

Tab 1	CS/SB 102 by ED, Gaetz (CO-INTRODUCERS) Arrington; Similar to CS/H 00127 Exceptional Student Education
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Tab 2	SB 166 by Simon; Administrative Efficiency in Public Schools
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Tab 3	CS/SB 296 by ED, Bradley (CO-INTRODUCERS) Yarborough, Davis; Compare to CS/H 00261 Middle School and High School Start Times
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The Florida Senate
COMMITTEE MEETING EXPANDED AGENDA
 APPROPRIATIONS COMMITTEE ON PRE-K - 12
 EDUCATION
 Senator Burgess, Chair
 Senator Pizzo, Vice Chair

MEETING DATE: Tuesday, March 11, 2025
TIME: 8:30—10:30 a.m.
PLACE: Mallory Horne Committee Room, 37 Senate Building

MEMBERS: Senator Burgess, Chair; Senator Pizzo, Vice Chair; Senators Bradley, Calatayud, Fine, Gaetz, Jones, Osgood, Simon, and Yarborough

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
1	CS/SB 102 Education Pre-K - 12 / Gaetz (Similar H 127)	Exceptional Student Education; Requiring the Department of Education to develop and implement, by a specified date, a workforce credential program for students with an autism spectrum disorder or students on a modified curriculum; requiring the department to produce an annual report during a specified timeframe, etc. ED 02/18/2025 Fav/CS AED 03/11/2025 Favorable FP	Favorable Yeas 9 Nays 0
2	SB 166 Simon	Administrative Efficiency in Public Schools; Exempting district school boards from requirements for adopting certain rules; deleting a requirement for a district school board to employ an internal auditor in certain circumstances; requiring innovation schools of technology to comply with specified provisions relating to instructional multiyear contracts, in addition to annual contracts, for instructional personnel in addition to annual contracts; revising requirements relating to district school board attendance policies for Voluntary Prekindergarten Education Programs; revising requirements for assessments needed for a student to earn a high school diploma; providing requirements for advanced degrees which may be used to set salary schedules for instructional personnel and school administrators hired after a specified date; revising eligibility requirements for individuals to participate in the Teacher Apprenticeship Program, etc. ED 03/03/2025 Favorable AED 03/11/2025 Favorable FP	Favorable Yeas 9 Nays 0

COMMITTEE MEETING EXPANDED AGENDA

Appropriations Committee on Pre-K - 12 Education
Tuesday, March 11, 2025, 8:30—10:30 a.m.

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
3	CS/SB 296 Education Pre-K - 12 / Bradley (Identical H 261, Compare H 343)	Middle School and High School Start Times; Deleting a requirement that middle schools and high schools start by specified times beginning in a certain year; requiring district school boards to consider certain benefits relating to school start times when adopting middle school and high school start times, etc. ED 03/03/2025 Fav/CS AED 03/11/2025 Favorable FP	Favorable Yeas 8 Nays 1

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 Pre-K - 12 Education

BILL: CS/SB 102

INTRODUCER: Education Pre-K - 12 Committee; and Senators Gaetz and Arrington

SUBJECT: Exceptional Student Education

DATE: March 10, 2025 REVISED: _____

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

Please see Section IX. for Additional Information:
COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

CS/SB 102 establishes a workforce credential program for students with autism spectrum disorder or students on a modified curriculum to enhance their employment opportunities upon graduation. The program must be developed and implemented by the Florida Department of Education (DOE), in cooperation with the Florida Center for Students with Unique Abilities, by January 31, 2026.

The program allows students to earn badges that signify the acquisition of specific workforce skills aligned with employer needs. Each badge requires students to demonstrate five distinct skills or behaviors, including workplace safety, and must be validated by two instructional staff members specializing in exceptional student education.

To evaluate the program's effectiveness, the bill mandates that the DOE submit an annual report from 2026 through 2030 with participation and outcomes data.

This bill does not have a fiscal impact on state revenues or expenditures. Any costs the Department of Education incur relating to establishing the credential should be absorbed within existing resources. See Section V., Fiscal Impact Statement.

The bill takes effect July 1, 2025.

II. Present Situation:

Exceptional Student Education

The Individuals with Disabilities in Education Act (IDEA)¹ and Florida law² mandate that all students who are between the ages of three to 21 and have a disability have the right to a free, appropriate public education (FAPE). School districts have the responsibility to ensure that students suspected of having a disability are subject to general education intervention procedures.³ Each district school board is required to provide for an appropriate program of special instruction, facilities, and services for exceptional students. Each district program must:

- Provide the necessary professional services for diagnosis and evaluation of exceptional students.
- Provide 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.⁴

Once a child meets IDEA's eligibility criteria, FAPE is implemented through the Individualized Education Program (IEP), which is the plan for providing special education and related services by the local education agency. The IEP is the primary tool for outlining a student's specialized education needs.⁵ The IEP is developed by an IEP team composed of school personnel and the child's parents or guardian.⁶ A student must be properly evaluated and found eligible as an exceptional student before receiving special instruction or services as follows:⁷

- A school district must evaluate a student within 60 days after receiving signed parental consent.⁸
- An IEP team, to include the parents of the affected student, must then review the evaluation and determine the educational needs of the student.⁹

Student Eligibility for Exceptional Student Education (ESE)

The State Board of Education (SBE) determines the procedures for qualifying a student as eligible to receive exceptional student education (ESE).¹⁰ Exceptional students include students who are gifted and students with disabilities who have an intellectual disability; autism spectrum disorder (ASD or autism); a speech impairment; a language impairment; an orthopedic impairment; another health impairment; traumatic brain injury; a visual impairment; an emotional or behavioral disability; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia; students who are deaf or hard of hearing or dual

¹ 34 C.F.R. Part 300.

² Section 1003.5716, F.S.

³ Rule 6A-6.0331, F.A.C.

⁴ Section 1003.57(1), F.S.

⁵ Florida Department of Education, *Developing Quality Individual Education Plans* (2015), available at <http://www.fldoe.org/core/fileparse.php/7690/urlt/0070122-qualityieps.pdf>, at 9 (last visited Mar. 5, 2025).

⁶ Congressional Research Service, *The Individuals with Disabilities Education Act (IDEA), Part B: Key Statutory and Regulatory Provisions* (August 20, 2024), available at <https://crsreports.congress.gov/product/pdf/R/R41833>, at 2 (last visited Mar. 5, 2025).

⁷ Section 1003.57(1), F.S.

⁸ Rule 6A-6.0331(3), F.A.C.

⁹ Rule 6A-6.0331(6), F.A.C.

¹⁰ Section 1003.57(1), F.S.

sensory impaired; students who are hospitalized or homebound; children with developmental delays ages birth through five years, or children, ages birth through two years, with a diagnosed physical or mental condition known to have a high probability of resulting in developmental delay.¹¹

Children with autism in Florida are offered a variety of services through the state's 67 school districts and various other organizations operating within the state. The most recent data indicate that there are 66,152 students with ASD enrolled in Florida for the 2024-2025 school year.¹²

Special Education Services Available to Students with ASD

“Special education services” are specially designed instruction and related services necessary for an exceptional student to benefit from education. These services may include transportation; diagnostic and evaluation services; social services; physical and occupational therapy; speech and language pathology services; job placement; orientation and mobility training; braillists, typists, and readers for the blind; interpreters and auditory amplification; services provided by a certified listening and spoken language specialist; rehabilitation counseling; transition services; mental health services; guidance and career counseling; specified materials, assistive technology devices, and other specialized equipment; and other such services as approved by rules of the SBE.¹³

The SBE defines related terms for students with ASD in SBE rule and provides guidance regarding the definition of ASD, evaluation of students, and criteria for eligibility for classification.¹⁴

The IEP team may determine that a student with a significant cognitive disability should follow a modified curriculum aligned with Access Points - Alternate Academic Achievement Standards (AP-AAAS). These access points are designed to provide students access to the general education curriculum at a reduced level of complexity while maintaining alignment with state academic expectations.¹⁵ The IEP must include a statement of measurable annual goals, including academic and functional goals, designed to meet the student's needs resulting from the disability and to enable the student to be involved in and make progress in the general education curriculum.¹⁶

Students with significant cognitive disabilities who are unable to participate in the statewide, standardized assessment program, even with accommodations, may be eligible for the Florida

¹¹ Section 1003.01(9), F.S. *See also* Rule 6A-6.03030, F.A.C.

¹² FLDOE, *PK-12 Public School Data Publications and Reports – Membership in Programs for Exceptional Students, Survey 2, 2024-2025* <https://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stml> (last visited Mar. 5, 2025)

¹³ Section 1003.01(9), F.S.

¹⁴ Rule 6A-6.03023, F.A.C.

¹⁵ Florida Department of Education, *Updates to Access Points - Alternate Academic Achievement Standards (AP-AAAS)*, at 3 (2022), available at <https://www.fldoe.org/core/fileparse.php/7690/urlt/Spring22AP-AAAS.pdf> (last visited Mar. 5, 2025).

¹⁶ Rule 6A-6.03028(3), F.A.C.

Standards Alternate Assessment (FSAA).¹⁷ The FSAA is designed to measure student progress in the AP-AAAS and is required for students receiving instruction aligned to access points.¹⁸

The FSAA is reserved for students who require a modified curriculum aligned to access points. Instruction in AP-AAAS may impact a student's postsecondary opportunities. Since these standards modify the depth of academic expectations, they may limit eligibility for certain college or career pathways unless additional transition planning is implemented.¹⁹

Autism and Workforce Challenges

Autism spectrum disorder (ASD) is a developmental disability caused by differences in the brain.²⁰ As individuals with ASD transition to adolescence and adulthood, they may face challenges in developing and maintaining friendships, communicating with peers and adults, or understanding what behaviors are expected in school or on the job.²¹ These challenges can make it difficult to secure and sustain competitive employment, even for those with strong technical skills.²²

Research indicates that employees with ASD have many skills that can contribute a great deal to the workforce. Despite possessing valuable skill sets, individuals with ASD face higher unemployment and underemployment rates compared to the general population.²³ Research suggests that targeted training, employer-recognized credentials, and structured workforce support can significantly enhance employment outcomes for individuals with disabilities, including ASD.²⁴

General Workforce Inclusion Initiatives

The Employment First Act

The Employment First Act prioritizes employment as the preferred outcome for individuals with disabilities by reducing barriers to workforce participation and ensuring access to meaningful employment opportunities.²⁵ To achieve this, the Act promotes:

¹⁷ Section 1008.22(4), F.S.

¹⁸ Florida Department of Education, *Updates to Access Points - Alternate Academic Achievement Standards (AP-AAAS)*, at 4 (2022), available at <https://www.fldoe.org/core/fileparse.php/7690/urlt/Spring22AP-AAAS.pdf> (last visited Mar. 5, 2025).

¹⁹ Florida Department of Education, *Updates to Access Points - Alternate Academic Achievement Standards (AP-AAAS)*, at 33 (2022), available at <https://www.fldoe.org/core/fileparse.php/7690/urlt/Spring22AP-AAAS.pdf> (last visited Mar. 5, 2025).

²⁰ Centers for Disease Control and Prevention, *About Autism Spectrum Disorder*, <https://www.cdc.gov/autism/about/index.html> (last visited Mar. 5, 2025).

²¹ Centers for Disease Control and Prevention, *About Autism Spectrum Disorder*, <https://www.cdc.gov/autism/about/index.html> (last visited Mar. 5, 2025).

²² Kate Jackson, *Autism in the Technology Workplace*, *Social Work Today*, Vol. 13, No. 6, p. 8 (Nov./Dec. 2013), available at <https://www.socialworktoday.com/archive/111113p8.shtml> (last visited Mar. 5, 2025).

²³ A.J. Griffiths et al., *Developing Employment Environments Where Individuals with ASD Thrive: Using Machine Learning to Explore Employer Policies and Practices*, *Brain Sci.*, Vol. 10, No. 9, p. 632 (Sept. 11, 2020), available at <https://pmc.ncbi.nlm.nih.gov/articles/PMC7564237/> (last visited Mar. 5, 2025).

²⁴ Florida Department of Education, Florida Department of Economic Opportunity, and CareerSource Florida, *2024-2028 WIOA Combined Plan*, available at <https://careersourceflorida.com/wp-content/uploads/2024/02/2024-2028-WIOA-Combined-Plan.pdf>, at 426-507 (last visited Mar. 5, 2025).

²⁵ Section 413.80(2), F.S.

- Integration of individuals with disabilities into the workforce by improving employment systems; and
- A collaborative effort between state agencies and organizations to achieve better employment outcomes for individuals with disabilities.²⁶

Division of Vocational Rehabilitation

Florida's Vocational Rehabilitation (VR) program provides training and employment support for individuals with disabilities, helping them achieve meaningful, competitive employment. Through initiatives like the Workforce Innovation and Opportunity Act (WIOA) of 2014,²⁷ VR emphasizes career pathways and skills-based training, ensuring individuals with disabilities can develop the skills needed to succeed in the workforce.²⁸

Expanding workforce credential programs tailored for students with ASD is a key step in aligning training with employer needs, increasing employment opportunities, and promoting economic independence.²⁹

Florida Center for Students with Unique Abilities

The Florida Center for Students with Unique Abilities (FCSUA) at the University of Central Florida supports postsecondary education and employment opportunities for students with intellectual disabilities. The center's responsibilities include:

- Disseminating information, providing students with disabilities and their families with details on education programs, services, supports, and employment opportunities;
- Coordinating statewide efforts, facilitating implementation, consulting with federal agencies, and aligning programs with national standards;
- Approving programs, establishing timelines and requirements for the approval and renewal of Florida Postsecondary Comprehensive Transition Programs; and
- Providing technical assistance, supporting institutions with program development, transition planning, financial resources, and compliance with federal and state laws.³⁰

Workforce Credentialing and Training Programs

Florida Ready to Work

Florida Ready to Work provides foundational employability skills training in areas such as communication, critical thinking, and problem-solving, which are critical for individuals entering the workforce, including students with autism. The program offers stackable credentials that serve as a recognized measure of work-readiness across multiple industries.³¹

²⁶ Section 413.80(3), F.S.

²⁷ Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, 128 Stat. 1425 (codified at 29 U.S.C. §§ 3101–3361).

²⁸ Florida Department of Education, Division of Vocational Rehabilitation, *About Us*, <https://www.rehabworks.org/about/about-us.html> (last visited Mar. 5, 2025).

²⁹ Golden Steps ABA, *Impact of Autism and Vocational Training*, <https://www.goldenstepsaba.com/resources/autism-and-vocational-training> (last visited Mar. 5, 2025).

³⁰ Section 1004.6495(5), F.S.

³¹ Florida Ready to Work, *Answering Florida Employers' Demands*, <https://www.floridareadytowork.com/> (last visited Mar. 5, 2025).

As a state-supported workforce training initiative, Florida Ready to Work illustrates how targeted skills training can help individuals, including those with disabilities, prepare for competitive employment.³²

Workforce Education

Workforce education includes career and technical training designed to prepare individuals, including adults with disabilities, for employment. Workforce education programs provide opportunities for individuals to gain job-specific skills and increase employability and economic self-sufficiency.³³

Programs that support this goal include:

- Adult general education programs designed to improve the employability skills of the state's workforce.
- Career certificate programs, which offer training in specialized fields leading to occupational credentials.
- Applied technology diploma programs, which provide hands-on technical training.
- Apprenticeship and preapprenticeship programs, which combine classroom instruction with real-world work experience.
- Continuing workforce education courses, which help individuals develop and refine job-related skills.³⁴

Get There Initiative

The Get There initiative, launched by the Florida Department of Education (DOE), promotes short-term, high-value Career and Technical Education (CTE) programs available through Florida College System institutions and technical colleges. These programs offer training in advanced manufacturing, transportation and logistics, healthcare, and information technology.³⁵

One-Stop Delivery System

Florida's one-stop delivery system provides workforce training and employment support services that can help individuals transition into meaningful employment. These services include career counseling, job placement assistance, employability skills training, and technical training leading to industry-recognized certifications.³⁶

Workplace Safety Training and OSHA Outreach Programs

The Occupational Health and Safety Administration (OSHA) within the United States Department of Labor provides an Outreach Training Program to promote workplace safety and health and to make workers more knowledgeable about workplace hazards and their rights. The OSHA Outreach Training Program provides training on the recognition, avoidance, abatement,

³² Florida Ready to Work, *Answering Florida Employers' Demands*, <https://www.floridareadytowork.com/> (last visited Mar. 5, 2025).

³³ Sections 1004.02(3) and (25) and 1004.92(1), F.S.

³⁴ Section 1011.80(1), F.S.

³⁵ Florida Department of Education, *Get There, About Us*, <https://gettherefl.com/about-us/> (last visited Mar. 5, 2025).

³⁶ Section 445.009(1), F.S.

and prevention of workplace hazards. Outreach classes also provide overview information regarding OSHA, including workers' rights, employer responsibilities, and how to file a complaint.³⁷

The 10-hour training program is primarily intended for entry level workers. The 30-hour training program is intended to provide workers with some safety responsibility a greater depth and variety of training. All outreach training is intended to cover an overview of the hazards a worker may encounter on a job site. Training emphasizes hazard identification, avoidance, control and prevention, not OSHA standards.³⁸

Career Education Services for Students with Disabilities

Florida provides career education services for students with disabilities through a structured sequence of courses designed to develop employability skills, technical training, and industry certification opportunities. This program is individualized through a student's Individual Education Plan (IEP)³⁹ or other accommodations plan and allows students to gain the skills necessary for competitive employment in occupations aligned with their training.⁴⁰

The curriculum integrates competency-based applied learning, including instruction in:

- Workplace safety;
- Job-seeking and employability skills;
- Self-advocacy and career planning; and
- Technical skills in industry-specific fields.⁴¹

Students may earn multiple credits as they progress through career education courses, with their achievements documented through the Occupational Completion Point system. Some students may also participate in on-the-job training opportunities.⁴²

III. Effect of Proposed Changes:

The bill creates s. 1003.5717, F.S., establishing a workforce credential program for students with autism spectrum disorder (ASD) or who are on a modified curriculum. The bill requires the Florida Department of Education (DOE) to develop and implement this program, in collaboration with the Florida Center for Students with Unique Abilities, by January 31, 2026, with the goal of assisting students with ASD or students with significant cognitive disabilities in securing employment upon graduation.

