

Tab 1	CS/SB 52 by ED, Burgess (CO-INTRODUCERS) Osgood, Avila, Calatayud, Garcia; (Compare to CS/H 00379) Student Use of Social Media Platforms					
716728	D	S	RCS	AED, Burgess	Delete everything after	03/15 03:10 PM
Tab 2	SB 212 by Collins (CO-INTRODUCERS) Avila, Burgess, Calatayud, Harrell, Book; (Identical to H 00301) Emergency Response Mapping Data					
901742	D	S	L RCS	AED, Collins	Delete everything after	03/15 03:11 PM
Tab 3	SB 478 by Perry; (Identical to H 00703) Early Childhood Music Education Incentive Program					
305080	A	S	RCS	AED, Perry	Delete L.47 - 48:	03/15 03:11 PM

The Florida Senate
COMMITTEE MEETING EXPANDED AGENDA

APPROPRIATIONS COMMITTEE ON EDUCATION

Senator Perry, Chair
Senator Jones, Vice Chair

MEETING DATE: Tuesday, March 14, 2023

TIME: 1:30—3:30 p.m.

PLACE: Pat Thomas Committee Room, 412 Knott Building

MEMBERS: Senator Perry, Chair; Senator Jones, Vice Chair; Senators Avila, Book, Broxson, Burton, Calatayud, Collins, Davis, Harrell, Hutson, Simon, and Thompson

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
1	CS/SB 52 Education Pre-K -12 / Burgess (Compare CS/H 379)	Student Use of Social Media Platforms; Requiring members of the instructional staff of public schools to provide instruction on social media safety; requiring the Department of Education to make social media safety instructional material available online; requiring district school boards to notify parents of the availability of the instructional material; requiring each school district to prohibit and prevent students from accessing social media platforms through the use of Internet access provided by the school district, etc. ED 02/07/2023 Fav/CS AED 03/14/2023 Fav/CS FP	Fav/CS Yeas 12 Nays 0
2	SB 212 Collins (Identical H 301)	Emergency Response Mapping Data; Requiring the Department of Education to procure a vendor to produce emergency response mapping data for public school buildings; requiring the vendor to provide the data to certain entities; specifying requirements for the data, etc. ED 02/07/2023 Favorable AED 03/14/2023 Fav/CS FP	Fav/CS Yeas 12 Nays 0
3	SB 478 Perry (Identical H 703)	Early Childhood Music Education Incentive Program; Renaming the Early Childhood Music Education Incentive Pilot Program as the Early Childhood Music Education Incentive Program; revising criteria for a school district's eligibility to participate in the program; deleting an obsolete provision requiring the University of Florida's College of Education to conduct a specified evaluation, etc. ED 03/06/2023 Favorable AED 03/14/2023 Fav/CS AP	Fav/CS Yeas 12 Nays 0

Other Related Meeting Documents

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

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

Prepared By: The Professional Staff of the Appropriations Committee on Education

BILL: CS/CS/SB 52

INTRODUCER: Appropriations Committee on Education; Education Pre-K -12 Committee; and Senator Burgess and others

SUBJECT: Student Use of Social Media Platforms

DATE: March 16, 2023

REVISED: _____

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

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

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

- Requires the Department of Education to make social media safety instructional material available online and district school boards to notify parents of the material’s availability. The department may procure such material from a vendor or provider.
- Requires social media safety material to include age-appropriate and developmentally appropriate instruction for students in grades 6-12, and focus on the social, emotional, and physical effects of social media.
- Requires social media safety instruction to include:
 - Risks of social media on mental health, including addiction, the distribution of misinformation, how social media manipulates behavior, the permanency of sharing materials online.
 - How to safely use social media, such as maintaining personal security and identify cyberbullying, predatory behavior, and human trafficking, and how to report suspicious behavior encountered on the internet.
- Requires each school district to prohibit student access to social media platforms through the use of Internet access provided by the school district.

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

This bill is effective July 1, 2023.

II. Present Situation:

Social Media Safety

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

Risks of Social Media

Social media can be a hub for potentially dangerous or questionable activities. The risks to young people from social media vary widely. Social media gives predators an easy way to reach kids and teens.⁴ Some potential safety risks of social media include:

- Exposure to harmful or inappropriate content.
- Exposure to dangerous people.
- Cyberbullying.
- Oversharing personal information.
- Exposure to excessive advertisements.
- Privacy concerns including the collection of data about teen users.
- Identity theft or being hacked.
- Interference with sleep, exercise, homework, or family activities.⁵

Instruction in Schools

Social Media Instruction in Schools

Two-thirds of students are unable to tell the difference between news stories and ads, and 96 percent of students did not consider how ties between an advocacy website and industry might affect the site's credibility.⁶

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

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

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

⁴ Loyola Medicine, Social Media Safety for Kids and Teens, <https://www.loyolamedicine.org/about-us/blog/social-media-safety-kids-teens>, (last visited Jan. 30, 2023).

⁵ American Academy of Child & Adolescent Psychiatry, *Social Media and Teens* (March 2018), https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Social-Media-and-Teens-100.aspx, (last visited Jan. 3, 2023).

⁶ Stanford History Education Group, *Students' Civic Online Reasoning a National Portrait* (2019), available at <https://stacks.stanford.edu/file/druid:gf151tb4868/Civic%20Online%20Reasoning%20National%20Portrait.pdf>.

