Accepted)

on which I am now about to enter, so help me God.

[NOTE: If you affirm, you may omit the words "so help me God." See § 92.52, Fla. Stat.]

Signature J. H. Stanley

Sworn to and subscribed before me by means of physical presence  OR online notarization   
this 5<sup>th</sup> day of December, 2025.

Erin J. Bennett  
Signature of Officer Administering Oath or of Notary Public

(To be completed only by judges administering oath – see § 92.50, Florida Statutes.)

Print Name \_\_\_\_\_

Title \_\_\_\_\_

Court \_\_\_\_\_

(To be completed by officer administering oath, other than judges – see § 92.50, Florida Statutes.)

Affix Seal Below



ERIN J. BENNETT  
Notary Public  
State of Florida  
Comm# HH672896  
Expires 5/5/2029

Personally Known  OR Produced Identification   
Type of Identification Produced Drivers License

## ACCEPTANCE

I accept the office listed in the above Oath of Office.

Mailing Address: Home  Office

[REDACTED]

Street or Post Office Box  
[REDACTED]

City, State, Zip Code

Joseph G. Stanley

Print Name \_\_\_\_\_

J. G. Stanley  
Signature



## THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

### COMMITTEES:

Appropriations Committee on Health and Human Services, *Vice Chair*  
Appropriations Committee on Higher Education  
Commerce and Tourism  
Education Pre-K - 12  
Fiscal Policy  
Health Policy  
Transportation

### JOINT COMMITTEE:

Joint Legislative Auditing Committee

### SENATOR TRACIE DAVIS

*Democratic Leader Pro Tempore*  
5th District

February 3, 2026

The Honorable Corey Simon  
Education Pre-K - 12, Chair  
111 W. Madison Street  
Tallahassee, FL 32399-1100

Dear Chair Simon,

I respectfully request an excused absence from the February 3, 2026, Education Pre-K – 12 Committee meeting.

Thank you for your consideration.

Sincerely,

A handwritten signature in blue ink, appearing to read "Tracie Davis".

Tracie Davis  
State Senator  
District 05

- 2933 North Myrtle Avenue, Suite 201, Jacksonville, Florida 32209 (904) 359-2575
- 210 Senate Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 487-5005

**BEN ALBRITTON**  
President of the Senate

**JASON BRODEUR**  
President Pro Tempore

# CourtSmart Tag Report

Room: KB 412

Case No.:

Type:

Caption: Senate Education Pre-K - 12 Committee

Judge:

Started: 2/3/2026 3:31:10 PM

Ends: 2/3/2026 5:21:34 PM Length: 01:50:24

3:31:11 PM Order  
3:31:13 PM Roll call  
3:31:29 PM Chair Simon gives introductory comments  
3:31:48 PM Tab 2: SJR 1104  
3:31:51 PM Chair Simon recognizes Sen Massullo to explain the bill  
3:31:54 PM Sen Massullo  
3:33:28 PM Questions:  
3:33:31 PM Sen Gaetz  
3:34:43 PM Sen Massullo  
3:36:07 PM Sen Gaetz  
3:38:15 PM Sen Massullo  
3:38:42 PM Sen Berman  
3:38:54 PM Sen Massullo  
3:40:27 PM Appearance Cards:  
3:40:44 PM Melissa Wilson, Esq  
3:41:46 PM Devon Graham, American Atheists  
3:43:34 PM Aaron DiPietro, Florida Family Voice  
3:44:41 PM Chair Simon acknowledges waives speaking  
3:45:05 PM Debate:  
3:45:07 PM Sen Berman  
3:46:26 PM Sen Osgood  
3:48:05 PM Chair Simon recognizes Sen Massullo to close on the bill  
3:48:09 PM Sen Massullo  
3:50:55 PM Roll call  
3:51:10 PM Chair Simon reports on SJR 1104  
3:51:23 PM Tab 5: SB 1738  
3:51:27 PM Chair Simon recognizes Sen Yarborough to explain the bill  
3:51:30 PM Sen Yarborough  
3:52:19 PM Chair Simon recognizes Sen Yarborough to explain am. 461370  
3:52:24 PM Sen Yarborough  
3:53:31 PM Chair Simon acknowledges waive speaking  
3:53:43 PM Chair Simon recognizes Sen Yarborough to close on the bill  
3:53:45 PM Sen Yarborough  
3:54:59 PM Roll call  
3:55:28 PM Chair Simon reports on CS/SB 1738  
3:55:51 PM Tab 1: SB 824  
3:55:56 PM Chair Simon recognizes Sen Truenow to explain am. 866576  
3:56:06 PM Sen Truenow  
3:57:46 PM Chair acknowledges waives speaking  
3:58:04 PM Chair Simon recognizes Sen Truenow to close on the bill  
3:58:05 PM Sen Truenow  
3:58:23 PM Roll call  
3:58:36 PM Chair Simon reports on CS/SB 824  
3:59:05 PM Tab 7, 8: Senate Confirmation Hearing  
3:59:32 PM Roll call  
3:59:44 PM Chair Simon reports on tabs 7 and 8  
4:00:02 PM Recess  
4:00:06 PM Recording Paused  
4:00:37 PM Recording Resumed  
4:00:40 PM Tab 6: SPB 7036  
4:00:41 PM Chair Simon passes gavel to Sen Burgess  
4:00:44 PM Chair Burgess recognizes Sen Simon to explain the bill