³⁷ USDOL, OSHA, *Outreach Training Program: Program Overview*, <https://www.osha.gov/training/outreach/overview> (last visited Mar. 5, 2025).

³⁸ *Id.*

³⁹ The Individual Education Plan is the primary vehicle for communicating the school district's commitment to addressing the unique educational needs of a student with a disability. Florida Department of Education, *Developing Quality Individual Education Plans* (2015), available at <http://www.fldoe.org/core/fileparse.php/7690/urlt/0070122-qualityieps.pdf>, at 9 (last visited Mar. 5, 2025).

⁴⁰ Florida Department of Education, *2024-25 CTE Curriculum Frameworks*, available at <https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2024-25-frameworks/additional-cte-programs-courses.shtml>, download "Career Education Services for Students with Disabilities (9603100) (RTF)."

⁴¹ *Id.*

⁴² *Id.*

The program must allow students to earn badges that indicate they have acquired specific skills that meet employer needs. Each badge must require the student to demonstrate five discrete skills or behaviors, including, but not limited to, workplace safety. The bill specifies that the DOE must collaborate with the Occupational Safety and Health Administration to develop a workforce safety badge. Additionally, each badge must be validated by two instructional staff members who specialize in exceptional student education.

Beginning in 2026 and continuing through 2030, the bill requires the DOE to prepare an annual report by January 31 of the following year detailing the program's operations. At a minimum, the report must include:

- The badges offered by the program;
- Data on post-graduation student employment;
- Student participation rates; and
- Any other outcome data deemed necessary by the DOE.

The workforce credential program established by the bill may provide students with ASD or those with significant cognitive disabilities valuable skills that are aligned with employer needs, potentially enhancing their employability upon graduation.

The bill takes effect on July 1, 2025.

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:

This bill does not have a fiscal impact on state revenues or expenditures. Any costs the Department of Education incur relating to establishing the credential should be absorbed within existing resources.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill creates section 1003.5717 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 18, 2025:

The committee substitute:

- Expands eligibility for the workforce credential program to include students on a modified curriculum.
- Directs the Department of Education (DOE) to collaborate with the Florida Center for Students with Unique Abilities at the University of Central Florida on program development and implementation.
- Requires the DOE to work with the Occupational Safety and Health Administration (OSHA) to develop the required workplace safety badge.

B. Amendments:

None.

By the Committee on Education Pre-K - 12; and Senator Gaetz

581-01991-25

2025102c1

A bill to be entitled

An act relating to exceptional student education; creating s. 1003.5717, F.S.; requiring the Department of Education to develop and implement, by a specified date, a workforce credential program for students with an autism spectrum disorder or students on a modified curriculum; providing the purpose of the program; providing requirements for the program; requiring the department to produce an annual report during a specified timeframe; providing requirements for the report; providing an effective date.

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

Section 1. Section 1003.5717, Florida Statutes, is created to read:

1003.5717 Workforce credential program for students with autism spectrum disorder or students on a modified curriculum.—
The Department of Education shall develop and implement by January 31, 2026, a workforce credential program for students with an autism spectrum disorder or students on a modified curriculum. The department shall work with the Florida Center for Students with Unique Abilities established under s. 1004.6495 for the development and implementation of the program. The purpose of the program is to assist such students in securing employment upon graduation. The program must allow for such students to earn badges that designate that the students have acquired specific skills that meet employer needs.

(1) (a) Each badge must require the student to demonstrate

Page 1 of 2

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581-01991-25

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five discrete skills or behaviors, including, but not limited to, workplace safety.

(b) The department shall collaborate with the Occupational Safety and Health Administration to develop a workplace safety badge.

(2) The badge must be validated by two members of instructional staff who specialize in exceptional student education.

(3) Beginning with the 2026 calendar year through the 2030 calendar year, the department shall prepare an annual report by January 31 of the following year detailing the operations of the program. At a minimum, the report must include the badges offered by the program, data on postgraduation student employment, data on student participation rates in the program, and any other outcome data deemed necessary by the department to be included.

Section 2. This act shall take effect July 1, 2025.

Page 2 of 2

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



The Florida Senate

Committee Agenda Request

To: Senator Danny Burgess, Chair
Appropriations Committee on Pre-K - 12 Education

Subject: Committee Agenda Request

Date: February 24, 2025

I respectfully request that **Senate Bill #102**, relating to Exceptional Student Education, be placed on the:

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

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

Senator Don Gaetz
Florida Senate, District 1

3/11/25

The Florida Senate

SB102

APPEARANCE RECORD

Meeting Date

Appropriations Committee

PK-12

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

Bill Number or Topic

Committee

Amendment Barcode (if applicable)

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PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

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

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

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The Florida Senate
APPEARANCE RECORD

Deliver both copies of this form to
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3/11/2025

Meeting Date

SB 102

Bill Number or Topic

APPROPS PREK-12 ED.

Committee

Amendment Barcode (if applicable)

Name KEYNA CORY

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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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FL GOODWILL ASSOCIATION

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The Florida Senate

APPEARANCE RECORD

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3/11/25
Meeting Date

SB 102
Bill Number or Topic

Senate Ed Cypriano
Committee

Amendment Barcode (if applicable)

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

PLEASE CHECK ONE OF THE FOLLOWING:

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The Florida Senate

APPEARANCE RECORD

3-11-25

Meeting Date

102

Bill Number or Topic

Appropriation Committee
Pre-K

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Amendment Barcode (if applicable)

Name Cileen Segal (FLORIDA PTA)

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

PLEASE CHECK ONE OF THE FOLLOWING:

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The Florida Senate
APPEARANCE RECORD

CS/SB 102
Bill Number or Topic

3/11/25
Meeting Date

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App Pre-K12
Committee

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PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:
Miami-Dade County Public Schools

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

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The Florida Senate

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3/11/25

Meeting Date

SB 102

Bill Number or Topic

App Pre-K12 Ed

Committee

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Pinellas County Council GA

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APPEARANCE RECORD

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3/11/25

Meeting Date

SB102

Bill Number or Topic

App. PreK-12 Ed

Committee

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

Florida Freedom to Read Project

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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 Appropriations Committee on Pre-K - 12 Education

BILL: SB 166

INTRODUCER: Senator Simon

SUBJECT: Administrative Efficiency in Public Schools

DATE: March 10, 2025

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Brick, Jahnke, Palazesi, Sabitsch	Bouck	ED	Favorable
2.	Gray	Elwell	AED	Favorable
3.			FP	

I. Summary:

SB 166 streamlines administrative processes for school districts by reducing regulations, increasing flexibility in policymaking, and enhancing financial and facilities management.

Relating to:

- Assessment and accountability, the bill:
 - Expands the assessments that satisfy requirements for fourth grade progression.
 - Provides that students will not be required to pass Algebra 1 and grade 10 English Language Arts (ELA) assessments to earn a standard high school diploma, and requires that the grade 10 ELA assessment constitute 30 percent of the final course grade.
 - Eliminates certain school district requirements relating to the uniform assessment calendar, but requires the calendar to indicate state and district assessments.
 - Authorizes district school superintendents to establish deadlines for extraordinary exemptions from certain assessments.
 - Specifies that the value-added model (VAM) may not be the sole determinate in recruiting instructional personnel.
 - Requires State Board of Education (SBE) rule to provide a timeline for approving school turnaround plans and for the release of Title I funding.
- Instructional personnel, the bill:
 - Authorizes district school boards to determine personnel evaluation components, but requires at least half of the evaluation be based on student performance.
 - Expands eligibility requirements for the teacher apprenticeship program.
 - Removes an employment provision for a teacher to receive a CAPE bonus.
 - Clarifies options for an advanced degree that may be used for salary adjustments.
 - Specifies that collective bargaining may not preclude a district from providing salary supplements based on statewide or district teacher needs.
 - Creates a three-year instructional multi-year contract.
 - Establishes a 10-year renewable professional certificate.

- Authorizes school districts or regional consortia to issue temporary educator certificates.
- Limits the requirement for demonstration of general knowledge to classroom teachers.
- School district operations, the bill:
 - Exempts school boards from Administrative Procedures Act rulemaking requirements, but maintains requirements for public input and transparency.
 - Allows school boards to shorten the timeline to address student absenteeism.
 - Eliminates an obsolete requirement for districts exceeding class size limits to submit a compliance plan to the Department of Education (DOE) to mitigate a financial penalty.
 - Removes the requirement that certain districts employ an internal auditor, but maintains general financial audit requirements.
 - Clarifies that operator or provider requirements to protect student data do not also require certain provisions in school district contracts.
 - Authorizes district school board instructional materials purchases to follow the full five-year adoption cycle.
- School district facilities, the bill:
 - Removes prescribed 5-year, 10-year, and 20-year school facility work program mandates, but maintains requirements for district long-term facility planning.
 - Permanently eliminates cost-per-student-station limits on school construction projects.
 - Modifies the conditions for districts to employ an architect.
 - Repeals life-cycle cost analysis requirements for school construction projects.
 - Expands the use of funds for the sale of school district airspace.
- School district finance and budgets, the bill:
 - Removes the requirement for graphical representation of a district budget.
 - Expands district school board discretion in allocating Title I funding and clarifies that charter schools can access services or programs funded by Title I.
 - Expands allowable uses of the 1.5 mill discretionary capital levy proceeds to include ancillary and auxiliary facilities and additional vehicles used to transport students.
 - Requires charter schools to directly respond to expenditure questions from the DOE.
 - Expands the scope of capital outlay that district school boards are permitted to fund through the issuance of short-term debt instruments.
 - Authorizes district school boards to determine the need to make up days lost because of a bona fide emergency.
- School choice, the bill:
 - Authorizes district school boards to determine controlled open enrollment capacity and reduces the frequency from every 12 weeks to twice a year.
 - Modifies the timeline for developing an Individualized Education Program for students receiving a Family Empowerment Scholarship for Students with Unique Abilities.
- Early learning, the bill:
 - Shifts oversight of public school Voluntary Prekindergarten (VPK) programs from early learning coalitions to the school district.
 - Authorizes public VPK programs to verify attendance using existing electronic systems.
- DOE and SBE oversight, the bill:
 - Clarifies that the SBE may adopt rules only within statutory authority.
 - Requires the DOE to provide district school boards with annual guidance on statutory and rule-based requirements.

This bill does not have a fiscal impact on state revenue or expenditures. However, the bill reduces regulations and increases flexibility in policymaking which could result in a cost savings for the school districts. See Section V., Fiscal Impact Statement.

The bill is effective July 1, 2025, except as otherwise specified.

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:

Assessment and Accountability

Present Situation

Third Grade Retention

More than half of all states have a third-grade retention policy that either allows school districts or requires them to retain students based on a student's mastery of literacy.¹ Florida has long been a national leader in investments and policy ideas targeted at improving early grades literacy. Since 2002, Florida has mandated that third grade students who score at an achievement level 1 on a statewide, standardized assessment be retained unless a student meets a good cause exemption.² Students can meet a good cause exemption if one of the following criteria is met:

- Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages program.
- Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate.
- Students who demonstrate an acceptable level of performance on an alternative standardized reading or ELA assessment approved by the State Board of Education.
- A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts (ELA) assessment.
- Students with disabilities who take the statewide, standardized ELA assessment and who have an IEP, or a Section 504 plan that reflects that the student has received intensive instruction in reading or ELA for more than 2 years but still demonstrates a deficiency and was previously retained in prekindergarten, kindergarten, grade 1, grade 2, or grade 3.
- Students who have received intensive reading intervention for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3.³

¹ Sarah Schwartz, *3rd Grade Reading Retention: Why the Research is Complicated*, (Aug. 29, 2023), <https://www.edweek.org/teaching-learning/3rd-grade-reading-retention-why-the-research-is-complicated/2023/08> (last visited Mar. 5, 2025).

² Ch. 2002-387, Laws of Fla.

³ Section 1008.25(7), F.S.

In the 2022-2023 school year, 59,806 third grade students scored at an achievement level 1 on the final administration of the coordinated screening and progress monitoring (CSPM) assessment for grade 3 ELA (progress monitoring administration 3, or PM3).⁴ Of the 59,806 students who scored at an achievement level 1, 36,769 students were promoted to grade 4 by meeting one of the good cause exemptions.⁵ The determination of whether or not to retain the student is made solely on the basis of PM3.⁶

High School Graduation Requirements

Nearly all states have established minimum credit and course requirements to earn a standard diploma, but graduation requirements may also serve to assess specific skills and content knowledge prioritized by the state, evaluate college and career readiness, or offer multiple pathways to a diploma. At least 34 states and the District of Columbia, require students to complete specific assessments to meet a graduation requirement. Eleven states require students to pass an ELA and/or a mathematics assessment to earn a standard high school diploma.⁷

Florida's High School Graduation Requirements

To earn a standard high school diploma a student must complete 24 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum.⁸

The 24-credit option for a standard diploma includes:

- Four credits in ELA I, II, III, and IV.
- Four credits in mathematics, including one in Algebra I and one in Geometry.
- Three credits in science, two of which must have a laboratory component and one of which must include Biology I.
- Three credits in social studies including one credit in United States History, one credit in World History, one-half credit in economics, and one-half credit in United States Government.
- One credit in fine or performing arts, speech and debate, or career and technical education.
- One credit in physical education which includes the integration of health.
- Seven and one-half credits in electives.
- One-half credit in personal financial literacy.⁹

Students enrolled in Algebra 1, Geometry, Biology, and U.S. History must participate in the corresponding end-of-course (EOC) assessment, and it must constitute 30 percent of the final

⁴ Florida Department of Education, *2023 Florida Assessment of Student Thinking and B.E.S.T. End-of-Course Assessments, FAST English Language Arts, Grades 3-10*, <https://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2023.stml> (last visited Mar. 5, 2025).

⁵ Florida Department of Education, *Retentions and Non-Promotions, 3rd Grade Promotions: Good Cause Exemptions, 2022-23*, <https://www.fldoe.org/core/fileparse.php/7584/urlt/3rdPromotionExemption2223.xlsx>, (last visited Mar. 5, 2025).

⁶ Section 1008.25(5), F.S.

⁷ Education Commission of the States, *50- State Comparison: High School Graduation Requirements*, <https://www.ecs.org/50-state-comparison-high-school-graduation-requirements-2023/>, (last visited Mar. 5, 2025). Of those 11 states, two allow the use of a portfolio of work in lieu of passing an assessment and two states require students to pass the assessments if they do not choose a graduation pathway.

⁸ Section 1003.4282(1), F.S.

⁹ Section 1003.4282(3), F.S.

course grade.¹⁰ Additionally, all students must pass the statewide, standardized grade 10 ELA assessment, or earn a concordant score, and must pass the statewide, standardized Algebra I EOC assessment, or earn a comparative score, in order to earn a standard high school diploma.¹¹ Students may satisfy the assessment requirement using a specified score on the SAT, ACT, Classic Learning Test, or PSAT/NMSQT. The use of concordant and comparative scores has significantly increased over the past six years, from 27.5 percent of graduates in 2018 satisfying assessment requirements using comparative and concordant scores to 42.9 percent in 2024.¹²

High School Graduation Requirements for Transfer Students and English Language Learners

Students who transfer to a Florida public high school from out of country, out of state, a private school, or a home education program and:

- The student's transcript shows a credit in Algebra I, the student must pass the statewide, standardized Algebra I EOC assessment to earn a standard high school diploma unless the student earned a comparative score or passed another mathematics assessment specified in law.
- The student's transcript shows a credit in high school reading or English Language Arts II or III, in order to earn a standard high school diploma, the student must take and pass the statewide, standardized grade 10 ELA assessment, or earn a concordant score.¹³

For students who enter a Florida public school in grade 11 or 12 from out of state or out of country, in order to receive a standard high school diploma students must pass the grade 10 ELA assessment, or earn a concordant score and must pass the statewide, standardized Algebra I EOC assessment, or earn a comparative score. Students who have been enrolled in an English for Speakers of Other Languages program for less than two school years and have met all requirements for the standard high school diploma except for passage the grade 10 ELA assessment may meet the requirement by satisfactorily demonstrating grade-level expectations on formative assessments.¹⁴

Pre-K-12 Assessments

The Department of Education (DOE) is required to operate a statewide assessment program designed to accurately measure the core curricula content of the state educational standards.

¹⁰ Florida Department of Education, *Academic Advisement – What Students and Parents need to Know: Students entering grade 9 in 2023-24 and Thereafter*, <https://www.fldoe.org/core/fileparse.php/7764/urlt/aa flyer-2324thereafter.pdf>, (last visited Mar. 5, 2025). The statewide, standardized end-of-course assessment in civics education constitutes 30 percent of the course grade in middle grades civics education. Section 1003.4156(1), F.S.