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

Definitions of media literacy and digital citizenship vary. Some coalitions of stakeholders and education organizations have convened and created definitions for the terms.⁷ One example of a definition provided by a national coalition of education organizations defines five competencies of digital citizenship as inclusive, informed, engaged, balanced, and alert.⁸

When considered separately, media literacy typically addresses the ability to analyze, evaluate, access, and create media, while digital citizenship typically places more emphasis on online safety and responsibility. Texas defines digital citizenship as including the ability to “access, analyze, evaluate, create, and act on all forms of digital communication” in addition to appropriate and responsible online behavior.⁹

Social Media Instruction in Florida Schools

Students are not required to receive instruction on social media. However, an instructional model for a social media course¹⁰ is available in CPALMS. The purpose of this social media course is to enable students to develop fundamental skills in the use of social media across print, multimedia, web, and broadcast platforms, including ethical and legal uses. The content of this course should include, but not be limited to, the following:

- Demonstrating entry-level skills in digital communication and packaging them across the platforms/mediums of print, multimedia, online, and broadcast;
- Demonstrating fundamental skills in social media platforms and their uses; expressing social connections with maturity and complexity appropriate to writer, audience, purpose, and context;
- Using fundamental research skills and networking formats;
- Collaborating amongst peers; and
- Using effective listening, speaking, and viewing strategies with an emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions.¹¹

Required Instruction in Florida Schools

The mission of Florida’s K-20 education system is to allow its students to increase their proficiency by allowing them the opportunity to expand their knowledge and skills through

⁷ Education Commission of the States, *Media Literacy & Digital Citizenship* (2021), available at https://www.ecs.org/wp-content/uploads/Media_Literacy_and_Digital_Citizenship.pdf.

⁸ DigCitCommit, *Explore the DigCitCommit Competencies*, <https://digcitcommit.org/>, (last visited Jan. 27, 2023).

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

¹⁰ CPALMS, Course, *Social Media 1* (#1006375), <https://www.cpalms.org/PreviewCourse/Preview/17758>, (last visited Jan. 3, 2023).

¹¹ CPALMS is the State of Florida’s official source for standards information and course descriptions. It provides access to thousands of standards-aligned, free, and high-quality instructional/educational resources that have been developed specifically for the standards and vetted through a rigorous review process. CPALMS, *About CPALMS*, http://www.cpalms.org/CPALMS/about_us.aspx, (last visited Jan. 3, 2023).

rigorous and relevant learning opportunities.¹² Each district school board must provide appropriate instruction to ensure that students meet State Board of Education (SBE) adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.¹³

Instructional staff of public schools,¹⁴ subject to the rules of the SBE and the district school board, must provide instruction in:

- 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.¹⁵

Cell Phone Usage during Instruction Time

When students bring their wireless communications devices (primarily cell phones) to school it creates more opportunities for the student to engage in use of the device. Usage of such device creates a distraction or disruption. These distractions cause issues with focus and concentration. Studies have concluded that cell phone usage in schools leads to poor learning outcomes.¹⁶

¹² Section 1000.03(4), F.S.

¹³ Section 1003.42(1), F.S.

¹⁴ Instructional staff of charter schools are generally exempt from this section of law. Section 1002.33(16), F.S.

¹⁵ Section 1003.42(2), F.S.

¹⁶ The Greater Educator, Cellphone Usage in School available at <https://thegreateducator.com/cell-phone-usage-in-school/> (last visited Mar. 13, 2023)

III. Effect of Proposed Changes:

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

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

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

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

- Risks of social media on mental health, including addiction, the distribution of misinformation, how social media manipulates behavior, the permanency of sharing materials online.
- How to safely use social media, such as maintaining personal security and identify cyberbullying, predatory behavior, and human trafficking, and how to report suspicious behavior encountered on the internet..

Additionally, the bill creates s. 1006.1494, F.S., which prohibits student access to social media platforms through the use of Internet access provided by the school district. This restriction does not apply to career and technical education course instruction.

The bill is effective July 1, 2023.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

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

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends section 1003.42 and 1006.07 of the Florida Statutes.

This bill creates section 1006.1494 of the Florida Statutes.

IX. Additional Information:

A. Committee Substitute – Statement of Substantial Changes:

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

CS/CS by Appropriations Committee on Education on March 14, 2023:

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

The committee substitute also:

- Removes the need to have instruction on the advantages of social media use.
- Adds the requirement that social media safety focus on how social media manipulates behavior and how to identify cyberbullying.

- Adds that the Department may procure the instructional material from a vendor or provider.
- Adds the prohibition of wireless communication device usage during instruction time. Clarifying a teacher may withhold the student's wireless communication device during instructional time.
- Prohibits student access to social media platforms through the use of internet access provided by the school. Adds clarifying language that this prohibition does not apply to career and technical education course instruction.

CS by Education Pre-K -12 on February 7, 2023:

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

- Adds a requirement that the social media safety material must include age-appropriate and developmentally appropriate instruction for students in grades 6-12.
- Adds the requirement that the social media safety material must focus on the social, emotional, and physical effects of social media and promote best practices of digital citizenship.
- Adds a definition for "digital citizenship".
- Adds specifying language that social media safety instruction must include:
 - Advantages of using social media. Such instruction may only include career and resume building for future academic or employment opportunities, sharing information with familiar family and friends, and safely connecting with other users with like interests.
 - Risks of social media, such as social media addiction, publication of misinformation, negative effects on mental health, and the permanent nature of content shared online.
 - How to safely use social media, such as maintaining personal security, preventing oversharing of personal information, identifying predatory behavior and human trafficking, and reporting suspicious behavior.
- Creates s. 1006.1494, F.S., which prohibits student access to social media platforms through the use of Internet access provided by the school district.

B. Amendments:

None.



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LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
03/15/2023	.	
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The Appropriations Committee on Education (Burgess) recommended the following:

Senate Amendment (with title amendment)

Delete everything after the enacting clause
and insert:

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

1003.42 Required instruction.—

(2) Members of the instructional staff of the public
schools, subject to the rules of the State Board of Education
and the district school board, shall teach efficiently and



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faithfully, using the books and materials required that meet the highest standards for professionalism and historical accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:

(n) Comprehensive age-appropriate and developmentally appropriate K-12 instruction on:

1. Health education that addresses concepts of community health, consumer health, environmental health, and family life, including:

- a. Injury prevention and safety.
- b. Internet safety.
- c. Nutrition.
- d. Personal health.
- e. Prevention and control of disease.
- f. Substance use and abuse.
- g. Prevention of child sexual abuse, exploitation, and human trafficking.

2. For students in grades 7 through 12, teen dating violence and abuse. This component must include, but not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

3. For students in grades 6 through 12, awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.

4. Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges,



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including:

- a. Self-awareness and self-management.
- b. Responsible decisionmaking.
- c. Resiliency.
- d. Relationship skills and conflict resolution.
- e. Understanding and respecting other viewpoints and backgrounds.

f. For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.