4:00:50 PM Sen Simon  
4:02:39 PM Questions:  
4:02:41 PM Sen Berman  
4:03:05 PM Sen Simon  
4:03:21 PM Sen Berman  
4:03:34 PM Sen Simon  
4:03:55 PM Sen Berman  
4:04:06 PM Sen Simon  
4:04:31 PM Sen Berman  
4:05:01 PM Sen Simon  
4:05:35 PM Sen Gaetz  
4:06:37 PM Sen Simon  
4:07:13 PM Sen Gaetz  
4:07:58 PM Sen Simon  
4:08:26 PM Sen Osgood  
4:08:56 PM Sen Simon  
4:09:16 PM Sen Osgood  
4:09:30 PM Sen Simon  
4:09:49 PM Sen Osgood  
4:10:03 PM Sen Simon  
4:10:24 PM Chair Burgess acknowledges waives speaking  
4:10:26 PM Debate:  
4:10:45 PM Sen Berman  
4:11:04 PM Sen Osgood  
4:11:34 PM Vice Chair Calatayud  
4:12:21 PM Roll call  
4:12:40 PM Chair Burgess reports on SPB 7036  
4:12:56 PM Chair Burgess passes gavel to Sen Simon  
4:13:06 PM Tab 4: SB 1620  
4:13:07 PM Chair Simon recognizes Sen Leek to explain the bill  
4:13:09 PM Sen Leek  
4:14:07 PM Questions:  
4:14:10 PM Sen Osgood  
4:14:34 PM Sen Leek  
4:15:48 PM Sen Osgood  
4:16:27 PM Sen Leek  
4:17:07 PM Sen Osgood  
4:17:39 PM Sen Leek  
4:18:21 PM Sen Berman  
4:18:50 PM Sen Leek  
4:19:41 PM Appearance Cards:  
4:19:48 PM Shane Story  
4:23:14 PM Cydney Reagan  
4:25:38 PM Ruben Colon  
4:28:54 PM Sen Gaetz  
4:29:17 PM Ruben Colon  
4:29:47 PM Sen Osgood  
4:30:21 PM Ruben Colon  
4:30:36 PM Krista Goodrich  
4:32:56 PM Jessie Thompson  
4:34:21 PM Jamie M. Haynes  
4:37:45 PM Donna Brusemer  
4:41:02 PM Debate:  
4:41:04 PM Sen Osgood  
4:44:29 PM Sen Gaetz  
4:50:10 PM Chair Simon recognizes Sen Leek to close on the bill  
4:50:13 PM Sen Leek  
4:53:21 PM Roll call  
4:53:37 PM Chair Simon reports on SB 1620  
4:53:45 PM Tab 3: SB 1170  
4:53:46 PM Chair Simon recognizes Sen Calatayud to explain the bill  
4:53:51 PM Sen Calatayud

**4:54:24 PM** Chair Simon recognizes Sen Calatayud to explain am. 294232  
**4:54:27 PM** Sen Calatayud  
**4:55:45 PM** Appearance Cards:  
**4:56:00 PM** Melissa Wilson, Esq.  
**4:57:01 PM** Susan Goldstein waives  
**4:57:13 PM** Annette Lizardo waives  
**4:57:35 PM** Appearance Cards:  
**4:57:39 PM** Nicole Grabner  
**4:59:33 PM** Dina Justice  
**5:03:03 PM** Alexis Underwood  
**5:03:52 PM** Elizabeth Bonker  
**5:06:18 PM** Barbara Beasley  
**5:09:19 PM** Alexis Feruson  
**5:11:47 PM** Annette Lizardo  
**5:15:45 PM** Susan Goldstein  
**5:16:43 PM** Shane Story  
**5:18:23 PM** Chair Simon acknowledges waives speaking  
**5:18:37 PM** Debate:  
**5:18:39 PM** Sen Burgess  
**5:19:10 PM** Chair Simon  
**5:19:58 PM** Chair Simon recognizes Sen Calatayud to close on the bill  
**5:20:03 PM** Sen Calatayud  
**5:20:32 PM** Roll call  
**5:20:44 PM** Chair Simon reports on CS/SB 1170  
**5:21:26 PM** Sen Calatayud motions to record votes for tabs 1, 2, and 5 as yes  
**5:21:29 PM** Adjournment