¹¹ Section 1003.4282(3), F.S. A student enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) course who takes the respective AP, IB, or AICE assessment and earns a specified score is not required to take the corresponding EOC assessment. Section 1008.22(3)(b)6., F.S.

¹² Florida Department of Education, *Know Your Data Advanced Reports: High School Graduate Pathways*, https://knowyourdatafl.org/views/PK12-PathwaystoGraduation/GRADUATEPATHWAYS-MAP?showAppBanner=false&:display_count=n&:showVizHome=n&:origin=viz_share_link&:isGuestRedirectFromVizportal=y&:embed=y, (last visited, Feb. 25, 2025). Florida Department of Education Emergency Orders No. 2020-EO-1 and No. 2021-EO-2 exempted students in the 2019-20 and 2020-21 graduation cohorts from the statewide standardized assessment requirements.

¹³ Section 1003.4282(6), F.S.

¹⁴ Section 1003.433, F.S.

Participation in the assessment program is mandatory for all school districts and all students attending public schools.¹⁵

The statewide, standardized CSPM system is used to measure student progress in public schools as well as in the Voluntary Prekindergarten (VPK) program to identify the educational strengths and needs of students. The CSPM system measures student progress in meeting the appropriate expectations in early literacy and mathematics skills and in ELA and mathematics standards.¹⁶

Florida allows a student with a disability to receive an extraordinary exemption from an assessment if the IEP team determines that the student would be prevented from demonstrating mastery of skills measured by a statewide or alternate assessment. The IEP team may submit to the superintendent a written request for an extraordinary exemption at any time during the school year but not later than 60 days prior to the current year's assessment administration.¹⁷

By January of each year, the Commissioner of Education must publish on the DOE's website a uniform calendar that includes the assessment and reporting schedules for, at a minimum, the next two school years. The uniform calendar must be provided to school districts in an electronic format that allows each school district and public school to populate the calendar with, at minimum, the following information when reporting the district assessment schedules must include:

- Whether the assessment is a district-required assessment or a state-required assessment.
- The specific date or dates that each assessment will be administered, including administrations of the CSPM system.
- The time allotted to administer each assessment.
- Whether the assessment is a computer-based assessment or a paper-based assessment.
- The grade level or subject area associated with the assessment.
- The date that the assessment results are expected to be available to teachers and parents.
- The type of assessment, the purpose of the assessment, and the use of the assessment results.
- A glossary of assessment terminology.
- Estimates of average time for administering state-required and district-required assessments, by grade level.¹⁸

School districts are required to establish schedules for the administration of any statewide, standardized assessments and district-required assessments and approve the schedules as an agenda item at a district school board meeting. Each school district is required to publish the testing schedules on its website using the uniform calendar and submit the schedules to the DOE by October 1 of each year; however, the DOE is not required to post the assessment calendars on its website. Each public school must publish schedules for statewide, standardized assessments and district-required assessments on its website using the uniform calendar.¹⁹

¹⁵ Section 1008.22(3), F.S.

¹⁶ Section 1008.25, F.S.

¹⁷ Section 1008.212, F.S.

¹⁸ Section 1008.22(7), F.S.

¹⁹ *Id.*

School Improvement and Turnaround

Florida's system of improving low-performing schools is referred to as "school improvement" (SI). Under SI, the lowest-performing schools receive more comprehensive, state-provided intervention and support than schools that are closer to meeting student achievement goals.²⁰ Intervention and support is required for traditional public schools earning a letter grade of "D," or "F."²¹ Upon receipt of its first grade of "D," a school is considered a Tier I SI school in need of support and intervention from the school district and the DOE.²² Intensive intervention and support strategies must be applied through turnaround plans to schools earning two consecutive grades of "D" or a grade of "F."²³

The DOE requires that a school that has been identified as an SI school must meet the following educator staff requirements:

- Provide a literacy coach who has a record of effectiveness as an English Language Arts teacher or coach with a value-added model (VAM) rating of Highly Effective or Effective.
- Provide a mathematics coach who has a record of effectiveness as a mathematics teacher or coach with a VAM rating of Highly Effective or Effective.
- Staff the SI school so that the percentage of instructional personnel with a VAM rating that is below effective is less than the district average if the district has more than five total schools and less than the state average, if the district has five or fewer schools.²⁴

Through section 1003 of Title I, the United States Department of Education administers three grants specifically targeted to improving student performance at schools in need of improvement:

- Unified School Improvement Grant (UniSIG) grant – In the 2023-24 school year, Florida's state allocation was \$72,623,399. The UniSIG grant is allocated to school districts to serve traditional and charter Title I public schools implementing comprehensive support and improvement activities to support the schools SI plan and provide resources to raise student achievement in the lowest-performing schools.
- UniSIG Supplemental Teacher and Administrator Allocation (STAA) - In the 2023-24 school year, Florida's state allocation was \$30,000,000. The UniSIG STAA grant allocates funding for districts to recruit teachers, to schools in need of improvement, who have a rating of highly effective or effective according to VAM. Educators who teach grades K-3, ESE and ESOL certified teachers, and science teachers are often not eligible for the STAA award because they do not earn a VAM score.
- UniSIG Closing Achievement Gaps Between Subgroups and All Students (CAGSS) In the 2023-24 school year, Florida's allocation was \$98,193,480. The UniSIG CAGSS support

²⁰ Section 1008.33, F.S.; *see* rule 6A-1.099811, F.A.C. School Improvement requirements were originally established under the 2002 reauthorization of ESEA, otherwise known as the No Child Left Behind (NCLB) Act of 2001. Pub. L. No. 107-110, 115 Stat. 1425 (Jan. 8, 2002).

²¹ Section 1008.33(3), F.S.

²² Rule 6A-1.099811(3)(a), F.A.C.

²³ Section 1008.33(4), F.S.

²⁴ Rule 6A-1.099811, F.A.C. VAM is a statistical model used for the purpose of determining an individual teacher's contribution to student learning growth, only educators teaching ELA and Math in Grades 4-10, Algebra 1 and Geometry receive a VAM score.

Local Educational Agencies that are serving low-performing subgroups of students in schools implementing targeted and comprehensive support and improvement activities.²⁵

Effect of Proposed Changes

Third Grade Retention

The bill modifies s. 1008.25, F.S., to allow a score of level two or higher in English Language Arts for grade 3 on any administration of the CSPM system to be used for promotion of the student to grade 4. This would include the beginning, middle, and end-of-the year administrations (PM1, PM2, and PM3).

Florida's High School Graduation Requirements

The bill modifies ss. 1003.4282 and 1003.433 F.S., to provide that, effective upon becoming law, students are not required to pass the statewide, standardized grade 10 ELA assessment and pass the statewide, standardized Algebra I EOC assessment to earn a standard high school diploma. The bill provides that, effective upon becoming law, a student's performance on the statewide, standardized grade 10 ELA assessment constitutes 30 percent of the student's final course grade. The bill does not remove the requirement for students to take all statewide, standardize assessments or to meet the course requirements for the 24-credit diploma option.

Pre-K-12 Assessments

The bill amends s. 1008.22, F.S., to remove the requirement for school districts and schools to submit their uniform assessment calendar to the DOE. Instead, by November 1, each school district must post an assessment calendar on its website and include it in the district's parent guide. The calendar must indicate whether each assessment is state- or district-required and specify the grade bands or subject areas to which it applies. However, the bill maintains the prohibition against school districts exceeding five percent of a student's total school hours for administering:

- Statewide standardized assessments
- The coordinated screening and progress monitoring system
- District-required local assessments

The bill modifies s. 1008.212, F.S., regarding extraordinary exemptions for assessments to provide that a written request for an extraordinary exemption is subject to district-established deadlines, rather than the previous deadline of 60 days before the assessment. The bill also specifies that the first two administrations of the CSPM system or associated alternative assessments are exempt from extraordinary exemption requirements.

School Improvement and Turnaround

The bill modifies s. 1008.33, F.S., to require the DOE to adopt, in rule, a timeline for approving a district's turnaround plan and a timeline for the release of the UniSIG funding, which should not exceed 20 calendar days after the school improvement plan has been approved by the DOE. The

²⁵ Email, Florida Department of Education, Division of Public Schools, (Sept. 19, 2023) (on file with Senate Committee on Education Pre-K-12).

bill also prohibits the use of VAM²⁶ as the sole determinant in recruiting instructional personnel to provide school districts with greater flexibility in staffing schools identified as in need of improvement.

The provisions about high school graduation for in-state and transfer students are effective upon becoming a law.

Instructional Personnel

Present Situation

Personnel Evaluations

Under No Child Left Behind, states were required to develop and implement educator and school leader evaluation systems. The Every Student Succeeds Act (ESSA) removed the requirement, and instead allowed states and districts to develop and implement evaluation systems.²⁷

The Department of Education (DOE) is required to approve and monitor each school district's instructional personnel and school administrator evaluation systems. Evaluation systems for instructional personnel and school administrators must:

- Be designed to support effective instruction and student learning growth, and evaluation results must be used when developing district and school-level improvement plans.
- Provide appropriate instruments, procedures, timely feedback, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators, and performance evaluation results must be used when identifying professional development.
- Include a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input performance evaluations when appropriate.
- Identify those teaching fields for which special evaluation procedures and criteria are necessary.
- Differentiate among four levels of performance as follows:
 - Highly effective.
 - Effective.
 - Needs improvement or, for instructional personnel in the first three years of employment who need improvement, developing.
 - Unsatisfactory.
- Provide for training and monitoring programs based upon guidelines provided by the department to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures.²⁸

Additionally, evaluation criteria must include:

- Performance of students. —At least one-third of a performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This

²⁶ VAM is a statistical model used for the purpose of determining an individual teacher's contribution to student learning growth, only educators teaching ELA and Math in Grades 4-10, Algebra 1 and Geometry receive a VAM score.

²⁷ Education Commission on States, *ESSA: Quick Guides on top issues* (2016), <https://www.ecs.org/wp-content/uploads/ESSA-Quick-guides-on-top-issues.pdf>.

²⁸ Section 1012.34(2), F.S.

portion of the evaluation must include growth or achievement data of the teacher's students or, for a school administrator, the students attending the school.

- Instructional practice. —For instructional personnel, at least one-third of the performance evaluation must be based upon instructional practice. based upon each of the Florida Educator Accomplished Practices (FEAP). For instructional personnel who are not classroom teachers, evaluation criteria must be based upon indicators of the FEAP and may include specific job expectations related to student support.
- Instructional leadership. —For school administrators, at least one-third of the performance evaluation must be based on instructional leadership. Evaluation criteria for instructional leadership must include indicators based upon each of the leadership standards adopted by the SBE.
- Other indicators of performance. —For instructional personnel and school administrators, the remainder of a performance evaluation may include, but is not limited to, professional and job responsibilities as recommended by the State Board of Education (SBE) or identified by the district school board and, for instructional personnel, peer reviews, objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement, and other valid and reliable measures of instructional practice.²⁹

Beginning in 2011, school districts were required to use the state's learning growth model (Value-Added Model or VAM) for statewide assessment-related courses in educator evaluations; school districts could also request to use alternatives to the state growth model in educator evaluations.³⁰ In Florida, VAM is used to measure the contribution of a teacher or school to student learning growth. VAM measures the difference in each student's actual performance on a statewide assessment from that student's expected performance, which accounts for specific student and classroom factors that impact the learning process. VAM scores are produced for the teachers of the following grades and subjects:

- English Language Arts (4th–10th);
- Mathematics (4th–8th); and
- Algebra 1 (8th and 9th grades only).³¹

In 2017, the requirement that school districts had to use VAM as the component for student performance was removed and school districts were allowed to develop their own measure of student performance.³² Although VAM is not required to be used in school district evaluation systems, the DOE requires that only educators with a highly-effective or effective VAM score are eligible for the UniSIG Supplemental Teacher and Administrator Allocation.³³ The VAM requirement for eligibility, generally excludes educators who teach in grades K-3, ESE and ESOL certified teachers, and science teachers.

²⁹ Section 1012.34(3), F.S.

³⁰ Ch. 2011-011, Laws of Fla.

³¹ Florida Department of Education, *Florida's Value-Added Models (VAM) Frequently Asked Questions (2024)*, available at .

³² Ch.2017-116, Laws of Fla.

³³ Email, Florida Department of Education, Division of Public Schools, (Sept. 19, 2023) (on file with Senate Committee on Pre-K-12). The UniSIG STAA grant allocates funding for districts to recruit teachers, to low-performing schools who have a rating of highly effective or effective according to VAM. Educators with a highly-effective VAM rating can receive up to \$15,000 and educators with an effective VAM rating can receive up to \$7,000.

Teacher Bonus Awards for CAPE Industry Certifications

The Florida Education Finance Program (FEFP) provides additional full-time equivalent (FTE) student membership funding for students who successfully complete career-themed courses, courses embedded with CAPE industry certifications, or CAPE Digital Tool certificates, and who earn industry certifications included on the CAPE Industry Certification Funding List. The additional FTE calculation follows a structured framework:

- CAPE Digital Tool certificates earned by elementary and middle school students generate 0.025 FTE per student.
- Industry certifications embedded in career courses receive 0.1 FTE per student, or 0.2 FTE per student if the certification has a statewide articulation agreement for college credit.
- Students completing at least three courses and earning an industry certification within a single career and technical education program generate 0.3 FTE per student.
- CAPE Acceleration Industry Certifications that articulate for 15-29 college credit hours generate 0.5 FTE per student, while certifications that articulate for 30 or more college credit hours receive 1.0 FTE per student.³⁴

There is also bonus funding for teachers who provide the instruction for students who earn one of these digital tools or industry certifications. The school district is required to distribute to each classroom teacher who provided direct instruction toward the attainment of a CAPE industry certification that qualified for additional FTE membership:

- A bonus of \$25 per student for certifications weighted at 0.1.
- A bonus of \$50 per student for certifications weighted at 0.2.
- A bonus of \$75 per student for certifications weighted at 0.3.
- A bonus of \$100 per student for certifications weighted at 0.5 or 1.0.³⁵

Bonuses must be awarded to teachers employed by the district in the year the additional FTE membership is calculated. Bonuses are based on the CAPE industry certification weight for the year the student earns the certification.³⁶ Similar teacher bonuses for student success in Advanced Placement, Advanced International Certificate of Education, and International Baccalaureate exams do not require employment with the funds are distributed.³⁷

In the 2022-2023 school year, 133,465 students who were enrolled in a registered CAPE Academy³⁸ or in a career-themed course³⁹ earned at least one industry certification.⁴⁰

³⁴ Section 1011.62(1), F.S.

³⁵ Id.

³⁶ Id. (Flush left)

³⁷ See s. 1011.62(1)(l)-(n), F.S.

³⁸ Section 1003.493(1)(a), F.S. A “career and professional academy” is a research-based program that integrates a rigorous academic curriculum with an industry-specific curriculum aligned directly to priority workforce needs established by the local workforce development board or the Department of Commerce.

³⁹ Section 1003.493(1)(b), F.S. A “career-themed course” is a course, or a course in a series of courses, that leads to an industry certification identified in the CAPE Industry Certification Funding List pursuant to rules adopted by the State Board of Education.

⁴⁰ Florida Department of Education, *State Secondary: Career, Technical, and Adult Education 2022-2023 Summary*, available at <https://www.fldoe.org/file/9904/2223DataSecondary.pdf>, at 5 (last visited Mar. 5, 2025).

Salary Schedules and Collective Bargaining

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. Additionally, school districts are required to develop a compensation and salary schedule that includes:

- Grandfathered salary schedules to be used as the basis for paying all school employees hired before July 1, 2014. A district school board is required to base a portion of each employee's compensation upon performance demonstrated under the districts evaluation system and must provide differentiated pay for both instructional personnel and school administrators based upon district-determined factors, including, but not limited to, additional responsibilities, school demographics, critical shortage areas, and level of job performance difficulties.
- Performance salary schedules to be used as the basis for paying all school employees hired on or after July 1, 2014, or employees who choose to move from the grandfathered salary schedule to the performance salary schedule. Performance salary schedules are required to provide annual salary adjustments for instructional personnel and school administrators based upon the personnel evaluation.⁴¹

School districts are prohibited from using advanced degrees in setting a salary schedule for instructional personnel or school administrators hired on or after July 1, 2011, unless the advanced degree is held in the individual's area of certification and is only a salary supplement.⁴²

School districts engage in collective bargaining with employee unions, but certain responsibilities cannot be negotiated away. Collective bargaining agreements cannot prevent a school district from exercising its authority regarding:

- Providing incentives to effective and highly effective teachers.
- Implementing intervention and support strategies to address low student performance and improve academic outcomes and attendance.
- Implementing student discipline policies, including reviewing a student's abilities, past performance, behavior, and needs.
- Implementing school safety plans and requirements.
- Implementing staff and student recognition programs.
- Distributing correspondence to parents, teachers, and the community related to daily school and district operations.
- Providing any required notices or copies of information related to district school board or district operations, which is readily available on the school district's website.
- The school district's calendar.⁴³

Educator Contracts

Each person employed as a member of the instructional staff in any district school system is entitled to and must receive a written contract.⁴⁴ Three types of contracts are used to employ

⁴¹ Section 1012.22(1), F.S.

⁴² Section 1012.22(1)(c), F.S.

⁴³ Section 1012.22(3), F.S.

⁴⁴ Section 1012.33(1), F.S.

instructional personnel in Florida—continuing contracts, professional service contracts, and annual contracts.