5.a. For students in grades 6 through 12, the social, emotional, and physical effects of social media. This component must include, but need not be limited to, the negative effects of social media on mental health, including addiction; the distribution of misinformation on social media; how social media manipulates behavior; the permanency of sharing materials online; how to maintain personal security and identify cyberbullying, predatory behavior, and human trafficking on the Internet; and how to report suspicious behavior encountered on the Internet.

b. The Department of Education shall make available online the instructional material being used pursuant to this subparagraph, and each district school board shall notify parents of its availability. The department may procure the instructional material from a vendor or provider.



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Health education and life skills instruction and materials may not contradict the principles enumerated in subsection (3).

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

Section 2. Paragraph (f) of subsection (2) of section 1006.07, Florida Statutes, is amended to read:

1006.07 District school board duties relating to student discipline and school safety.—The district school board shall provide for the proper accounting for all students, 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, including:

(2) CODE OF STUDENT CONDUCT.—Adopt a code of student conduct for elementary schools and a code of student conduct for middle and high schools and distribute the appropriate code to all teachers, school personnel, students, and parents, at the beginning of every school year. Each code shall be organized and written in language that is understandable to students and parents and shall be discussed at the beginning of every school year in student classes, school advisory council meetings, and parent and teacher association or organization meetings. Each code shall be based on the rules governing student conduct and



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discipline adopted by the district school board and shall be made available in the student handbook or similar publication. Each code shall include, but is not limited to:

(f) Notice that use of a wireless communications device includes the possibility of the imposition of disciplinary action by the school or criminal penalties if the device is used in a criminal act. A student may possess a wireless communications device while the student is on school property or in attendance at a school function. Each district school board shall adopt rules governing the use of a wireless communications device by a student while the student is on school property or in attendance at a school function. A student may not use a wireless communications device during instructional time. A teacher may withhold a student's wireless communications device during instructional time.

Section 3. Section 1006.1494, Florida Statutes, is created to read:

1006.1494 Prohibiting student access to social media platforms.—

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

(b) This subsection does not apply to career and technical education course instruction.

(2) The State Board of Education may adopt rules to administer this section.

Section 4. This act shall take effect July 1, 2023.

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



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And the title is amended as follows:

Delete everything before the enacting clause
and insert:

A bill to be entitled

An act relating to student use of social media
platforms; amending s. 1003.42, F.S.; requiring
members of the instructional staff of public schools
to provide instruction on the social, emotional, and
physical effects of social media to students in
specified grades; specifying requirements for the
instruction; requiring the Department of Education to
make social media safety instructional material
available online; requiring each district school board
to notify parents of the availability of such
material; authorizing the department to procure the
instructional materials from a vendor or provider;
amending s. 1006.07, F.S.; requiring that district
school board codes of student conduct include a
prohibition against students using wireless
communications devices during instructional time and
authorization for teachers to withhold a student's
device; creating s. 1006.1494, F.S.; requiring each
school district to prohibit and prevent students from
accessing social media platforms through the use of
Internet access provided by the school district;
providing an exception; authorizing the State Board of
Education to adopt rules; providing an effective date.

By the Committee on Education Pre-K -12; and Senators Burgess, Osgood, Avila, and Calatayud

581-02014-23

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A bill to be entitled

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

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

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

1003.42 Required instruction.—

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

Page 1 of 3

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581-02014-23

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following the prescribed courses of study, and employing approved methods of instruction, the following:

(u) Social media safety. For purposes of this paragraph, the term "social media" means a form of interactive electronic communication through an Internet website or application by which a user creates a service-specific identifying user profile to connect with other users of the Internet website or application for the purpose of communicating and sharing information, ideas, news, stories, opinions, images, videos, and other content. The Department of Education shall make social media safety instructional material available online and district school boards shall notify parents of the material's online availability. The material must include age-appropriate and developmentally appropriate instruction on social media safety for students in grades 6 through 12 and focus on the social, emotional, and physical effects of social media and promote best practices in digital citizenship. For purposes of this requirement, "digital citizenship" means the norms of appropriate, responsible, and healthy behavior related to social media, including digital literacy, ethics, etiquette, and security. The social media safety instruction must include:

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

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

Page 2 of 3

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581-02014-23

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content shared online.

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

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

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

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

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



The Florida Senate

Committee Agenda Request

To: Senator Keith Perry, Chair
Appropriations Committee on Education

Subject: Committee Agenda Request

Date: February 14, 2023

I respectfully request that **Senate Bill #52**, relating to Student Use of Social Media Platforms, be placed on the:

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

Thank you for your consideration. Please let me know if you have any questions.

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

Senator Danny Burgess
Florida Senate, District 23

The Florida Senate
APPEARANCE RECORD

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

Meeting Date

Committee

Bill Number or Topic

Amendment Barcode (if applicable)

Name

Phone

Address

Street

City

State

Zip

Email

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:

CFU JIMMY PATRONIS

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

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

S-001 (08/10/2021)

3/14/23

Meeting Date

The Florida Senate
APPEARANCE RECORD

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SB52

Bill Number or Topic

Committee

Amendment Barcode (if applicable)

Name

Alice Kerce (pierce but with a "K")

Phone

904 252 0405

Address

215 S Monroe St Suite 710

Email

alice@afloridapromise.org

Street

Tallahassee

City

FL

State

32301

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

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

S-001 (08/10/2021)

March 14, 2023

Meeting Date

Ed Approps

Committee

The Florida Senate

APPEARANCE RECORD

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

52

Bill Number or Topic

Amendment Barcode (if applicable)

Name **Barney Bishop III**

Phone **850-510-9922**

Address **1454 Vieux Carre Drive**

Email **Barney@BarneyBishop.com**

Street

Tallahassee

FL

32308

City

State

Zip

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

PLEASE CHECK ONE OF THE FOLLOWING:

☐ I am appearing without
compensation or sponsorship.