An annual contract is an employment contract for a period of no longer than one school year that a district school board may choose to award or not award without cause. As of July 1, 2011, instructional personnel may only be employed on an annual contract basis. For newly hired instructional personnel, beginning July 1, 2011, school districts are required to award a probationary contract and after successful completion of the probationary contract, the district school board may award an annual contract. An annual contract may be awarded only if the employee:

- Holds an active professional certificate or temporary certificate.
- Has been recommended by the district school superintendent for the annual contract based upon the individual's evaluation and approved by the district school board.
- Has not received two consecutive annual performance evaluation ratings of unsatisfactory, two annual performance evaluation ratings of unsatisfactory within a 3-year period, or three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory.⁴⁵

Instructional personnel hired on or after July 1, 1984, and up to July 1, 2011, were awarded professional service contracts after three years of probationary service on annual contracts. Professional service contracts were automatically renewed each year, unless the employee was charged with unsatisfactory performance based upon his or her annual performance evaluation or the employee's performance evaluations indicate chronically ineffective performance.⁴⁶

Instructional personnel hired before July 1, 1984, entered into continuing contracts upon meeting eligibility requirements. After completing three years of probationary service on annual contracts. A continuing contract entitled the employee to continued employment without the necessity of annual renewal until discontinuation of the position, resignation, dismissal, or removal from continuing contract status.⁴⁷

Nondegreed Teachers of Career Education

Each district school board is required to establish the minimal qualifications for part-time and full-time nondegreed teachers of career programs. The qualifications for such teachers must require the filing of a complete set of fingerprints for background screening and documentation of:

- A high school diploma or the equivalent.
- Completion of three years of full-time successful occupational experience or the equivalent of part-time experience in the teaching specialization area. The district school board may establish alternative qualifications for teachers with an industry certification in the career area in which they teach.

⁴⁵ Section 1012.335, F.S.

⁴⁶ Section 1012.33(3), F.S.

⁴⁷ Section 231.36(3)(e), F.S. (1981). A continuing contract employee may be dismissed or returned to annual contract status for a period of three years based upon the recommendation of the district school superintendent, school principal, or a majority of the school board. Section 1012.33(4)(b), F.S.; see also s. 231.36(4), F.S. (1981).

- For full-time teachers, completion of professional education training in teaching methods, course construction, lesson planning and evaluation, and teaching special needs students.
- Completion of an industry certification when state or national industry certifications are available and applicable.⁴⁸

Teacher Apprenticeship Program

In 2023, the legislature created the Teacher Apprenticeship Program (TAP).⁴⁹ The TAP was created as an alternative pathway for an individual to enter the teaching profession. The DOE is required to administer the program in accordance with legislative intent regarding apprenticeship training⁵⁰ provided for in law.

To meet the minimum eligibility requirements to participate in the TAP, a candidate must have:

- Received an associate degree from an accredited postsecondary institution.
- Earned a cumulative grade point average (GPA) of 2.5 in that degree program.
- Successfully passed a background screening pursuant to law.
- Received a temporary apprenticeship certificate.⁵¹

As a condition of participating in the TAP, an apprentice teacher must be appointed by the district school board as an education paraprofessional and must commit to spending the first two years in the classroom of a mentor teacher using team teaching strategies as specified in law⁵² and fulfilling the on-the-job training component of the registered apprenticeship and its associated standards.⁵³

Educator Certification

Educational personnel in public schools must possess appropriate skills in reading, writing, and mathematics; adequate pedagogical knowledge; and relevant subject matter competence to demonstrate an acceptable level of professional performance.⁵⁴ For a person to serve as an educator in a traditional public school, charter school, virtual school, or other publicly operated school, the person must hold a certificate issued by the DOE.⁵⁵

The SBE designates the certification subject areas, establishes competencies, and adopts rules by which educator certificates are issued by the DOE to qualified applicants.⁵⁶

To seek educator certification, a person must attest to uphold the principles of the United States and meet other general eligibility requirements, which include receipt of a bachelor's or higher

⁴⁸ Section 1012.39(1), F.S.

⁴⁹ Ch. 2023-38, s. 6, Laws of Fla.

⁵⁰ Section 446.011, F.S. provides that it is the intent of the State of Florida to provide educational opportunities for its residents so that they can be trained for trades, occupations, and professions suited to their abilities; to promote the mode of training known as apprenticeship in occupations throughout industry in the state that require physical manipulative skills.

⁵¹ Section 1012.555(2), F.S.

⁵² “Team teaching” or “co-teaching” means two or more teachers are assigned to a group of students and each teacher is responsible for all the students during the entire class period. Section 1003.03(5) (c), F.S.

⁵³ Section 1012.555(2), F.S.

⁵⁴ Section 1012.54, F.S.

⁵⁵ Sections 1012.55(1) and 1002.33(12), F.S.

⁵⁶ Section 1012.55(1), F.S.

degree from an approved postsecondary institution and minimum age, background screening, moral character, and competence requirements.⁵⁷

A professional teaching certificate is valid for five school fiscal years and is renewable. A professional certificate is awarded to an applicant who meets the basic eligibility requirements for certification and demonstrates mastery of:

- General knowledge;
- Subject area knowledge; and
- Professional preparation and education competence.⁵⁸

Acceptable means of demonstrating mastery of general knowledge include:

- Achievement of passing scores on the general knowledge (GK) examination;
- Documentation of a valid professional standard teaching certificate issued by another state;
- Documentation of a valid certificate issued by the National Board for Professional Teaching Standards (NBPTS) or a national educator credentialing board approved by the SBE;
- Documentation of two semesters of successful, full-time or part-time teaching in a Florida College System institution, state university, or private college or university that meets certain criteria;
- Achievement of passing scores on national or international examinations with comparable verbal, writing, quantitative reasoning, and rigor as the GK exam, including but not limited to Graduate Record Examination; or
- Documentation of receipt of a master's or higher degree from an accredited postsecondary educational institution that the DOE has identified as having a quality program resulting in a baccalaureate degree or higher.⁵⁹

A school district that employs an individual who does not achieve passing scores on any subtest of the GK examination must provide information regarding the availability of state-level and district-level supports and instruction to assist him or her in achieving a passing score. The requirement of mastery of general knowledge must be waived for an individual who has been provided three years of support and instruction and who has been rated effective or highly effective for each of the last three years.⁶⁰

The acceptable means of demonstrating mastery of subject area knowledge include passing a subject area or other alternative examination as approved by the SBE, having a valid teaching certificate from another state, having a valid certificate from the NBPTS, or a passing score or program completion of a specified defense language proficiency test or program.⁶¹

A candidate for a professional certificate may demonstrate professional preparation and education competence through the completion of a teacher preparation program and a passing

⁵⁷ Section 1012.56(2), F.S., and Rule 6A-4.003, F.A.C.

⁵⁸ Section 1012.56, F.S.

⁵⁹ Section 1012.56(3), F.S.

⁶⁰ *Id.* (flush left)

⁶¹ Section 1012.56(5), F.S. and Rule 6A-4002(4), F.A.C.

score on the corresponding professional education competency exam required by the SBE.⁶² Other means include a valid certification from another state, postsecondary teaching experience, or completion of a professional learning certification program.⁶³

For the renewal of a professional certificate, applicants must earn a minimum of six college credits or 120 inservice points or a combination thereof, which must include at least one college credit or 20 inservice points in teaching students with disabilities. All renewal credits must be earned during the validity period and prior to the expiration date of the current professional certificate.⁶⁴ In lieu of college credit or inservice points, applicants may renew a subject area specialization by passing a state board approved Florida-developed subject area examination.⁶⁵

For renewal of a professional certificate in any area of certification identified by SBE rule that includes reading instruction or intervention for any students in kindergarten through grade 6, with a beginning validity date of July 1, 2020, or thereafter, must earn a minimum of two college credits or 40 inservice points in evidence-based instruction and interventions grounded in the science of reading.⁶⁶

A temporary teaching certificate is valid for five school fiscal years and is nonrenewable. The DOE is required to issue a temporary certificate to a qualifying applicant within 14 calendar days after receipt of a request from an employer and is required to electronically notify the applicant's employer that the temporary certificate has been issued and provide the applicant with an official statement of status of eligibility at the time the certificate is issued.⁶⁷

The DOE must issue a temporary certificate to any applicant who:

- Completes applicable subject area content requirements or demonstrates mastery of subject area knowledge by, for example, successful completion of an approved exam; and
- Holds an accredited degree or a degree approved by the DOE at the level required for the subject area specialization in SBE rule.⁶⁸

A person issued a temporary certificate must be assigned a teacher mentor for a minimum of two school years after commencing employment. Each teacher mentor selected must:

- Hold a valid professional certificate;
- Have earned at least three years of teaching experience in prekindergarten through grade 12; and

⁶² Florida Department of Education, *Competencies and Skills Required for Teacher Certification in Florida*, incorporated by reference in rule 6A-4.0021, F.A.C.

⁶³ Section 1012.56(6), F.S.

⁶⁴ Section 1012.585(3), F.S. and Florida Department of Education, *Florida Educator Certification Renewal Requirements*, <https://www.fldoe.org/teaching/certification/renewal-requirements/> (last visited Mar. 5, 2025).

⁶⁵ Section 1012.585(3), F.S.

⁶⁶ *Id.* The evidence-based instruction and interventions grounded in the science of reading must be specifically designed for students with characteristics of dyslexia, including the use of explicit, systematic, and sequential approaches to reading instruction, developing phonological and phonemic awareness, decoding, and implementing multisensory intervention strategies.

⁶⁷ Section 1012.56, F.S.

⁶⁸ Section 1012.56(7), F.S. As specified in law, alternative pathways for a temporary certificate are available for military service members and participants in the Teacher Apprenticeship Program.

- Have earned an effective or highly effective rating on the prior year's performance evaluation.⁶⁹

A classroom teacher under a temporary certificate has the validity period of the certificate to complete the remaining requirements of general knowledge and professional preparation and education competence in preparation for application for a professional certificate.⁷⁰

Effect of Proposed Changes

Personnel Evaluations

The bill modifies s. 1012.34, F.S., to remove the requirement that a school district receive approval from the DOE on its personnel evaluation systems; however, school districts must still submit the personnel evaluation systems to the DOE. The bill makes changes to the required components in a school district's evaluation system by:

- Providing school districts flexibility on how to evaluate the instructional practice components for educators and instructional leadership components.
- Requiring that at least half of a performance evaluation be based upon data and indicators of student performance.

The bill also prohibits the use of VAM as the sole determinant for any incentive pay for instructional personnel or school administrators.

Teacher Bonus Awards for CAPE Industry Certifications

The bill modifies s. 1011.62, F.S., to remove the requirement that a teacher must be employed by the district at the time the additional FTE membership calculation is made to receive a CAPE industry certification bonus.

Salary Schedules and Collective Bargaining

The bill modifies s. 1012.22, F.S., to clarify that an advanced degree used for salary adjustments does not have to be solely in the individual's area of certification, instead, it allows for flexibility by permitting either a doctorate or master's degree in the certification area or any doctorate or master's degree that includes at least 18 graduate semester hours in the certification area.

The bill also specifies that collective bargaining may not preclude a district from providing salary supplements based on identified critical statewide or district needs.

Educator Contracts

The bill modifies s. 1012.335, F.S., to allow instructional personnel hired on or after July 1, 2011, to be offered, beginning July 1, 2026, an instructional multiyear contract. An instructional multi-year contract is an employment contract for a period not to exceed three years which the district school board may choose to award upon completion of a probationary contract and at

⁶⁹ Section 1012.56(7), F.S.

⁷⁰ Florida Department of Education, *Upgrading from the Temporary to the Professional Certificate*, <https://www.fldoe.org/teaching/certification/general-cert-requirements/moving-from-the-temporary-to-the-profe.stml> (last visited Feb. 25, 2025).

least one annual contract. The instructional multi-year contract may only be awarded to an employee if he or she:

- Holds an active professional certificate or temporary certificate;
- Has been recommended by the district school superintendent for the instructional multi-year contract based upon the individual's evaluation under and approved by the district school board; and
- Has not received an annual performance evaluation rating of unsatisfactory or needs improvement.

The bill requires that an employee awarded an instructional multi-year contract who receives an annual performance evaluation rating of unsatisfactory or needs improvement must be returned to an annual contract in the following school year. Such evaluation rating must be included with the evaluation ratings under subsequent annual contracts for determinations of just cause.⁷¹

Nondegreed Teachers of Career Education

The bill modifies s. 1012.39, F.S., to provide flexibility from certification requirements for school boards in hiring non-degree CTE teachers by removing the 3-year experience and specified training requirements in favor of a minimum level established by the district school board.

Teacher Apprenticeship Program

The bill modifies s. 1012.555, F.S., to expand eligibility for the teacher apprenticeship program by allowing candidates who are enrolled in a postsecondary institution to be eligible for the apprenticeship program, instead of requiring the candidate to have earned an associate degree prior to being eligible. The bill also expands eligibility for the teacher apprenticeship program by authorizing individuals who are working in the district as a paraprofessional but not necessarily employed through the district, to enroll in the teacher apprenticeship program. This would allow paraprofessionals who are contracted by the district through a staffing agency to qualify as a teacher candidate.

Educator Certification

The bill modifies s. 1012.56, F.S., to specify that the requirement to demonstrate mastery of general knowledge applies only to individuals serving as classroom teachers thereby removing from the requirement instructional personnel such as librarians/media specialists, school counselors, and social workers.

⁷¹ Section 1012.33, F.S. Just cause includes, but is not limited to, the following instances, as defined by rule of the State Board of Education: immorality, misconduct in office, incompetency, two consecutive annual performance evaluation ratings of unsatisfactory, two annual performance evaluation ratings of unsatisfactory within a 3-year period, three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory, gross insubordination, willful neglect of duty, or being convicted or found guilty of, or entering a plea of guilty to, regardless of adjudication of guilt, any crime involving moral turpitude.

The bill authorizes school districts or regional education consortia⁷² to issue temporary certificates and requires the DOE to adopt reporting requirements regarding the award of such certificates.

The bill also adds a requirement for applicants of a temporary apprenticeship certificate to complete the subject area content requirements or demonstrate mastery of subject area knowledge.

The bill modifies the renewal of educator certification requirements in s. 1012.585, F.S., by:

- Establishing an additional professional certificate with a 10-year validity period. Applicants for the 10-year professional certificate must have been awarded at least one 5-year professional certificate and must have been rated highly effective in the first four years of the 5-year validity period of his or her professional certificate.
- Specifying that applicants rated effective or highly effective for the first nine years of the 10-year validity period of his or her professional certificate are eligible to renew the 10-year professional certificate and must earn a minimum of nine college credits or 180 inservice points or a combination thereof to renew the 10-year professional certificate. The applicant must earn a minimum of five college credits or 100 inservice points or a combination thereof within the first five years of the 10-year professional certificate. An applicant who does not meet the initial or renewal requirements for a 10-year professional certificate may be awarded a 5-year professional certificate.
- Authorizing district school boards to reduce the renewal requirements for applicants on their initial 5-year professional certificate by one credit or 20 inservice hours if the applicant has been rated highly effective in at least three years of the 5-year validity period of his or her initial professional certificate.

School District Operations

Present Situation

District School Board Policymaking

District school boards derive their primary policymaking authority from the Florida Constitution, which grants them the power to operate, control, and supervise all free public schools within the district and to determine the local school tax rate.⁷³ The Administrative Procedures Act (APA) applies to district school boards only when they act pursuant to statutory authority rather than their constitutional authority.⁷⁴ Policies adopted under constitutional authority are subject to judicial review, typically in the local circuit court.⁷⁵

The Legislature also identifies the general powers of district school boards. These include, for example, the authority to:

⁷² A regional education consortium is a non-profit, educational service agency established to provide cooperative services to small and rural member districts. The regional education consortia in Florida are the North East Florida Educational Consortium, Heartland Educational Consortium, and the Panhandle Area Educational Consortium.

⁷³ FLA. CONST. art. IX, s. 4(b).

⁷⁴ See s. 120.52(1)(a) and (6), F.S. See also *Escambia Cnty. Sch. Bd. v. Warren*, 337 So. 3d 496, 500-502 (Fla. 1st DCA 2022) (Tanenbaum, J., concurring).

⁷⁵ See *Escambia Cnty. Sch. Bd. v. Warren*, 337 So. 3d 496, 500-502 (Fla. 1st DCA 2022) (Tanenbaum, J., concurring).

- Determine policies and programs necessary for the efficient operation and general improvement of the district school system, provided they align with state law and rule.
- Adopt rules under the APA to implement their statutory duties and supplement those established by the SBE and commissioner.
- Establish standards and policies that ensure every student has access to a comprehensive education program, including language arts, mathematics, science, social studies, health, physical education, foreign languages, and the arts, as outlined by state academic standards.⁷⁶

When promulgating rules under the APA, district school boards are required to notify the public:

- By publication in a newspaper in the affected area or on a publicly accessible website;
- By mail to all persons who have made requests for advance notice of its proceedings and to organizations representing persons affected by the proposed rule; and
- By posting in appropriate places so that those particular classes of persons to whom the intended action is directed may be duly notified.⁷⁷

Unlike state agencies, which must adhere to the APA, local government entities—including counties, municipalities, and special districts—are not subject to APA rulemaking procedures. Instead, they must comply with Florida’s open government laws, including:

- Florida’s Sunshine Law, which requires all meetings of local government boards to be open to the public, with reasonable notice provided.⁷⁸
- Requirements for notices of public meetings to include information on how affected persons may appeal decisions made at the meeting.⁷⁹
- Requirements for public participation, which guarantee the public a reasonable opportunity to be heard before local governing bodies make decisions.⁸⁰

Charter schools are not required to follow rulemaking procedures prescribed by the APA.⁸¹

Instructional Materials Purchase and Reporting

Each district school board has the constitutional duty and responsibility to select and provide adequate instructional materials for all students. Adequate instructional materials is defined as a sufficient number of student or site licenses or set of materials that are available in bound, unbound, kit or package form and may consist of textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media and computer courseware or software that serve as the basis for instruction for each student in the core subject areas. The core subject areas are mathematics, language arts, social studies, science, reading and literature.⁸² Each district school board is required to purchase current instructional materials to provide for each student in grades K-12 with a major tool of instruction for core courses. Purchases are required to be made

⁷⁶ Section 1001.41, F.S.

⁷⁷ Section 120.81(1), F.S.

⁷⁸ Section 286.011, F.S.

⁷⁹ Section 286.0105, F.S.

⁸⁰ Section 286.0114, F.S.

⁸¹ Section 1002.33(16), F.S.

⁸² Section 1006.28, F.S.

within the first three years after the effective date of the adoption cycle for materials adopted by the state.⁸³

Each district school board or a consortium of school districts may implement an instructional materials program that includes the review, recommendation, adoption, and purchase of instruction materials.⁸⁴ Procedures for the adoption of instructional materials by school districts or a consortium of school districts are specified in law.⁸⁵

Student Online Personal Information Protection Act

K-12 schools and district school boards rely on hundreds of technology service providers each school year for various operational and educational needs. These providers offer services such as data storage, educational games, learning management systems, attendance tracking, and other essential functions.⁸⁶ The privacy protections that each company must implement can vary based on the type and sensitivity of student data they hold and how it is collected, used, or shared. Contracting individually with each service provider to ensure this protection is often extremely difficult for both district school boards and companies.⁸⁷

The Student Online Personal Information Protection Act (SOPIPA) establishes clear restrictions on operators of websites, online services, or applications used for K-12 school purposes. Specifically, SOPIPA prohibits operators from collecting, disclosing, or selling student data, or from using it for targeted advertising. Violations of SOPIPA constitute deceptive and unfair trade practices under the Florida Deceptive and Unfair Trade Practices Act, with enforcement authority vested solely in the Department of Legal Affairs.⁸⁸

While SOPIPA directly regulates operators' handling of student data, an existing SBE rule imposes additional obligations on district school boards and charter schools. This rule requires that all contracts or agreements with third-party vendors or service providers contain additional provisions safeguarding the privacy of education records and personally identifiable student information.⁸⁹

Internal Auditor

All district school boards are required to conduct an annual financial audit of their accounts and records by an independent certified public accountant.⁹⁰ In addition, school districts receiving annual federal, state, and local funds in excess of \$500 million are required to employ an internal financial auditor.⁹¹

⁸³ Section 1006.40(3), F.S.

⁸⁴ Section 1006.283(1), F.S.

⁸⁵ Section 1006.28(2), F.S.

⁸⁶ Student Privacy Compass, *The First National Model Student Data Privacy Agreement Launches*, <https://studentprivacycompass.org/the-first-national-model-student-data-privacy-agreement-launches/> (last visited Mar. 5, 2025).

⁸⁷ *Id.*

⁸⁸ Section 1006.1494, F.S.

⁸⁹ Rule 6A-1.09550(4), F.A.C.

⁹⁰ Section 218.39, F.S.

⁹¹ Section 1001.42(12), F.S.

School Financial Report

Parents of public school students have the right to an easy-to-read report card about the school's grade designation or, if applicable, the school's improvement rating, and the school's accountability report, including the school financial report. The school financial report must be provided to the parents and indicate the average amount of money expended per student in the school, which must also be included in the student handbook or a similar publication.⁹²

Maximum Class Size

Each year, on or before the October student membership survey, the following class size maximum number of students assigned to each teacher who is teaching a core-curricula course⁹³ in a public school classroom may not exceed:

- 18 students in prekindergarten through grade 3;
- 22 students in grades 4 through 8; and
- 25 students in grades 9 through 12.⁹⁴

These class size maximums must be maintained after the October student membership survey. District school boards have the flexibility to determine whether it is warranted to assign a student enrolled after the October student membership survey to a class that will exceed the maximum size. If determined by the district school board to exceed the class size maximums after the October membership survey, the district school board is required to develop a plan to ensure that the school will be in full compliance with the maximum class size limits by the next October student membership survey. This plan is not required to be submitted to the DOE.⁹⁵

The DOE must calculate compliance with class size maximums for traditional schools, charter schools, and district-operated schools of choice using data from the October student membership survey.⁹⁶ A memorandum is sent from the DOE to notify school districts and charter schools of their class size compliance and the details of the process and timeline for appeals and submission of compliance plans.⁹⁷ In 2023, the Legislature repealed the class size reduction penalty calculation for schools exceeding the class size limits.⁹⁸ The certified compliance plan school districts and charter schools found out of compliance are required to submit to the DOE are used to reduce their class size reduction penalty.⁹⁹

Enforcement of School Attendance

Florida school districts are required to take an active role in promoting and enforcing attendance as a means of improving student performance. Each district school superintendent is responsible

⁹² Section 1002.20(16), F.S.

⁹³ Section 1003.01(5), F.S.

⁹⁴ Section 1003.03(1), F.S.

⁹⁵ Section 1003.03, F.S.

⁹⁶ Section 1003.03(2), F.S.

⁹⁷ Florida Department of Education, *Class Size Reduction Memorandums*, <https://www.fldoe.org/finance/budget/class-size/class-size-reduction-memorums.shtml> (last visited Mar. 5, 2025).

⁹⁸ Ch. 2023-104, s. 1, Laws of Fla.

⁹⁹ Florida Department of Education, *Memorandum, Reallocation and Restoration Calculations for 2022-2023 Class Size Operation Categorical Program (June 26, 2023)*, available at <https://www.fldoe.org/core/fileparse.php/7603/urlt/2022-23-Class-Size-Operating-Categorical-Reallocation-and-Restoration-Calculations.pdf> (last visited Mar. 5, 2025).

for enforcing school attendance of all students subject to the compulsory school age in the school district and supporting enforcement of school attendance by local law enforcement agencies. Superintendents are tasked with recommending policies and procedures to the district school board that require public schools to respond in a timely manner to every unexcused absence, and every absence for which the reason is unknown, for students enrolled. The policies are required to ensure that public schools track excused and unexcused absences and contact parents in the case of any unexcused absences or if the reason for the absence is unknown, to prevent the development of patterns of nonattendance.¹⁰⁰

Each public school is required to take steps to promote and enforce regular school attendance. These steps include:

- Determining the reason for each unexcused absence or absence where the reason is unknown.
- Reporting by the student's primary teacher to the school principal or designee if a student has had at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar-day period.
- Referring, when there is a pattern of nonattendance, the case to the school's child study team to determine if early patterns of truancy are developing.
- Meeting with parents to identify remedies.
- Implementing additional steps if the problem is not resolved including seeking criminal prosecution for non-compliance.¹⁰¹

Effect of Proposed Changes

District School Board Policymaking

The bill amends s. 120.81, F.S., to remove district school boards from the APA rulemaking requirements, aligning their rulemaking procedures with those of other similarly situated local government entities. The bill clarifies that district school boards must adopt rules with public input at a public meeting, rather than through APA rulemaking procedures.

By removing APA rulemaking requirements, the bill creates consistency in how district school boards and other local governments adopt rules. Public notice and participation requirements will remain governed by Florida's Sunshine Law and related provisions, ensuring continued public access to school board policymaking processes. Legal challenges to school board rules would likely be brought in circuit court, similar to municipal or county rule challenges.

Instructional Materials Purchase and Reporting

The bill amends s. 1006.40, F.S., to authorize the district school board to purchase instructional materials for up to five years, rather than three, within the completion of the standard 5- year adoption cycle of those materials.

¹⁰⁰ Section 1003.26, F.S.

¹⁰¹ *Id.*

Student Online Personal Information Protection Act

The bill amends s. 1006.1494, F.S., to clarify that nothing in the Student Online Personal Information Protection Act requires a K-12 school, school district, or district school board to include any additional provisions in contracts with operators or vendors.

Internal Auditor

The bill amends s. 1001.42, F.S., to remove the requirement that school districts receiving annual federal, state, and local funds in excess of \$500 million employ an internal financial auditor. The bill maintains the requirement for all school districts to have an annual financial audit conducted by an independent certified public accountant.

School Financial Report

The bill amends s. 1002.20, F.S., to remove the requirement that the school financial report be included in the student handbook or similar publication. The bill requires the DOE to produce the easy-to-read report card about the school's grade designation or improvement rating, the school's accountability report, and the school financial report and make the reports for each school available on the DOE's website in a prominent location. The bill requires each district school board to provide a link to these reports for parent access.

Maximum Class Size

The bill amends s. 1003.03, F.S., by removing the requirement that school districts exceeding the maximum class size limits submit a certified compliance plan to the DOE. The compliance plan is no longer needed as there is no longer a financial penalty for failure to comply with class size maximum limits. The bill maintains the requirement for school districts over the class size limits after the October student membership survey to develop a plan to be in full compliance with the class size limits by the following October student membership survey.

Enforcement of School Attendance

The bill amends s. 1003.26(1), F.S., to allow district school boards to adopt a period that is shorter than the current 90-calendar-day period to take action when there are 10 unexcused absences or absences that the reasons are unknown. The change may allow for or encourage earlier intervention for students who may be developing a pattern of truancy.

District School Board Facilities

Present Situation

District School Board Educational Facilities Plans

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. Florida law enumerates specific requirements that the district school board must evaluate at over the course of the plan, including for 5-year, 10-year, and 20-year periods.¹⁰²

¹⁰² Section 1013.35, F.S.

The plan is required to include a financially feasible district facilities work program for a 5-year period. The work program is required to include:¹⁰³

- A schedule of major repair and renovation projects necessary to maintain the educational facilities and ancillary facilities of the district.
- A schedule of capital outlay projects necessary to ensure the availability of satisfactory student stations for the projected student enrollment in K-12 programs, with detailed specifications set forth in state law.
- The projected cost for each project identified in the district facilities work program, including a schedule of cost comparisons for the planned cost of each new student station compared with the low, average, and high cost of facilities constructed throughout the state.
- A schedule of estimated capital outlay revenues from each currently approved source which is estimated to be available for expenditure on the projects included in the district facilities work program.
- A schedule indicating which projects included in the district facilities work program will be funded from current revenues.
- A schedule of options for the generation of additional revenues by the district for expenditure on projects identified in the district facilities work program which are not funded with currently approved revenue sources.
- The number of existing vacant classrooms in each school that the district does not intend to use or does not project will be needed for educational purposes for the following school year.¹⁰⁴
- Prototype construction and design to be used for the construction of two or more new schools for students in the same grade group and program, such as elementary, middle, or high school.¹⁰⁵

To the extent available, the tentative district educational facilities plan is required to be based on information produced by the state demographic, revenue, and education estimating conferences. Not less than once every five years, the district school board must have an audit conducted of the board's educational planning and construction activities. An operational audit conducted by the Auditor General satisfies this requirement.¹⁰⁶

Annually, the district school board is required to consider and adopt the tentative district educational facilities plan. The adopted district educational facilities plan must:

- Be a complete, balanced, and financially feasible capital outlay financial plan for the district.
- Set forth the proposed commitments and planned expenditures of the district to address the educational facilities needs of its students and to adequately provide for the maintenance of the educational plant and ancillary facilities, including safe access ways from neighborhoods to schools.¹⁰⁷

¹⁰³ Section 1013.35(2), F.S.

¹⁰⁴ Section 1002.33(18), F.S.

¹⁰⁵ Section 1013.45(4), F.S.

¹⁰⁶ Section 1013.35(2), F.S.

¹⁰⁷ Section 1013.35(4), F.S.

Charter schools share in district school board capital outlay funding but are not subject to any of the facilities plan requirements.¹⁰⁸

Cost Per Student Station Limitation

In Florida, construction costs for traditional K-12 public school facilities are reported based on the cost per student station.¹⁰⁹ In 2005, the DOE conducted a study on overall inflation of school construction costs, including the Consumer Price Index (CPI) and other factors. The cost per student station levels adopted in 2006 were based on the DOE's study recommendations and is adjusted to reflect increases and decreases in the CPI.¹¹⁰ The DOE and the Office of Economic and Demographic Research (EDR)¹¹¹ are required to work together to calculate and disseminate new statutory caps.¹¹²

The forecast by EDR for the July 2025 cost per student station limits are:

- \$29,103 for an elementary school.
- \$31,428 for a middle school.
- \$40,823 for a high school.¹¹³

Except for certain educational facilities and sites subject to a lease-purchase agreement that may be paid for by a district school board levy,¹¹⁴ or funded solely through local impact fees, a district school board may not use funds from any sources for new construction of educational plant space with a total cost per student station that exceeds these amounts. The cost per student station includes, for example, contract costs, fees of architects and engineers, and the cost of furniture and equipment. The cost per student station does not include the cost of purchasing or leasing the site for the construction, legal and administrative costs, the cost of related site or offsite improvements, and costs for school safety and hardening items and other capital construction items approved by the school safety specialist to ensure building security for new educational, auxiliary, or ancillary facilities.¹¹⁵

An unfinished construction project for new construction of educational plant space started on or before July 1, 2028, is exempt from the total cost per student station requirements.¹¹⁶

¹⁰⁸ Sections 1002.33 and 1013.62, F.S.

¹⁰⁹ Section 1013.64(6), F.S.

¹¹⁰ Office of Economic and Demographic Research, *Review of Florida's Cost Per Student Station* (January 2017), available at <http://edr.state.fl.us/content/special-research-projects/education/CostPerStudentStation.pdf>, at 6 (last visited Mar. 5, 2025).

¹¹¹ The Office of Economic and Demographic Research is a research arm of the Legislature principally concerned with forecasting economic and social trends that affect policy making, revenues, and appropriations. Office of Economic and Demographic Research, *Welcome*, <http://edr.state.fl.us/Content/> (last visited Mar. 5, 2025).

¹¹² Section 1013.64(6), F.S.

¹¹³ Office of Economic and Demographic Research, *Student Station Cost Factors* (February 2025), available at <http://edr.state.fl.us/Content/conferences/peco/studentstation.pdf> (last visited Mar. 5, 2025).

¹¹⁴ Section 1011.71(2), F.S., sets forth the guidelines for authorized district school board lease-purchase agreements.

¹¹⁵ Section 1013.64(6), F.S. Such safety improvements include the cost for securing entries, checkpoint construction, lighting specifically designed for entry point security, security cameras, automatic locks and locking devices, electronic security systems, fencing designed to prevent intruder entry into a building, or bullet-proof glass.

¹¹⁶ *Id.*

Educational Facilities Contracting and Construction Techniques

The State Requirements for Educational Facilities (SREF) is the uniform statewide building code for the planning and construction of public educational facilities and ancillary plants.¹¹⁷ District school boards must adhere to the SREF when planning and constructing new facilities.

Generally, SREF standards are premised on providing enhanced safety for occupants and increasing the life span of the extensive, publicly funded infrastructure of Florida's public school districts.¹¹⁸ SREF requires district school boards to employ the services of an architect for all construction projects for which the construction cost is at least \$300,000.¹¹⁹

The law imposes additional requirements for the employment of an architect by district school boards. District school boards are required to use the services of a registered architect for the development of plans for the erection, enlargement, or alteration of any educational facility. The services of a registered architect are not required, however, for a minor renovation project for which the construction cost is less than \$50,000 or for the placement or hookup of relocatable educational facilities.¹²⁰

District school boards are required to compare the following life-cycle costs of materials used by competing providers when constructing or expanding school capacity:

- The anticipated annual energy consumption;
- The relative resistance to damage by wind loads and associated debris;
- The resistance to wood-destroying organisms;
- The perpetual maintenance costs;
- The resistance to fire; and
- A comparison of the annual insurance costs.¹²¹

Use of Airspace for Joint-Use Development and Capital Outlay

District school boards, Florida College System institution boards, and state university boards may sell, lease, or encumber airspace for joint-use development, including nonpublic uses, with proceeds reinvested in fixed capital outlay projects. Funds may support renovations, remodeling, or new construction, though new facilities at colleges and universities require legislative approval. Any joint-use structure must comply with all applicable regulations, and educational facilities within these structures remain under their governing boards' oversight.¹²²

¹¹⁷ The State Requirements for Educational Facilities (SREF) is incorporated in Rule 6A-2.0010, F.A.C., The SREF does not apply to charter schools. Section 1002.33(18), F.S.

¹¹⁸ See, e.g., s. 1013.12, F.S. (casualty, safety, sanitation, and fire safety standards and inspection of property) and s. 1013.451, F.S. (life-cycle cost comparison).

¹¹⁹ Florida Department of Education, *State Requirements for Educational Facilities § 4.3(7)(c)* (2014), available at <https://flrules.org/Gateway/reference.asp?No=Ref-04664>, at 58.

¹²⁰ Section 1013.45(4), F.S.

¹²¹ Section 1013.451(1), F.S.

¹²² Section 1013.19, F.S.

Effect of Proposed Changes

District School Board Educational Facilities Plans

The bill amends s. 1013.35, F.S., to replace the specifically enumerated requirements for school board educational facilities plans and work programs with the general requirement that each school board adopt a facilities plan to meet the needs of the district, with public participation. The bill maintains the required 5-year audit of the board's educational planning and construction activities, and maintains the requirements for the general balanced nature of the plans, developed through public participation and local cooperation.