☒ I am a registered lobbyist,
representing:

Barney Bishop Consulting

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

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

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

S-001 (08/10/2021)

3.14.23

Meeting Date

The Florida Senate
APPEARANCE RECORD

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SB52

Bill Number or Topic

EDUCATION

Committee

Amendment Barcode (if applicable)

Name

Yolanda Russell

Phone

407-619-3641

Address

5803 CITRUS VILLAGE BLVD #323

Email

yolandarussell@earthlink.net

Street

WINTER GARDEN FL 34787

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:

☐

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something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

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S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

Meeting Date

SB 52

Bill Number or Topic

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Committee

Amendment Barcode (if applicable)

Name

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:

☐

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

APPEARANCE RECORD

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

3/14/2023

Meeting Date

Appropriation Committee

Committee

52

Bill Number or Topic

Amendment Barcode (if applicable)

Name

Laura Morejon Rodriguez

Phone

954-770-5273

Address

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Email

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Street

Sunrise

FL

33351

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

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

S-001 (08/10/2021)

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

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

Prepared By: The Professional Staff of the Appropriations Committee on Education

BILL: CS/SB 212

INTRODUCER: Appropriations Committee on Education and Senator Collins and others

SUBJECT: Emergency Response Mapping Data

DATE: March 15, 2023

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Brick	Bouck	ED	Favorable
2.	Gray	Elwell	AED	Fav/CS
3.			FP	

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

CS/SB 212 requires the Department of Education to create the School Mapping Data Grant Program for standard emergency response mapping data for public school buildings in this state, in order to assist local first responders in responding to emergencies in public schools. Each school district, in consultation with the sheriff's office having jurisdiction, may apply to receive funds from the grant program to provide school mapping for the school district. Funds applied for shall be administered by the Department of Education. The bill requires the vendor to provide the data to the applicable county, district school boards, and the appropriate local, state, and federal public safety agencies for use in response to emergencies.

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

The bill has a significant, but indeterminate fiscal impact. See section V.

The bill is effective July 1, 2023.

II. Present Situation:

Lessons learned from school emergencies highlight the importance of preparing school officials and first responders to implement emergency operations plans. By having plans in place to keep students and staff safe, schools play a key role in taking preventative and protective measures to

stop an emergency from occurring or reduce the impact of an incident. They provide first aid, notify response partners, and provide instructions before first responders arrive.¹

Schools also work with their community partners (i.e., governmental organizations that have a responsibility in the school emergency operations plan to provide a cohesive, coordinated response). Community partners include first responders (law enforcement officers, fire officials, and emergency medical services personnel) as well as public and mental health entities.²

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

State school safety guidance also highlights the importance of ensuring that first responders understand the layout of school facilities. In a 2019 report on school safety, the Marjory Stoneman Douglas High School Public Safety Commission recommended that schools quickly:

- Ensure all campus doors and buildings are clearly marked with easily identifiable markings known to first responders.
- Mark exterior classroom windows so first responders can identify classrooms from the exterior of the building.
- Place building numbers on the roof for aerial support.
- Provide keys/access to on duty law enforcement so they can quickly enter the school.⁵

State-Level Support

Comprehensive Emergency Management Plan

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

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

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

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

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

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

⁶ As of August 2021, there were 3,697 public schools in Florida. Florida Department of Education, *PK-12 Public School Data Publications and Reports: 2021-22 Public School Files*, available at <https://www.fldoe.org/accountability/data-sys/edu->

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

Each county, or with approval from the Governor, a group of two or more adjoining counties, is required to establish and maintain such an emergency management agency and develop a county emergency management plan and program that is coordinated and consistent with the state comprehensive emergency management plan and program.⁸

During a declared state or local emergency and upon the request of the director of the local emergency management agency, the district school board or school boards in the affected area are required to participate in emergency management by providing facilities and necessary personnel to staff such facilities.⁹

The Department of Education

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

- Coordinate, when necessary during emergency activations, the use of educational facilities, campuses and equipment by federal and state agencies, local school districts and Colleges.
- Serve as the primary liaisons in coordinating all phases of an emergency response from pre-disaster planning through post disaster recovery of educational facilities.
- Facilitate the coordination and implementation of an emergency communication network with the State Emergency Response Team and the public education school districts and Colleges.
- Be prepared to provide trained personnel to other emergency response agencies upon activation of the State Emergency Operations Center.¹⁰

The Commissioner of Education oversees and enforces compliance with the requirements relating to school safety and security by district school boards, district school superintendents, and public schools, including charter schools. The commissioner must facilitate compliance to the maximum extent provided under law, identify incidents of noncompliance, and impose or recommend to the State Board of Education, the Governor, or the Legislature enforcement and sanctioning actions.¹¹

The Office of Safe Schools

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

info-accountability-services/pk-12-public-school-data-pubs-reports/school/index.html (Excel file “Number of Elementary, Middle/Junior High, High, and Combination Schools, K-12 General Education, by District”).

⁷ Section 252.35(2), F.S.

⁸ Section 252.38(1)(a), F.S.

⁹ Section 252.38(1)(d), F.S.

¹⁰ Florida Division of Emergency Management, *2020 Comprehensive Emergency Management Plan*, available at <https://www.floridadisaster.org/globalassets/cemp/2020-CEMP/2020-state-CEMP.pdf> at 92 and 101.

¹¹ Section 1001.11(9), F.S.

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

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

School District Requirements Related to School Safety

Emergency Response Policies and Procedures

District school boards must formulate and prescribe policies and procedures for emergency drills and for actual emergencies, including, but not limited to, fires, natural disasters, active assailant and hostage situations, and bomb threats, for all students and faculty at all district K-12 public schools. District school board policies must establish emergency response and emergency preparedness policies and procedures, including emergency notification procedures.¹³

Each district school board must employ a school safety specialist to serve as the school district liaison with local public safety agencies and national, state, and community agencies and organizations in matters of school safety and security.¹⁴ The school safety specialist must also conduct a school security risk assessment at each public school using the Florida Safe Schools Assessment Tool (FSSAT).

The FSSAT is required to be used by school officials at each school district and public school site in the state in conducting security assessments and is intended to help school officials identify threats, vulnerabilities, and appropriate safety controls for the schools that they supervise. The FSSAT is required to address certain components of school safety, such as school emergency and crisis preparedness planning.¹⁵

Each district school superintendent must provide to the law enforcement agency and fire department that has jurisdiction over each educational facility a copy of the floor plans and other relevant documents for each educational facility in the district. After the initial submission of the floor plans and other relevant documents, the district school superintendent is required to submit, by October 1 of each year, revised floor plans and other relevant documents for each educational facility in the district that was modified during the preceding year.¹⁶

¹² Section 1001.212, F.S.

¹³ Section 1006.07(4), F.S.

¹⁴ Section 1006.07(6)(a), F.S.

¹⁵ Section 1006.1493, F.S.

¹⁶ Section 1013.13(1), F.S.

Trends in Emergency Response Mapping Data in Schools

At least 24 states are actively investing in digital maps, according to Critical Response Group, Inc., the country's largest school-mapping contractor. An initial digital or critical incident map by a third-party contractor can cost between roughly \$3,500 and \$5,000 per school.¹⁷

Virginia

In Virginia, as part of required safety audits, each school board must create a detailed and accurate floor plan for each public school building in the local school division or certify that the existing floor plan for each such school is sufficiently detailed and accurate.¹⁸ In 2022, the Virginia Department of Criminal Justice Services announced it will reimburse each district school board up to \$3,500 for each school that collaborates with local first responder partners and chooses an approved vendor to provide digital mapping services for the school.¹⁹

New Jersey

Under a bill passed in New Jersey in 2022, public and private schools are required to submit to local law enforcement authorities digital mapping data of school facilities.²⁰ The state has allocated \$6.5 million in funding from the American Rescue Plan Act of 2021²¹ to cover digital mapping for the 1,500 public and private schools that do not have digital maps.²²

Washington

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

- Develop and implement detailed training and outreach strategies that have measurable goals and targets.
- Periodically review technology standards, address user feedback about technology issues, and use system data to inform its program management decisions.²³

¹⁷ Pew, *After Uvalde, States Look to New Digital Maps to Keep Schools Safe* (Oct. 2022), <https://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2022/10/18/after-uvalde-states-look-to-new-digital-maps-to-keep-schools-safe> (last visited Feb. 2, 2023).

¹⁸ Va. Code s. 22.1-279.8.

¹⁹ Virginia Department of Criminal Justice Services, *Digital Mapping Program for Virginia K-12 Schools*, <https://www.dcjs.virginia.gov/digital-mapping-program-virginia-k-12-schools> (last visited Jan. 31, 2023).

²⁰ New Jersey Legislature, S2426 (Session 2022-2023), <https://www.njleg.state.nj.us/bill-search/2022/S2426> (last visited Jan. 31, 2023).

²¹ Pub. L. No. 117-2, 135 Stat. 1517 (Mar. 11, 2021).

²² State of New Jersey Governor Phil Murphy, *Governor Murphy Unveils Statewide School Security Initiative* (Aug. 2022), <https://www.nj.gov/governor/news/news/562022/20220830a.shtml> (last visited Jan. 31, 2023).

²³ Washington JLARC, *20-02 Final Report: First Responder Mapping System in K-12 Schools* (June 2020), https://leg.wa.gov/jlarc/reports/2020/mapping/f_3/default.html (last visited Jan. 31, 2023).

Wisconsin

In 2022, the Wisconsin Department of Justice began offering grants of up to \$5,000 per building to district school boards, governing bodies of private schools, public schools, and tribal schools to submit to law enforcement a digital blueprint of a school that can be easily accessed by law enforcement on cell phones or other devices during a critical incident and provide a clear layout of a school for law enforcement when a quick response is necessary. A total of \$2 million is available in grant funding.²⁴

Michigan

The Michigan Legislature appropriated \$12.5 million²⁵ to districts, intermediate districts, and nonpublic schools for the implementation of critical incidence mapping that:

- Is compatible with platforms and applications used by local, state, and federal public safety officials.
- Does not require the purchase of additional software for use.
- Is provided in a printable format.
- Is verified for accuracy through a walk-through of a school building and school grounds.
- Is oriented true north.
- Includes accurate floor plans overlaid on or current aerial imagery of a school building or school plan.
- Includes site-specific labeling that matches the structure of the school building, including room labels, hallway names, external door or stairwell numbers, locations of hazards, key utility locations, key boxes, automated external defibrillators, and trauma kits.
- Includes site-specific labeling that matches the school grounds, including parking areas, athletic fields, surrounding roads, and neighboring properties.
- Includes a gridded overlay with x/y coordinates.
- Includes information that best assists first responders in an emergency, including, but not limited to, the following information:
 - Building numbers.
 - Floors.
 - Suite designations.
 - Room numbers.
 - Other available relevant location information for each school.²⁶

III. Effect of Proposed Changes:

In order to assist local first responders in responding to emergencies in public schools, SB 212 amends s. 1013.13, F.S., to require the Department of Education to create a School Mapping Data Grant, which public schools²⁷ in this state can apply to receive funds for. The bill requires

²⁴ Wisconsin Department of Justice, *DOJ Launches \$2 Million Critical Incident Mapping Data Grant Program* (July 2022), <https://www.doj.state.wi.us/news-releases/doj-launches-2-million-critical-incident-mapping-data-grant-program> (last visited Feb. 1, 2023).

²⁵ Michigan House Fiscal Agency, *FY 2021-22 Supplemental Appropriations Summary: Enacted Public Act 93 of 2022 (House Bill 6012)*, available at <http://www.legislature.mi.gov/documents/2021-2022/billanalysis/House/pdf/2021-HLA-6012-2F2BB5B1.pdf>.

²⁶ 2022 Mich. Pub. Act. 93, s. 97d.

²⁷ Public schools include charter schools. Section 1002.33(1), F.S.

the vendor to provide the data to the applicable county, district school boards, and the appropriate local, state, and federal public safety agencies for use in response to emergencies.

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

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

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

The bill is effective July 1, 2023.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

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

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends section 1013.13 of the Florida Statutes.