The bill makes corresponding changes in ss. 1002.33 and 1013.41, F.S., to reflect the removal of the requirement for district school boards to include a specific 5-year work program in the school board educational facilities plan.

These changes may bring district school boards closer to the operational flexibility of charter schools, which typically have more autonomy in facility planning and management.

Cost Per Student Station Limitation

The bill amends s. 1013.64, F.S., to make the cost per student station exemption permanent and remove cost per student station limitations on district school board construction projects. The changes in the bill provide greater local control in building durable and safe facilities for students, approaching the flexibility in construction of charter schools. The bill also provides additional options for funding construction by removing the restriction on local or certain grant revenue for facility construction. The bill makes a conforming change in s. 1013.356, F.S., to remove the cost per student station limitation for facilities projects funded by an educational facilities benefit district or community development district.

Educational Facilities Contracting and Construction Techniques

The bill amends s. 1013.45, F.S., to remove the requirement for school boards to employ an architect for the erection, enlargement, or alteration of any educational facility, or for minor renovation projects in which the cost of construction is at least \$50,000. Instead, district school boards would adhere to applicable building codes when determining architectural requirements.

The bill repeals s. 1013.451, F.S., to remove the requirement for school boards to compare specific life-cycle costs of materials used by competing providers when constructing or expanding school capacity.

Use of Airspace for Joint-Use Development and Capital Outlay

The bill amends s. 1013.19, F.S., by removing the requirement that proceeds from the sale or lease of airspace by district school boards must be used for fixed capital outlay. Removing this requirement may provide district school boards with greater flexibility in allocating these funds toward operational or capital expenses.

School District Finance and Budgets

Present Situation

Cost Accounting and Reporting for School Districts

School districts must account for all state, local, and federal funds on a school-by-school and district-aggregate basis using cost accounting and reporting guidelines specified in law. District reporting is required as prescribed in law or in a manual developed by the Department of Education (DOE).¹²³

School districts are required to provide cost reporting on a district-aggregate basis, expenditures for inservice training, and categorical funds. School districts are required to report to the DOE on a school-by-school and district-aggregate basis expenditures for:

- Funds for the operation of schools under the Florida Education Finance Program (FEFP).
- Total operational costs for administrative expenditures.
- Expenditures for classroom instruction.¹²⁴

The DOE must categorize all public schools into appropriate groups based primarily on average full-time equivalent (FTE) student enrollment as reported and to calculate for all schools, districts and the entire state the average percentage of classroom expenditures for various reporting categories of expenditures. The DOE is required to develop a web-based fiscal transparency tool that displays and identifies the financial efficiency of each public school and district. The Commissioner of Education is required to report to the Legislature prior to the open of the regular session each year a district-by-district report of expenditures.¹²⁵

Each district must expend a specified percentage of funds on programs that generated the funds. For example, a district must expend 90 percent of funds for kindergarten through grade 3, while districts must expend 95 percent of funds on juvenile justice programs.¹²⁶

School District Fiscal Transparency

District school boards are required to post on their websites a plain language version of each proposed, tentative, and official budget which describes each budget item in terms that are easily understandable to the public. The website must include a link to the web-based fiscal transparency tool developed by the DOE to enable taxpayers to evaluate the financial efficiency of the school district and compare the financial efficiency of the school district with other similarly situated school districts. The plain language version must also include graphical representations of:

- Summary of financial efficiency data.
- Fiscal trend information for the previous three years on:
 - The ratio of FTE students to FTE instructional personnel.
 - The ratio of FTE students to FTE administrative personnel.
 - The total operating expenditures per FTE student.

¹²³ Section 1010.20(1), F.S.

¹²⁴ Section 1010.20(2), F.S.

¹²⁵ *Id.*

¹²⁶ Section 1010.20(3), F.S.

- The total instructional expenditures per FTE 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.¹²⁷

The district school board website should contain links to:

- Help explain or provide background information on various budget items that are required by state or federal law.
- Allow users to navigate to related sites to view supporting details.
- Enable taxpayers, parents, and education advocates to send e-mails asking questions about the budget and enable others to view the questions and responses.¹²⁸

Charter schools are exempt from these requirements.¹²⁹

Short-Term Loans for Education Capital Outlay

District school boards can create short-term obligations based on anticipated revenues without pledging district credit or requiring future tax levies. These obligations are limited to one year but may be extended annually with lender approval for up to a total of five years. These short-term obligations may be used only for the purchase of school buses, land, and equipment for educational purposes; the erection of, alteration to, or addition to educational facilities; and the adjustment of insurance on educational property on a 5-year plan, as provided by rules of the SBE. District school boards may only borrow money through this process if:

- The proposed obligation does not exceed one-fourth of the revenue received during the preceding year for the district school fund for operating expenses.
- The school board adopts and includes in its minutes a resolution giving the nature of the obligations to be incurred, stating the plan of payment, and providing that such funds will be budgeted during the period of the loan from the current revenue to retire the obligations maturing during the year.
- The school board issues interest-bearing notes for the obligations that do not exceed the maximum rate for government bonds.¹³⁰

Emergency Make-up Days

The Florida Legislature established the FEFP to equalize funding for educational programs and services for all students in the K-12 public school system, regardless of geographic or local economic factors. The FEFP is the primary mechanism for funding the operating costs of Florida school districts.¹³¹

¹²⁷ Section 1011.035(2), F.S.

¹²⁸ Section 1011.035(4), F.S.

¹²⁹ Section 1002.33(16), F.S.

¹³⁰ Section 1011.14, F.S.

¹³¹ Section 1011.62, F.S.; Florida Department of Education, *2024-25 Funding for Florida School Districts*, (2024), available at <http://www.fldoe.org/core/fileparse.php/7507/urlt/Fefpdist.pdf>, at 4 (last visited Mar. 5, 2025).

Charter schools also receive funding through the FEFP. Students enrolled in a charter school, regardless of the sponsorship, are funded as if they are in a basic program or a special program, the same as students enrolled in other public schools in a school district.¹³²

To receive state funding through the FEFP, district school boards are required to meet minimum requirements, including operating all schools for a term of 180 actual teaching days or the equivalent on an hourly basis each school year. The SBE may alter this requirement during a national, state, or local emergency as it may apply to an individual school or schools in any district or districts if, in the opinion of the SBE, it is not feasible to make up lost days or hours. The apportionment from the FEFP may, at the discretion of the commissioner, and if the board determines that the reduction of school days or hours is caused by the existence of a bona fide emergency, be reduced for such district or districts in proportion to the decrease in the length of term in any such school or schools.¹³³

Equity in School-Level Funding

Title I of the Elementary and Secondary Education Act of 1965 (ESEA),¹³⁴ as amended by the Every Student Succeeds Act of 2015,¹³⁵ is a federal funding program to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.¹³⁶ For the 2022-2023 fiscal year, Florida received approximately \$1.06 billion for Title I programs.¹³⁷

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.¹³⁸

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.¹³⁹ 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 only serve schools in areas with a poverty rate of less than 35 percent if the per student allocation of state and local funds is 125 percent greater than the per student amount received under Title I-A.¹⁴⁰

¹³² Section 1002.33(17), F.S.

¹³³ Section 1011.60(2), F.S.

¹³⁴ Pub. L. No. 89-10, 79 Stat. 27 (Apr. 11, 1965).

¹³⁵ Pub. L. 114-95, 129 Stat 1802 (Dec. 10, 2015).

¹³⁶ 20 U.S.C. s. 6301.

¹³⁷ Florida Department of Education, *Finance Data Base: Fiscal Year 2023-2024*, available at <https://www.fldoe.org/core/fileparse.php/7507/urlt/StateTotalBUD2324.pdf>, at 8 (last visited Mar. 5, 2025).

¹³⁸ 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.

¹³⁹ 20 U.S.C. s. 6313(a)(3).

¹⁴⁰ 34 C.F.R. s. 200.78(b).

Florida law limits the threshold for identifying eligible schools to the threshold established by a district school board for the 2016-2017 school year or the statewide percentage of economically disadvantaged students, as determined annually, which was 53.8 percent¹⁴¹ in 2024.¹⁴²

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.¹⁴³

Title I also authorizes district school boards to provide up to five percent of the Title I-A allocation to provide financial incentives and rewards to teachers who serve in eligible schools that are identified for comprehensive support and improvement activities or targeted support and improvement activities for the purpose of attracting and retaining qualified and effective teachers.¹⁴⁴ The DOE requires all recruitment, retention, and reward incentives under the ESEA, including Title I-A and Title II,¹⁴⁵ to be based on the state value-added model or an alternative state-approved student growth model for personnel evaluations.¹⁴⁶

Under the ESEA, the state education agency must liquidate all obligations incurred under the Federal award not later than 120 calendar days after the end date of the period of availability. Under section 412(b) of the General Education Provisions Act,¹⁴⁷ grants issued for a fiscal year may be made available for obligation on the basis of an academic or school basis.¹⁴⁸ As a result

¹⁴¹ FLHealthCharts, *Elementary School Students Eligible for Free/Reduced Lunch*, <https://www.flhealthcharts.gov/ChartsDashboards/rdPage.aspx?rdReport=NonVitalIndNoGrp.Dataviewer&cid=497> (last visited Mar. 5, 2025).

¹⁴² Section 1011.69(4), F.S.

¹⁴³ *Id.*

¹⁴⁴ 20 U.S.C. s. 6313(c)(4).

¹⁴⁵ Florida's Title II allocation was approximately \$119.8 million for the 2023-2024 fiscal year. Florida Department of Education, *Finance Data Base: Fiscal Year 2023-2024*, available at <https://www.fldoe.org/core/fileparse.php/7507/urlt/StateTotalBUD2324.pdf>, at 8 (last visited Mar. 5, 2025).

¹⁴⁶ Florida Department of Education, *K12 ESEA Federal Programs, 2023-24 Elementary and Secondary Education Act (ESEA) Federal Programs Application Companion Guide*, available at <https://www.floridacims.org/downloads>, at 61.

¹⁴⁷ Pub. L. No. 90-247.

¹⁴⁸ 20 U.S.C. s. 1225b.

of these requirements, many Federal programs – including the Title I, Title II,¹⁴⁹ and Title III¹⁵⁰ programs – have a total period of availability of 27 months (from July 1st of the award year to September 30th of the carryover year) and a subsequent liquidation period of 120 days (October 1st through approximately January 28).¹⁵¹ In addition, a state educational agency is required to award each subgrant for school improvement for a period of not more than four years, which may include a planning year.¹⁵²

School Board Discretionary Millage Levy

Each district school board is authorized to levy a 1.5 mill discretionary ad valorem tax against the taxable value for public school purposes to fund specific needs as identified in law, including, for example:

- New construction, remodeling projects, sites and site improvement or expansion to new sites, existing sites, auxiliary facilities,¹⁵³ athletic facilities, or ancillary facilities.¹⁵⁴
- Purchase, lease-purchase, and lease of school buses.
- Payments for educational facilities and sites due under a lease-purchase agreement.
- Payment of costs of leasing relocatable educational facilities, of renting or leasing educational facilities and sites, or of renting or leasing buildings or space within existing buildings.¹⁵⁵

Effect of Proposed Changes

Cost Accounting and Reporting for School Districts

The bill modifies s. 1010.20, F.S., by requiring each charter school to receive and respond to monitoring questions from the DOE. The change removes the school district as an intermediary between the DOE and the individual charter school.

School District Fiscal Transparency

The bill amends s. 1011.035, F.S., by removing the requirement that the plain language version of the school board budget posted on its website include graphical representations of the budget.

¹⁴⁹ Title II of the ESEA provides grants to state educational agencies and subgrants to local educational agencies to increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders. 20 U.S.C. s. 6601.

¹⁵⁰ Title III of the ESEA is the English Language Acquisition, Language Enhancement, and Academic Achievement Act. 20 U.S.C. s. 6811.

¹⁵¹ US Department of Education, *Florida Consolidated Performance Review Report FY 2023*, available at <https://oese.ed.gov/files/2023/04/FDOE-2023-Performance-Report.pdf>, at 11 (last visited Mar. 5, 2025).

¹⁵² 20 U.S.C. s. 6303(c).

¹⁵³ “Auxiliary facility” means the spaces located at educational plants which are not designed for student occupant stations. Section 1013.01(1), F.S.

¹⁵⁴ “Ancillary plant” is comprised of the building, site, and site improvements necessary to provide such facilities as vehicle maintenance, warehouses, maintenance, or administrative buildings necessary to provide support services to an educational program. Section 1013.01(2), F.S.

¹⁵⁵ Section 1011.71(2), F.S.

Short-Term Loans for Education Capital Outlay

The bill modifies s. 1011.14, F.S., to expand the scope of capital outlay that district school boards are permitted to fund through the issuance of short-term debt instruments.

This bill authorizes district school boards to incur obligations not only for the construction and renovation of educational facilities but also for the development and enhancement of support and supplemental structures associated with the educational process, which include the entire educational plant, ancillary plants, and auxiliary facilities.

By broadening the permissible use of anticipated revenue for these additional categories of capital projects, the bill allows for a more comprehensive development of the educational environment, acknowledging the role of various facilities in delivering a full spectrum of educational services. The district school boards would remain bound by the existing fiscal constraints—namely, the limitation of indebtedness to no more than one-fourth of the district ad valorem tax revenue for operations for the preceding year and the requirement for a detailed resolution outlining the nature and plan of repayment for the obligations.

Emergency Make-up Days

The bill modifies s. 1011.60, F.S., to remove the required threshold of infeasibility that a district school board must demonstrate to be released from making up days lost because of a bona fide emergency. This may provide more flexibility to district school boards in determining whether the additional days are necessary for students to learn the required academic standards.

Equity in School-Level Funding

The bill modifies s. 1011.69, F.S., to remove the provision that prohibits a school district from identifying any other eligible schools that exceed the poverty threshold established by a school district for the 2016-2017 school year, or the statewide percentage of economically disadvantaged students determined annually. This may afford discretion to the district school board to focus services on the schools with the highest needs.

The bill also removes the cap of one percent of Title I funds that a district may withhold to provide district educational services to Title I schools, including charter schools. This may provide flexibility for a district school board to leverage district resources to provide programs across all eligible schools, including eligible charter schools.

The bill authorizes district school boards to utilize up to five percent of its Title I allocation to provide financial incentives and rewards to teachers who serve students in Title I schools, including charter schools, identified for comprehensive support and improvement activities or targeted support and improvement activities, for the purpose of attracting and retaining qualified and effective teachers, including teachers of any subject or grade level for whom a state-approved measurement of student performance is unavailable.

The bill clarifies that the DOE must make funds from Title I, Title II, and Title III programs available to local education agencies for the full period of availability provided in federal law. This may provide stability for district school boards in the implementation of Title I services.

School Board Discretionary Millage Levy

The bill amends s. 1011.71, F.S., by expanding the allowable uses of proceeds from the district discretionary 1.5 mill levy to include facilities beyond traditional educational facilities, such as ancillary and auxiliary facilities. For example, transportation hubs, cafeterias, or administrative facilities.

The bill authorizes the use of these funds for vehicles other than school buses, as long as they are regularly used to transport prekindergarten disability program and K-12 public school students.

This may provide school districts with greater flexibility in using revenue from the discretionary 1.5 mill capital levy, allowing for more efficient student transportation options, investment in essential support facilities, and improved resource allocation to meet local needs.

School Choice

Present Situation

Controlled Open Enrollment

Controlled open enrollment is a public education delivery system that allows school districts to make student school assignments using parents' indicated preferential educational choice as a significant factor. Each school district or charter school is required to allow a parent from any school district in the state whose child is not subject to a current expulsion or suspension to enroll his or her child in and transport his or her child to any public school, including charter schools, that has not reached capacity in the district. School districts and charter schools are required to make school capacity determinations for their schools by grade level every 12 weeks. The school capacity determinations must be made based on specifications, plans, elements, and commitments contained in the school district educational facilities plan and the long-term work programs required under the school district educational facilities plan.¹⁵⁶

Family Empowerment Scholarship

The Family Empowerment Scholarship (FES) program provides children of families in Florida with educational options to achieve success in their education, including children of families with limited financial resources, children of law enforcement and military families, and children with disabilities.¹⁵⁷ The FES program includes two types of scholarships to assist eligible students to pay for the tuition and fees associated with attendance at a private school or transportation to another public school (FES-EO), and to provide access to additional education options for a student with a disability by covering the cost of a variety of approved items, including: contracted services, curriculum, instructional materials, tutoring, specified education programs, and specialized services (FES-UA).¹⁵⁸

A student is eligible for an FES-UA scholarship if the student:

- Is a resident of Florida.

¹⁵⁶ Section 1002.31, F.S.

¹⁵⁷ Section 1002.394, F.S.; *see also* Rule 6A-6.0952, F.A.C.

¹⁵⁸ Section 1002.394(3), F.S.

- Is three or four years of age on or before September 1 of the year in which the student applies for program participation or is eligible to enroll in kindergarten through grade 12 in a Florida public school.
- Has a disability as provided for in law.¹⁵⁹
- Is the subject of an Individualized Education Plane (IEP) written in accordance with rules of the State Board of Education (SBE) or with the applicable rules of another state or has received a diagnosis of a disability from a licensed physician, a licensed psychologist, or a physician with a specified out-of-state license.¹⁶⁰

A parent of a student with a disability who is applying for the FES-UA scholarship and who does not have an IEP or is seeking a reevaluation of an existing IEP may request an IEP meeting and evaluation from the school district. Upon receiving the request, the district must notify the parent that it is required to complete the IEP and matrix of services within 30 days.¹⁶¹

The school district must conduct a meeting, develop an IEP, and complete the matrix of services within this 30-day period. It is required to accept the diagnosis and consider the service plan provided by the licensed professional making the diagnosis. The matrix must assign the student to a level of service based on the criteria in place before the 2000-2001 school year.¹⁶²

For nonpublic school students without an IEP, the district may use evaluation reports and care plans from licensed professionals to complete the matrix of services.¹⁶³

In the 2023-2024 school year, over 92,000 students were funded through the FES-UA Scholarship program.¹⁶⁴

Federal Requirements for an IEP

The parent of a child or a school district may initiate a request for an initial evaluation to determine if the child is a child with a disability. Once the request is made the initial evaluation must be conducted within 60 days of receiving parental consent for the evaluation, unless a state establishes a timeframe within which the evaluation must be conducted, within the 60 day timeframe.¹⁶⁵ In addition, the initial evaluation must consist of procedures to determine if the child has a disability and to determine the educational needs of the child. Once the initial evaluation is complete and if the child is determined to have a disability, a school district must meet within 30 days to develop an IEP.¹⁶⁶

¹⁵⁹ Section 1002.394(1), F.S.

¹⁶⁰ Section 1002.394(3), F.S.

¹⁶¹ Section 1002.394(7), F.S.

¹⁶² *Id.*

¹⁶³ *Id.*

¹⁶⁴ Step up for Students, 2025-2026 SFO Renewal Application, available at <https://www.fldoe.org/core/fileparse.php/20808/urlt/9-2.pdf>, A.A.A., 2025-2026 SFO Renewal Application, available at <https://www.fldoe.org/core/fileparse.php/20808/urlt/8-2.pdf>. (last visited Mar. 5, 2025)

¹⁶⁵ 34 C.F.R. § 300.301

¹⁶⁶ 34 C.F.R. § 300.323

Effect of Proposed Changes

Controlled Open Enrollment

The bill modifies s. 1002.32, F.S., to authorize district school boards to determine how to make capacity determinations for controlled open enrollment and reduce the required capacity determinations from every 12 weeks to twice annually.

Family Empowerment Scholarship

The bill amends s. 1002.394, F.S., to better align to 60 days the timeline for developing an Individualized Education Program (IEP) for students receiving a Family Empowerment Scholarship for Students with Unique Abilities (FES-UA) between federal requirements and the timeline used by school districts for public school students.

Early Learning

Present Situation

Since the inception of the Voluntary Prekindergarten (VPK) program, public schools have been instrumental in delivering the program. Public schools deliver both the 540 hour school year VPK program¹⁶⁷ and the 300 hour summer VPK program.¹⁶⁸ Historically, public schools comprise just over 20 percent of the overall VPK programs during the entire program year.¹⁶⁹

Public schools are required to contract through the early learning coalitions (ELCs) and are subject to the same requirements as non-public programs in terms of implementing instructional standards, personnel requirements, and program accountability. While both public schools and private providers offer the school year prekindergarten program, public school districts are required to offer the summer VPK program, consisting of 300 hours of instruction, to any parent who enrolls his or her child in the program.¹⁷⁰

In general, VPK programs in public schools are subject to the same oversight as private VPK programs, including requirements for use of the state contract, instructor to child ratios, instructor training, attendance and reporting, accountability, and methods regarding reimbursement for the VPK program. ELCs are required to monitor the compliance of public school VPK programs in their county or multi-county service region for both school year¹⁷¹ and summer¹⁷² VPK programs.

Effect of Proposed Changes

The bill modifies ss. 1002.61 and 1002.63, F.S., to remove the requirement, for both school year and summer VPK programs, that ELCs verify statutory compliance by school district-operated

¹⁶⁷ Section 1002.63(1), F.S.

¹⁶⁸ Section 1002.61(1), F.S.

¹⁶⁹ Florida Department of Education, *Division of Early Learning Annual Report 2023-2024*, available at: <https://www.fldoe.org/file/20628/2324-DEL-AnnualReport.pdf> (last visited Mar. 5, 2025).

¹⁷⁰ Section 1002.53(6), F.S.

¹⁷¹ Section 1002.63(9), F.S.

¹⁷² Section 1002.61(10) F.S.

VPK programs. This aligns oversight of the school district operated VPK programs with other district-operated educational programs.

The bill removes the requirement in s. 1002.71, F.S., that each district school board's attendance policy must require parents to sign monthly attendance forms and retain those forms for two years. The school district will be required to certify attendance on the single point of entry system that is used for payment of VPK program attendance. The revision offers flexibility to school districts to utilize existing attendance tracking methods without duplication due to required forms.

State Board of Education/Department of Education Oversight

Present Situation

The State Board of Education (SBE) is the chief implementing and coordinating body of public education in Florida except for the State University System, and it is required to focus on high-level policy decisions.¹⁷³ The SBE has authority to adopt rules pursuant to the Administrative Procedures Act (APA)¹⁷⁴ to implement its statutory duties to improve the state system of Early Learning-20 public education except for the State University System. The SBE is authorized to delegate its general powers to the Commissioner of Education (commissioner) or the directors of the divisions of the Department of Education (DOE).¹⁷⁵

The APA provides uniform procedures for the exercise of specified government authority.¹⁷⁶ An agency is required to comply with the APA rulemaking procedures when developing rules.¹⁷⁷ A "rule" under the APA is defined as each agency statement of general applicability that implements, interprets, or prescribes law or policy or describes the procedure or practice requirements of an agency and includes any form which imposes any requirement or solicits any information not specifically required by statute or by an existing rule. The term also includes the amendment or repeal of a rule.¹⁷⁸

The SBE is required to adopt cohesive rules pursuant to the APA, within statutory authority.¹⁷⁹ An agency may adopt only rules that implement or interpret the specific powers and duties granted by the enabling statute. No agency is authorized to adopt a rule only because it is reasonably related to the purpose of the enabling legislation. An invalid exercise of delegated legislative authority means action that goes beyond the powers, functions, and duties delegated by the Legislature.¹⁸⁰

¹⁷³ Section 1001.02(1), F.S. The Florida Constitution provides that the state board of education is a body corporate and have such supervision of the system of free public education as is provided by law. FL. CONST. art. 9, s. 2.

¹⁷⁴ Chapter 120, F.S.

¹⁷⁵ Section 1001.02(1), F.S.

¹⁷⁶ Section 120.515, F.S.

¹⁷⁷ Section 120.54(1), F.S.

¹⁷⁸ Section 120.52(16), F.S.

¹⁷⁹ Section 1001.02(2), F.S.

¹⁸⁰ Section 120.52(8), F.S.

The DOE is the administrative and supervisory agency under the implementation direction of the SBE.¹⁸¹ The commissioner is appointed by the SBE and serves as the executive director of the DOE.¹⁸² The DOE assists in providing professional leadership and guidance and in carrying out the policies, procedures, and duties authorized by law or by the SBE.¹⁸³

The APA also provides a process for any substantially affected person to seek a declaratory statement regarding an agency's opinion as to the applicability of a statutory provision, or of any rule or order of the agency, as it applies to the petitioner's particular set of circumstances. The petition seeking a declaratory statement must state with particularity the petitioner's set of circumstances and specify the statutory provision, rule, or order that the petitioner believes may apply to the set of circumstances.¹⁸⁴

The agency is required to give notice of the filing of each petition in the next available issue of the Florida Administrative Register and transmit copies of each petition to the Administrative Procedures Committee. The agency must issue a declaratory statement or deny the petition within 90 days after the filing of the petition and notice the statement in the next available issue of the Florida Administrative Register. Agency disposition of petitions are final agency action.¹⁸⁵

Effect of Proposed Changes

The bill amends s. 1001.02, F.S., to clarify that the SBE is authorized to adopt rules within statutory authority as specifically provided by law.

The bill expands s. 1001.23, F.S., to add to the specific powers and duties of the DOE. The additional requirements may provide clarity to district school boards in the implementation of state law. The bill requires the DOE to annually:

- By August 1, inform district school superintendents that they may receive a declaratory statement pursuant to the APA regarding the DOE's opinion as to the applicability to a school district of a statutory or rule provision as it applies to the district's particular set of circumstances.
- Maintain and make available to school districts a list of all requirements in statute and rule relating to required actions by district school boards or superintendents. The list must include but is not limited to, required parent notifications, information that must be posted to the district website, and reporting, filing, and certification requirements.

The bill is effective July 1, 2025, except as otherwise specified.

¹⁸¹ Section 1001.20(1), F.S.

¹⁸² Section 20.15(2), F.S.

¹⁸³ Section 1001.20(2), F.S.

¹⁸⁴ Section 120.565, F.S.

¹⁸⁵ Section 120.565(3), F.S. The term "Administrative Procedures Committee" means a committee designated by joint rule of the Legislature or by agreement between the President of the Senate and the Speaker of the House of Representatives. Section 1.01(16), 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:

This bill does not have a fiscal impact on state revenues or expenditures. However, the bill reduces regulations and increases flexibility in policymaking which could result in a cost savings for the school districts.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 120.81, 1001.02, 1001.23, 1001.42, 1002.20, 1002.31, 1002.33, 1002.394, 1002.451, 1002.61, 1002.63, 1002.71,

1003.03, 1003.26, 1003.4282, 1003.433, 1006.1494, 1006.40, 1008.212, 1008.22, 1008.25, 1008.33, 1010.20, 1011.035, 1011.14, 1011.60, 1011.62, 1011.6202, 1011.69, 1011.71, 1012.22, 1012.335, 1012.34, 1012.39, 1012.555, 1012.56, 1012.585, 1013.19, 1013.35, 1013.41, 1013.45, 1013.62, 1013.64, 163.3180, 1002.68, 1003.631, 1004.04, 1004.85, 1012.586, and 1012.98.

This bill repeals section 1013.451 of the Florida Statutes.

IX. Additional Information:

A. Committee Substitute – Statement of Changes:

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

None.

B. Amendments:

None.

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

By Senator Simon

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2025166__

1 A bill to be entitled
 2 An act relating to administrative efficiency in public
 3 schools; amending s. 120.81, F.S.; exempting district
 4 school boards from requirements for adopting certain
 5 rules; amending s. 1001.02, F.S.; revising a duty of
 6 the State Board of Education to adopt certain rules;
 7 amending s. 1001.23, F.S.; requiring the Department of
 8 Education to annually inform district school
 9 superintendents by a specified date that they are
 10 authorized to petition to receive a specified
 11 declaratory statement; requiring the department to
 12 annually maintain and provide school districts with a
 13 list of statutory and rule requirements; providing
 14 requirements for such list; amending s. 1001.42, F.S.;
 15 deleting a requirement for a district school board to
 16 employ an internal auditor in certain circumstances;
 17 amending s. 1002.20, F.S.; deleting a requirement that
 18 the school financial report be included in the student
 19 handbook; requiring the department to produce
 20 specified reports relating to school accountability
 21 and make such reports available on the department's
 22 website; requiring each school district to provide a
 23 link to such reports; amending s. 1002.31, F.S.;
 24 revising how often a school district or charter school
 25 must update its school capacity determination;
 26 deleting a requirement relating to school capacity
 27 determination by district school boards; conforming a
 28 cross-reference; amending s. 1002.33, F.S.; conforming
 29 a provision relating to a 5-year facilities plan;

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30 amending s. 1002.394, F.S.; revising the timeframe for
 31 a school district to develop an IEP and matrix of
 32 services after receipt of a parent's request; amending
 33 s. 1002.451, F.S.; requiring innovation schools of
 34 technology to comply with specified provisions
 35 relating to instructional multiyear contracts, in
 36 addition to annual contracts, for instructional
 37 personnel in addition to annual contracts; amending s.
 38 1002.61, F.S.; removing public schools from a
 39 requirement for early learning coalitions to verify
 40 compliance with law; amending s. 1002.63, F.S.;
 41 deleting a requirement for an early learning coalition
 42 to verify that certain public schools comply with
 43 specified provisions; amending s. 1002.71, F.S.;
 44 revising requirements relating to district school
 45 board attendance policies for Voluntary
 46 Prekindergarten Education Programs; requiring a school
 47 district to certify its attendance records for a
 48 Voluntary Prekindergarten Education Program; amending
 49 s. 1003.03, F.S.; deleting a requirement for district
 50 school boards to provide an accountability plan to the
 51 Commissioner of Education under certain conditions;
 52 amending s. 1003.26, F.S.; authorizing a district
 53 school board to determine a timeframe for purposes of
 54 addressing a student's absences; amending s.
 55 1003.4282, F.S.; revising requirements for assessments
 56 needed for a student to earn a high school diploma;
 57 deleting a requirement for a student who transfers
 58 into a public high school to take specified

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59 assessments; revising the courses for which the
 60 transferring course final grade must be honored for a
 61 transfer student under certain conditions; amending s.
 62 1003.433, F.S.; deleting requirements that must be met
 63 by students who transfer to a public school for 11th
 64 or 12th grade; amending s. 1006.1494, F.S.; providing
 65 that provisions relating to student online personal
 66 information protection do not impose requirements for
 67 a K-12 school, school district, or school board;
 68 amending s. 1006.40, F.S.; revising the timeframe
 69 within which certain instructional materials must be
 70 purchased; amending s. 1008.212, F.S.; providing that
 71 certain assessments are not subject to specified
 72 requirements; revising a deadline for IEP teams to
 73 submit requests for extraordinary exemptions; amending
 74 s. 1008.22, F.S.; requiring the Commissioner of
 75 Education to notify school districts of the assessment
 76 schedule for a specified time interval; deleting
 77 requirements relating to a uniform calendar that must
 78 be published by the commissioner each year; revising
 79 an annual timeframe for each school district to
 80 establish schedules for the administration of
 81 statewide, standardized assessments; requiring each
 82 school district to publish certain information
 83 regarding such schedules on its website; conforming
 84 provisions to changes made by the act; amending s.
 85 1008.25, F.S.; specifying the score needed on any
 86 administration of the coordinated screening and
 87 progress monitoring system for a student to be

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88 promoted to grade 4; conforming cross-references;
 89 amending s. 1008.33, F.S.; prohibiting a school from
 90 being required to use a certain parameter as the sole
 91 determining factor to recruit instructional personnel;
 92 providing requirements for a rule adopted by the State
 93 Board of Education; amending s. 1010.20, F.S.;
 94 requiring charter schools to respond to monitoring
 95 questions from the department; amending s. 1011.035,
 96 F.S.; deleting a requirement that each district school
 97 board budget posted on the school board's website
 98 include a graphical representation of specified
 99 information; revising website requirements; amending
 100 s. 1011.14, F.S.; revising the types of facilities for
 101 which district school boards may incur certain
 102 financial obligations; amending s. 1011.60, F.S.;
 103 revising circumstances under which the State Board of
 104 Education may alter the length of school terms for
 105 certain school districts; amending s. 1011.62, F.S.;
 106 deleting a requirement that certain full-time
 107 equivalent bonuses under the Florida Education Finance
 108 Program be paid only to teachers who are employed by
 109 the district when the bonus is calculated; amending s.
 110 1011.6202, F.S.; requiring schools participating in
 111 the Principal Autonomy Program Initiative to comply
 112 with specified provisions relating to instructional
 113 multiyear contracts, in addition to annual contracts,
 114 for instructional personnel; amending s. 1011.69,
 115 F.S.; deleting a requirement relating to Title I fund
 116 allocations to schools; providing a new category of

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117 funding school districts are authorized to withhold;
 118 revising a category of funding a school district is
 119 authorized to withhold; requiring the department to
 120 make certain funds available to local education
 121 agencies; amending s. 1011.71, F.S.; revising
 122 specified vehicles that may be purchased or leased
 123 using specified revenue; revising the types of
 124 facilities payments that may be made from such
 125 revenue; amending s. 1012.22, F.S.; providing
 126 requirements for advanced degrees which may be used to
 127 set salary schedules for instructional personnel and
 128 school administrators hired after a specified date;
 129 specifying district school board activities that may
 130 not be precluded by collective bargaining; amending s.
 131 1012.335, F.S.; defining the term "instructional
 132 multiyear contract"; providing requirements for the
 133 award of an instructional multiyear contract;
 134 requiring that an employee awarded an instructional
 135 multiyear contract be returned to an annual contract
 136 under certain conditions; making conforming and
 137 technical changes; amending s. 1012.34, F.S.;
 138 requiring that procedures and requirements established
 139 by the district school superintendent for performance
 140 evaluations be approved by the district school board;
 141 requiring the district school superintendent to submit
 142 evaluation systems to the department under certain
 143 circumstances; deleting a requirement for the
 144 department to approve and monitor each school
 145 district's evaluation systems; revising the portion of

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146 a performance evaluation that is based on student
 147 performance; deleting certain performance evaluation
 148 requirements; providing that student performance may
 149 not be the sole determinant for incentive pay for
 150 instructional personnel or school administrators;
 151 amending s. 1012.39, F.S.; revising an occupational
 152 experience qualification requirement for nondegreed
 153 teachers of career programs; deleting a training
 154 requirement for full-time nondegreed teachers of
 155 career programs; amending s. 1012.555, F.S.; revising
 156 eligibility requirements for individuals to
 157 participate in the Teacher Apprenticeship Program;
 158 amending employment requirements for paraprofessionals
 159 to serve as an apprentice teacher; amending s.
 160 1012.56, F.S.; specifying individuals who must
 161 demonstrate mastery of general knowledge for educator
 162 certification; authorizing school districts and
 163 consortia of school districts to issue temporary
 164 certificates under certain conditions; conforming a
 165 cross-reference; amending s. 1012.585, F.S.; revising
 166 the validity period for professional certificates;
 167 providing eligibility requirements for 5-year and 10-
 168 year professional certificates; revising requirements
 169 for the renewal of professional certificates; amending
 170 s. 1013.19, F.S.; requiring that proceeds from certain
 171 sales or leases of property be used for specified
 172 purposes by boards of trustees for Florida College
 173 System institutions or state universities; amending s.
 174 1013.35, F.S.; deleting definitions; revising

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175 requirements for the contents of a district school
 176 board's tentative district educational facilities
 177 plan; deleting provisions relating to district school
 178 boards coordinating with local governments to ensure
 179 consistency between school district and local
 180 government plans; authorizing, rather than requiring,
 181 local governments to review tentative district
 182 educational facilities plans; making conforming
 183 changes; amending s. 1013.41, F.S.; revising
 184 requirements for an educational facilities plan;
 185 revising the duties of the Office of Educational
 186 Facilities; amending s. 1013.45, F.S.; specifying that
 187 Florida College System institution and state
 188 university boards of trustees are required to use an
 189 architect for the development of certain plans;
 190 deleting district school board requirements for
 191 certain construction plans; repealing s. 1013.451,
 192 F.S., relating to life-cycle costs comparisons;
 193 amending s. 1013.62, F.S.; conforming a cross-
 194 reference; amending s. 1013.64, F.S.; revising
 195 determinations of allocations from the Public
 196 Education Capital Outlay and Debt Service Trust Fund;
 197 revising criteria for construction project funding
 198 from a specified account; revising district school
 199 board requirements relating to educational plant
 200 construction; amending ss. 163.3180, 1002.68,
 201 1003.631, 1004.04, 1004.85, 1012.586, and 1012.98,
 202 F.S.; conforming cross-references; providing effective
 203 dates.