IX. Additional Information:

A. Committee Substitute – Statement of Changes:

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

CS by Appropriations Committee on Education on March 14, 2023:

The committee substitute amends the bill to create the School Mapping Data Grant Program to provide flexibility for implementing the school emergency mapping data required by the bill. The committee substitute:

- Replaces the requirement for the Department of Education to procure a vendor to produce standard emergency response mapping data for every public school building in the state with the requirement for the Department of Education to administer the School Mapping Data Grant Program to provide to each applicable school district. School districts, in consultation with the Sheriff's office having jurisdiction, will need to apply to receive funds from the program to provide school mapping data for every public school building in the district.

- Replaces the requirement for the mapping data to be accessible to emergency response services without requiring the integration of third party software with the requirement that data will be accessible to emergency response services and schools without a fee.
- Specifies, that upon request, the mapping data may be provided in digital file format that can be integrated into interactive mobile platforms in use.

B. Amendments:

None.

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



901742

LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
03/15/2023	.	
	.	
	.	
	.	

The Appropriations Committee on Education (Collins) recommended the following:

Senate Amendment (with title amendment)

Delete everything after the enacting clause
and insert:

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

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

(2) In order to facilitate efficient emergency response,



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there shall be created the School Mapping Data Grant Program within the Department of Education. Each school district, in consultation with the sheriff's office having jurisdiction, may apply to receive funds from the program to provide school mapping data for every public school building in the district. The school district shall use the funds to satisfy all or some of the requirements of this section, which may include procuring a vendor to do so. The entity producing the data is responsible for providing the data to the applicable county and district school boards and to the appropriate local, state, and federal public safety agencies for use in response to emergencies.

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

(b) The school mapping data provided must:

1. Be compatible with software platforms used by local, state, and federal public safety agencies that provide emergency services to the specific school for which the data is provided without requiring such agencies to purchase additional software or requiring a fee to view or access the data;

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

3. Be in a printable format and, if requested in addition to paragraph (a), be in a digital file format that can be integrated into interactive mobile platforms in use;

4. Be verified for accuracy by a walk-through of school



901742

buildings and grounds;

5. Be oriented true north;

6. Be overlaid on current aerial imagery;

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

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

9. Be overlaid with gridded x/y coordinates.

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

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

And the title is amended as follows:

Delete everything before the enacting clause
and insert:

A bill to be entitled

An act relating to emergency response mapping data;
amending s. 1013.13, F.S.; creating the School Mapping
Data Grant Program within the Department of Education;
authorizing each school district to apply for funds to
provide mapping data for public school buildings;
authorizing a school district to use the funds to
procure a vendor; requiring the entity that produces
the data to provide the data to certain entities;
specifying requirements for the data; providing an
effective date.

By Senator Collins

14-00201A-23

2023212__

A bill to be entitled

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

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

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

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

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

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

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

1. Be compatible with software platforms used by local,

Page 1 of 2

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

14-00201A-23

2023212__

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

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

3. Be provided in a printable format;

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

5. Be oriented true north;

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

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

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

9. Be overlaid with gridded x/y coordinates.

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

Page 2 of 2

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



THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

COMMITTEES:

Agriculture, *Chair*
Appropriations Committee on Education
Appropriations Committee on Transportation, Tourism,
and Economic Development
Education Postsecondary
Education Pre-K -12
Fiscal Policy
Military and Veterans Affairs, Space, and
Domestic Security

SELECT COMMITTEE:

Select Committee on Resiliency

JOINT COMMITTEE:

Joint Select Committee on Collective Bargaining

SENATOR JAY COLLINS

14th District

February 17, 2023

Senator Keith Perry
406 Senate Building
404 South Monroe Street
Tallahassee, FL 32399

Chair Perry,

I respectfully request that SB 212 – Emergency Response Mapping Data be placed on the next available agenda for the Appropriations Committee on Education Meeting. This bill is crucial for ensuring that our children are protected in schools, and was passed out of its last committee in a bipartisan and unanimous manner.

Should you have any questions or concerns, please feel free to contact my office. Thank you in advance for your consideration.

Thank you,

A handwritten signature in black ink, appearing to read "Jay Collins", written over a horizontal line.

Senator Jay Collins
Senate District 14

Cc: Tim Elwell, Staff Director
Amanda Fountain, Committee Administrative Assistant

REPLY TO:

- ☐ 405 North Reo Street, Suite 170, Tampa, Florida 33609 (813) 281-2538
- ☐ 305 Senate Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 387-4014

Senate's Website: www.flsenate.gov

KATHLEEN PASSIDOMO
President of the Senate

DENNIS BAXLEY
President Pro Tempore

APPEARANCE RECORD

March 14, 2023

Meeting Date

SB 212

Bill Number or Topic

Appropriations-ED

Committee

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

Amendment Barcode (if applicable)

Name

Chief Ray Colburn

Phone

407-468-6622

Address

Florida Fire Chiefs' Assn.
221 Pinewood Dr.

Email

ray@ffca.org

Street

Tallahassee, FL

32303

City

State

Zip

Speaking:

☐

For

☐

Against

☐

Information

OR

Waive Speaking:

☒

In Support

☐

Against

PLEASE CHECK ONE OF THE FOLLOWING:☐I am appearing without
compensation or sponsorship.☐I am a registered lobbyist,
representing:☐I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

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

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

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 Appropriations Committee on Education

BILL: CS/SB 478

INTRODUCER: Appropriations Committee on Education and Senator Perry

SUBJECT: Early Childhood Music Education Incentive Program

DATE: March 15, 2023

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Brick	Bouck	ED	Favorable
2.	Gray	Elwell	AED	Fav/CS
3.			AP	

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

CS/SB 478 converts the Early Childhood Music Education Incentive Pilot Program into a permanent program administered by the Department of Education.

The bill has no impact on state revenues or expenditures. The program is contingent upon legislative appropriation.

This bill takes effect upon becoming a law.

II. Present Situation:

The Legislature established the Early Childhood Music Education Incentive Pilot Program (pilot program) in 2017 to assist certain school districts in implementing comprehensive music education programs in kindergarten through grade 2, beginning with the 2017-2018 school year.¹

For a school district to be eligible for participation in the pilot program, the district school superintendent must certify to the Commissioner of Education (commissioner) that specified elementary schools within the district have established a comprehensive music education program that:

- Includes all students enrolled at the school in kindergarten through second grade;

¹ Chapter 2017-116, Laws of Fla.

- Is staffed by certified music educators;
- Provides music instruction for at least 30 consecutive minutes two days a week;
- Complies with class size requirements under the law; and
- Complies with the Department of Education's standards for early childhood music education programs for students in kindergarten through second grade.

The commissioner must select school districts for participation in the pilot program, subject to legislative appropriation, based on the school district's proximity to the University of Florida and needs-based criteria established by the State Board of Education. Selected school districts must annually receive \$150 per full-time equivalent student in kindergarten through second grade who is enrolled in a comprehensive music education program.

The University of Florida's College of Education is required to collaborate with Florida International University's School of Music to evaluate the effectiveness of the pilot program. Upon completion, the results of the evaluation must be shared with the Florida Center for Partnerships in Arts-Integrated Teaching. The State Board of Education is authorized to adopt rules to administer the pilot program.²

The Legislature appropriated \$400,000 for the pilot program in each of the fiscal years from 2020 through 2023.³ For the 2021-2022 school year, 10 schools from the Alachua, Marion, and Miami-Dade school districts were selected to participate in the program and served approximately 2,000 students in kindergarten through second grade.⁴

The pilot program is scheduled to expire on June 30, 2023.⁵

III. Effect of Proposed Changes:

The bill converts the Early Childhood Music Education Incentive Pilot Program into a permanent program. The bill shifts from the Commissioner of Education to the Department of Education the responsibility for administering the program. The bill replaces the requirement for the program administrator to select school districts to participate in the program with the requirement to approve school districts to participate in the program.

The bill removes the responsibilities assigned to the University of Florida and Florida International University and removes proximity to the University of Florida as a factor in eligibility to participate in the program.

Transitioning the pilot to a permanent program may increase the number of school districts that implement a comprehensive music education programs for students in kindergarten through second grade.

The bill takes effect upon becoming a law.

² Section 1003.481, F.S.

³ Ch. 2020-111, s. 2, Specific Appropriation 114, Laws of Fla.; Ch. 2021-36, s. 2, Specific Appropriation 110, Laws of Fla.; and Ch. 2022-156, s. 2, Specific Appropriation 104, Laws of Fla.

⁴ Email, Office of Senator Keith Perry (Feb. 27, 2023), with attachments (on file with Senate Education).

⁵ Section 1003.481(6), F.S.

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 impact on state revenues or expenditures. The program is contingent upon legislative appropriation.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends section 1003.481 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 Appropriations Committee on Education on March 14, 2023:

The committee substitute revises the bill to state the Early Childhood Music Incentive Program is subject to appropriations provided in the General Appropriations Act.

- B. **Amendments:**

None.



305080

LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
03/15/2023	.	
	.	
	.	
	.	

The Appropriations Committee on Education (Perry) recommended the following:

Senate Amendment (with title amendment)

Delete lines 47 - 48
and insert:
established by the State Board of Education. Subject to appropriations provided in the General Appropriations Act, participating ~~Selected~~ school districts shall annually receive a maximum of \$150 per full-

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



305080

11 And the title is amended as follows:
12 Delete line 9
13 and insert:
14 Education; specifying that program funds are subject
15 to legislative appropriation; revising criteria for a
16 school district's

By Senator Perry

9-01076-23

2023478__

A bill to be entitled

An act relating to the Early Childhood Music Education Incentive Program; amending s. 1003.481, F.S.; renaming the Early Childhood Music Education Incentive Pilot Program as the Early Childhood Music Education Incentive Program; transferring certain duties regarding the program's administration from the Commissioner of Education to the Department of Education; revising criteria for a school district's eligibility to participate in the program; deleting an obsolete provision requiring the University of Florida's College of Education to conduct a specified evaluation; abrogating the scheduled expiration of provisions governing the program; providing an effective date.

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

Section 1. Section 1003.481, Florida Statutes, is amended to read:

1003.481 Early Childhood Music Education Incentive ~~Pilot~~ Program.—

(1) The Early Childhood Music Education Incentive ~~Pilot~~ Program is created within the Department of Education. The purpose of the ~~pilot~~ program is to assist participating selected school districts in implementing comprehensive music education programs for students in kindergarten through grade 2.

(2) A school district is eligible for participation in the ~~pilot~~ program if the superintendent certifies to the department

Page 1 of 3

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

9-01076-23

2023478__

~~Commissioner of Education~~, in a format prescribed by the department, that specified elementary schools within the district have established a comprehensive music education program that:

(a) Includes all students at the school enrolled in kindergarten through grade 2.

(b) Is staffed by certified music educators.

(c) Provides music instruction for at least 30 consecutive minutes 2 days a week.

(d) Complies with class size requirements under s. 1003.03.

(e) Complies with the department's standards for early childhood music education programs for students in kindergarten through grade 2.

(3) (a) The department commissioner shall approve select school districts for participation in the ~~pilot~~ program, subject to legislative appropriation, based on ~~the school district's proximity to the University of Florida and~~ needs-based criteria established by the State Board of Education. Participating ~~Selected~~ school districts shall annually receive \$150 per full-time equivalent student in kindergarten through grade 2 who is enrolled in a comprehensive music education program.

(b) To maintain eligibility for participation in the ~~pilot~~ program, a participating selected school district must annually certify to the ~~department commissioner~~, in a format prescribed by the department, that each specified elementary school within the district provides a comprehensive music education program that meets the requirements of subsection (2). If a participating selected school district fails to provide the annual certification for a fiscal year, the school district must

Page 2 of 3

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

9-01076-23

2023478__

return all funds received through the pilot program for that
fiscal year.

~~(4) The University of Florida's College of Education, in
collaboration with Florida International University's School of
Music, shall evaluate the effectiveness of the pilot program by
measuring student academic performance and the success of the
program. The evaluation must include, but is not limited to, a
quantitative analysis of student achievement and a qualitative
evaluation of students enrolled in the comprehensive music
education programs. The results of the evaluation must be shared
with the Florida Center for Partnerships for Arts-Integrated
Teaching upon completion of the evaluation.~~

~~(5) The State Board of Education may adopt rules to
administer this section.~~

~~(6) This section expires June 30, 2023.~~

Section 2. This act shall take effect upon becoming a law.



The Florida Senate

Committee Agenda Request

To: Senator Keith Perry, Chair
Appropriations Committee on Education

Subject: Committee Agenda Request

Date: March 6, 2023

I respectfully request that **Senate Bill #478**, relating to Early Childhood Music Education Incentive Programs, be placed on the:

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

A handwritten signature in black ink that reads "W. Keith Perry". The signature is written in a cursive style with a long, sweeping underline.

Senator Keith Perry
Florida Senate, District 9

March 14, 2023

Meeting Date

Ed Approps

Committee

The Florida Senate

APPEARANCE RECORD

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

478

Bill Number or Topic

Amendment Barcode (if applicable)

Name **Barney Bishop III**

Phone **850-510-9922**

Address **1454 Vieux Carre Drive**

Street

Email **Barney@BarneyBishop.com**

Tallahassee

City

FL

State

32308

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:

Barney Bishop Consulting

☐ 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

Tallahassee, Florida 32399-1100

COMMITTEES:

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

SENATOR SHEVRIN D. "SHEV" JONES

District 34

March 14, 2023

Hon. Keith Perry
Chair, Florida Senate Appropriations Committee on Education
406 Senate Office Building
404 South Monroe Street
Tallahassee, FL 32399

Dear Chair Perry,

I respectfully request an excused absence from the sitting of the Appropriations Committee on Education scheduled for today, Tuesday, March 14, 2023.

Thank you in advance for your consideration of this request. If I may be of assistance to answer any questions, comments, or concerns, please do not hesitate to contact me or my office.

Sincerely,

A handwritten signature in blue ink, appearing to be "Shev" followed by a stylized "Jones".

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

REPLY TO:

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

Website: www.flsenate.gov/Senators/S34

KATHLEEN PASSIDOMO
President of the Senate

DENNIS BAXLEY
President Pro Tempore

CourtSmart Tag Report

Room: KB 412
Caption: Senate Appropriations Committee on Education

Case No.: -

Type:
Judge:

Started: 3/14/2023 1:33:14 PM

Ends: 3/14/2023 2:08:19 PM

Length: 00:35:06

1:33:13 PM	Sen. Perry (Chair)
1:34:41 PM	Tab 1 - CS/SB 52 - Student Use of Social Media Platforms
1:34:53 PM	Sen. Burgess
1:35:42 PM	Amendment 716728
1:36:47 PM	Sen. Perry
1:37:28 PM	Barney Bishop III, Barney Bishop Consulting (speaking in support)
1:39:33 PM	Sen. Perry
1:39:35 PM	Alice Kerce, The Foundation for Florida's Future (waive in support)
1:39:49 PM	Parker Powell, Office of CFO Jimmy Patronis (waive in support)
1:39:54 PM	Sen. Perry
1:40:00 PM	Sen. Burgess
1:40:18 PM	Sen. Perry
1:40:55 PM	Tab 2 - SB 212 - Emergency Response Mapping Data
1:41:12 PM	Sen. Collins
1:42:59 PM	Sen. Perry
1:43:00 PM	Amendment 901742
1:43:16 PM	Sen. Collins
1:44:39 PM	Sen. Perry
1:44:47 PM	Sen. Book
1:45:12 PM	Sen. Collins
1:45:38 PM	Sen. Book
1:45:52 PM	Sen. Collins
1:46:01 PM	Sen. Perry
1:46:07 PM	Sen. Harrell
1:46:33 PM	Sen. Collins
1:46:48 PM	Sen. Book
1:46:48 PM	Sen. Perry
1:47:01 PM	Sen. Collins
1:47:06 PM	Sen. Perry
1:47:17 PM	Sen. Collins
1:47:21 PM	Sen. Perry
1:47:34 PM	Sen. Davis
1:47:47 PM	Sen. Collins
1:48:01 PM	Sen. Davis
1:48:11 PM	Sen. Collins
1:48:58 PM	Sen. Perry
1:49:43 PM	Sen. Collins
1:50:58 PM	Sen. Perry
1:51:00 PM	Sen. Davis
1:51:17 PM	Sen. Collins
1:52:03 PM	Sen. Perry
1:52:07 PM	Chief Ray Colburn, Florida Fire Chief's Association (waive in support)
1:52:21 PM	Sen. Perry
1:52:26 PM	Sen. Harrell
1:53:27 PM	Sen. Perry
1:53:39 PM	Sen. Book
1:55:01 PM	Sen. Perry
1:55:53 PM	Sen. Collins
1:57:11 PM	Sen. Perry
1:57:39 PM	Sen. Perry
1:57:46 PM	Sen. Simon
1:57:50 PM	Tab 3 - SB 478 - Early Childhood Music Education Incentive Program

1:57:57 PM	Sen. Perry
1:59:49 PM	Sen. Simon
1:59:53 PM	Sen. Book
2:00:04 PM	Sen. Perry
2:00:44 PM	Sen. Book
2:00:49 PM	Sen. Simon
2:00:55 PM	Sen. Davis
2:01:10 PM	Sen. Perry
2:01:48 PM	Sen. Simon
2:01:59 PM	Amendment 305080
2:02:03 PM	Sen. Perry
2:02:15 PM	Sen. Simon
2:02:20 PM	Sen. Perry
2:02:32 PM	Sen. Simon
2:02:36 PM	Barney Bishop III, Barney Bishop Consulting (speaking in support)
2:03:50 PM	Sen. Simon
2:04:07 PM	Sen. Harrell
2:04:45 PM	Sen. Simon
2:05:45 PM	Sen. Thompson
2:05:54 PM	Sen. Simon
2:06:26 PM	Sen. Perry
2:07:06 PM	Sen. Simon
2:07:40 PM	Sen. Perry