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204
 205 Be It Enacted by the Legislature of the State of Florida:
 206
 207 Section 1. Paragraph (a) of subsection (1) of section
 208 120.81, Florida Statutes, is amended to read:
 209 120.81 Exceptions and special requirements; general areas.—
 210 (1) EDUCATIONAL UNITS.—
 211 (a) District school boards are not subject to the
 212 requirements for rules in this chapter when making and adopting
 213 rules with public input at a public meeting. Notwithstanding s.
 214 120.536(1) and the flush left provisions of s. 120.52(8),
 215 district school boards may adopt rules to implement their
 216 general powers under s. 1001.41.
 217 Section 2. Paragraph (n) of subsection (2) of section
 218 1001.02, Florida Statutes, is amended to read:
 219 1001.02 General powers of State Board of Education.—
 220 (2) The State Board of Education has the following duties:
 221 (n) To adopt cohesive rules pursuant to ss. 120.536(1) and
 222 120.54, within statutory authority as specifically provided by
 223 law.
 224 Section 3. Subsections (5) and (6) are added to section
 225 1001.23, Florida Statutes, to read:
 226 1001.23 Specific powers and duties of the Department of
 227 Education.—In addition to all other duties assigned to it by law
 228 or by rule of the State Board of Education, the department
 229 shall:
 230 (5) Annually by August 1, inform district school
 231 superintendents that pursuant to s. 120.565, the superintendents
 232 may receive a declaratory statement, within 90 days after

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233 submitting a petition to receive such statement, regarding the
 234 department's opinion as to the applicability of a statutory or
 235 rule provision to a school district as it applies to the
 236 district's particular set of circumstances.

237 (6) Annually maintain and make available to school
 238 districts a list of all requirements in statute and rule
 239 relating to required actions by district school boards or
 240 superintendents. The list must include, but is not limited to,
 241 required parent notifications; information that must be posted
 242 to the district website; and reporting, filing, and
 243 certification requirements.

244 Section 4. Paragraph (1) of subsection (12) of section
 245 1001.42, Florida Statutes, is amended to read:

246 1001.42 Powers and duties of district school board.—The
 247 district school board, acting as a board, shall exercise all
 248 powers and perform all duties listed below:

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

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

257 ~~1. The internal auditor shall perform ongoing financial~~
 258 ~~verification of the financial records of the school district, a~~
 259 ~~comprehensive risk assessment of all areas of the school system~~
 260 ~~every 5 years, and other audits and reviews as the district~~
 261 ~~school board directs for determining;~~

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

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

267 ~~c. The efficiency of operations.~~

268 ~~d. The reliability of financial records and reports.~~

269 ~~e. The safeguarding of assets.~~

270 ~~f. Financial solvency.~~

271 ~~g. Projected revenues and expenditures.~~

272 ~~h. The rate of change in the general fund balance.~~

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

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

281 Section 5. Subsection (16) of section 1002.20, Florida
 282 Statutes, is amended to read:

283 1002.20 K-12 student and parent rights.—Parents of public
 284 school students must receive accurate and timely information
 285 regarding their child's academic progress and must be informed
 286 of ways they can help their child to succeed in school. K-12
 287 students and their parents are afforded numerous statutory
 288 rights including, but not limited to, the following:

289 (16) SCHOOL ACCOUNTABILITY AND SCHOOL IMPROVEMENT RATING
 290 REPORTS; FISCAL TRANSPARENCY.—Parents of public school students

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291 have the right to an easy-to-read report card about the school's
 292 grade designation or, if applicable under s. 1008.341, the
 293 school's improvement rating, and the school's accountability
 294 report, including the school financial report as required under
 295 s. 1010.215. The school financial report must be provided to the
 296 parents and indicate the average amount of money expended per
 297 student in the school, ~~which must also be included in the~~
 298 ~~student handbook or a similar publication.~~ The department shall
 299 produce the reports required under this subsection and make the
 300 reports for each school available on the department's website in
 301 a prominent location. Each public school district must provide a
 302 link on its website to such reports for parent access.

303 Section 6. Paragraph (b) of subsection (2) and subsection
 304 (5) of section 1002.31, Florida Statutes, are amended to read:

305 1002.31 Controlled open enrollment; public school parental
 306 choice.—

307 (2)

308 (b) Each school district and charter school capacity
 309 determinations for its schools, by grade level, must be updated
 310 at least twice annually every 12 weeks and be identified on the
 311 school district and charter school's websites. ~~In determining~~
 312 ~~the capacity of each district school, the district school board~~
 313 ~~shall incorporate the specifications, plans, elements, and~~
 314 ~~commitments contained in the school district educational~~
 315 ~~facilities plan and the long-term work programs required under~~
 316 ~~s. 1013.35.~~ Each charter school governing board shall determine
 317 capacity based upon its charter school contract. Each virtual
 318 charter school and each school district with a contract with an
 319 approved virtual instruction program provider shall determine

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320 capacity based upon the enrollment requirements established
 321 under s. 1002.45(1)(d)4.

322 (5) For a school or program that is a public school of
 323 choice under this section, the calculation for compliance with
 324 maximum class size ~~pursuant to s. 1003.03(4)~~ is the average
 325 number of students at the school level.

326 Section 7. Paragraph (g) of subsection (18) of section
 327 1002.33, Florida Statutes, is amended to read:

328 1002.33 Charter schools.—

329 (18) FACILITIES.—

330 (g) Each school district shall annually provide to the
 331 Department of Education ~~as part of its 5 year work plan~~ the
 332 number of existing vacant classrooms in each school that the
 333 district does not intend to use or does not project will be
 334 needed for educational purposes for the following school year.
 335 The department may recommend that a district make such space
 336 available to an appropriate charter school.

337 Section 8. Paragraph (b) of subsection (7) of section
 338 1002.394, Florida Statutes, is amended to read:

339 1002.394 The Family Empowerment Scholarship Program.—

340 (7) SCHOOL DISTRICT OBLIGATIONS.—

341 (b)1. The parent of a student with a disability who does
 342 not have an IEP in accordance with subparagraph (3)(b)4. or who
 343 seeks a reevaluation of an existing IEP may request an IEP
 344 meeting and evaluation from the school district in order to
 345 obtain or revise a matrix of services. The school district shall
 346 notify a parent who has made a request for an IEP that the
 347 district is required to complete the IEP and matrix of services
 348 within 60 ~~30~~ days after receiving notice of the parent's

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349 request. The school district shall conduct a meeting and develop
 350 an IEP and a matrix of services within ~~60~~ 30 days after receipt
 351 of the parent's request in accordance with State Board of
 352 Education rules. The district must accept the diagnosis and
 353 consider the service plan of the licensed professional providing
 354 the diagnosis pursuant to subparagraph (3)(b)4. The school
 355 district must complete a matrix that assigns the student to one
 356 of the levels of service as they existed before the 2000-2001
 357 school year. For a nonpublic school student without an IEP, the
 358 school district is authorized to use evaluation reports and
 359 plans of care developed by the licensed professionals under
 360 subparagraph (4)(b)3. to complete the matrix of services.

361 2.a. The school district must provide the student's parent
 362 and the department with the student's matrix level within 10
 363 calendar days after its completion.

364 b. The department shall notify the parent and the
 365 organization of the amount of the funds awarded within 10 days
 366 after receiving the school district's notification of the
 367 student's matrix level.

368 c. A school district may change a matrix of services only
 369 if the change is a result of an IEP reevaluation or to correct a
 370 technical, typographical, or calculation error.

371 Section 9. Paragraph (a) of subsection (5) of section
 372 1002.451, Florida Statutes, is amended to read:

373 1002.451 District innovation school of technology program.—

374 (5) EXEMPTION FROM STATUTES.—

375 (a) An innovation school of technology is exempt from
 376 chapters 1000-1013. However, an innovation school of technology
 377 shall comply with the following provisions of those chapters:

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- 378 1. Laws pertaining to the following:
- 379 a. Schools of technology, including this section.
- 380 b. Student assessment program and school grading system.
- 381 c. Services to students who have disabilities.
- 382 d. Civil rights, including s. 1000.05, relating to
 383 discrimination.
- 384 e. Student health, safety, and welfare.
- 385 2. Laws governing the election and compensation of district
 386 school board members and election or appointment and
 387 compensation of district school superintendents.
- 388 3. Section 1003.03, governing maximum class size, except
 389 that the calculation for compliance pursuant to s. 1003.03 is
 390 the average at the school level.
- 391 4. Sections 1012.22(1)(c) and 1012.27(2), relating to
 392 compensation and salary schedules.
- 393 5. Section 1012.33(5), relating to workforce reductions,
 394 for annual contracts for instructional personnel. This
 395 subparagraph does not apply to at-will employees.
- 396 6. Section 1012.335, relating to contracts with
 397 instructional personnel hired on or after July 1, 2011, for
 398 annual or instructional multiyear contracts for instructional
 399 personnel. This subparagraph does not apply to at-will
 400 employees.
- 401 7. Section 1012.34, relating to requirements for
 402 performance evaluations of instructional personnel and school
 403 administrators.
- 404 Section 10. Paragraph (a) of subsection (10) of section
 405 1002.61, Florida Statutes, is amended to read:
 406 1002.61 Summer prekindergarten program delivered by public

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407 schools and private prekindergarten providers.-

408 (10) (a) Each early learning coalition shall verify that
 409 each private prekindergarten provider ~~and public school~~
 410 delivering the Voluntary Prekindergarten Education Program
 411 within the coalition's county or multicounty region complies
 412 with this part.

413 Section 11. Subsection (9) of section 1002.63, Florida
 414 Statutes, is amended to read:

415 1002.63 School-year prekindergarten program delivered by
 416 public schools.-

417 (9) (a) ~~Each early learning coalition shall verify that each~~
 418 ~~public school delivering the Voluntary Prekindergarten Education~~
 419 ~~Program within the coalition's service area complies with this~~
 420 ~~part.~~

421 ~~(b)~~ If a public school fails or refuses to comply with this
 422 part or engages in misconduct, the department must ~~shall~~ require
 423 that the school district ~~to~~ remove the school from eligibility
 424 to deliver the Voluntary Prekindergarten Education Program and
 425 receive state funds under this part for a period of at least 2
 426 years but no more than 5 years.

427 Section 12. Paragraph (b) of subsection (6) and subsection
 428 (7) of section 1002.71, Florida Statutes, are amended to read:

429 1002.71 Funding; financial and attendance reporting.-

430 (6)

431 (b)1. Each private prekindergarten provider's ~~and district~~
 432 ~~school board's~~ attendance policy must require the parent of each
 433 student in the Voluntary Prekindergarten Education Program to
 434 verify, each month, the student's attendance on the prior
 435 month's certified student attendance.

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436 2. The parent must submit the verification of the student's
 437 attendance to the private prekindergarten provider ~~or public~~
 438 ~~school~~ on forms prescribed by the department. The forms must
 439 include, in addition to the verification of the student's
 440 attendance, a certification, in substantially the following
 441 form, that the parent continues to choose the private
 442 prekindergarten provider or public school in accordance with s.
 443 1002.53 and directs that payments for the program be made to the
 444 provider or school:

445
 446 VERIFICATION OF STUDENT'S ATTENDANCE
 447 AND CERTIFICATION OF PARENTAL CHOICE
 448

449 I, ...(Name of Parent)..., swear (or affirm) that my child,
 450 ...(Name of Student)..., attended the Voluntary Prekindergarten
 451 Education Program on the days listed above and certify that I
 452 continue to choose ...(Name of Provider or School)... to deliver
 453 the program for my child and direct that program funds be paid
 454 to the provider or school for my child.

455 ...(Signature of Parent)...

456 ...(Date)...

457
 458 3. The private prekindergarten provider ~~or public school~~
 459 must keep each original signed form for at least 2 years. Each
 460 private prekindergarten provider must permit the early learning
 461 coalition, ~~and each public school must permit the school~~
 462 ~~district,~~ to inspect the original signed forms during normal
 463 business hours. The department shall adopt procedures for early
 464 learning coalitions ~~and school districts~~ to review the original

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465 signed forms against the certified student attendance. The
 466 review procedures must ~~shall~~ provide for the use of selective
 467 inspection techniques, including, but not limited to, random
 468 sampling. Each early learning coalition ~~and the school districts~~
 469 must comply with the review procedures.

470 (7) The department shall require that administrative
 471 expenditures be kept to the minimum necessary for efficient and
 472 effective administration of the Voluntary Prekindergarten
 473 Education Program. Administrative policies and procedures must
 474 ~~shall be revised~~, to the maximum extent practicable, be revised
 475 to incorporate the use of automation and electronic submission
 476 of forms, including those required for child eligibility and
 477 enrollment, provider and class registration, and monthly
 478 certification of attendance for payment. A school district may
 479 use its automated daily attendance reporting system for the
 480 purpose of maintaining and transmitting attendance records to
 481 the early learning coalition in a mutually agreed-upon format.
 482 Each school district shall certify the correctness of attendance
 483 data submitted to the single point of entry system described in
 484 paragraph (5) (a) as required by the department. In addition,
 485 actions must ~~shall~~ be taken to reduce paperwork, eliminate the
 486 duplication of reports, and eliminate other duplicative
 487 activities. Each early learning coalition may retain and expend
 488 no more than 5.0 percent of the funds paid by the coalition to
 489 private prekindergarten providers and public schools under
 490 paragraph (5) (b). Funds retained by an early learning coalition
 491 under this subsection may be used only for administering the
 492 Voluntary Prekindergarten Education Program and may not be used
 493 for the school readiness program or other programs.

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494 Section 13. Subsection (4) of section 1003.03, Florida
 495 Statutes, is amended to read:

496 1003.03 Maximum class size.—

497 ~~(4) ACCOUNTABILITY. Each district that has not complied~~
 498 ~~with the requirements in subsection (1), based on the October~~
 499 ~~student membership survey, shall submit to the commissioner by~~
 500 ~~February 1 a plan certified by the district school board that~~
 501 ~~describes the specific actions the district will take in order~~
 502 ~~to fully comply with the requirements in subsection (1) by~~
 503 ~~October of the following school year.~~

504 Section 14. Paragraph (b) of subsection (1) of section
 505 1003.26, Florida Statutes, is amended to read:

506 1003.26 Enforcement of school attendance.—The Legislature
 507 finds that poor academic performance is associated with
 508 nonattendance and that school districts must take an active role
 509 in promoting and enforcing attendance as a means of improving
 510 student performance. It is the policy of the state that each
 511 district school superintendent be responsible for enforcing
 512 school attendance of all students subject to the compulsory
 513 school age in the school district and supporting enforcement of
 514 school attendance by local law enforcement agencies. The
 515 responsibility includes recommending policies and procedures to
 516 the district school board that require public schools to respond
 517 in a timely manner to every unexcused absence, and every absence
 518 for which the reason is unknown, of students enrolled in the
 519 schools. District school board policies shall require the parent
 520 of a student to justify each absence of the student, and that
 521 justification will be evaluated based on adopted district school
 522 board policies that define excused and unexcused absences. The

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523 policies must provide that public schools track excused and
 524 unexcused absences and contact the home in the case of an
 525 unexcused absence from school, or an absence from school for
 526 which the reason is unknown, to prevent the development of
 527 patterns of nonattendance. The Legislature finds that early
 528 intervention in school attendance is the most effective way of
 529 producing good attendance habits that will lead to improved
 530 student learning and achievement. Each public school shall
 531 implement the following steps to promote and enforce regular
 532 school attendance:

533 (1) CONTACT, REFER, AND ENFORCE.—

534 (b) If a student has had at least five unexcused absences,
 535 or absences for which the reasons are unknown, within a calendar
 536 month or 10 unexcused absences, or absences for which the
 537 reasons are unknown, within a 90-calendar-day period, or a
 538 period of time less than 90 days as determined by the district
 539 school board, the student's primary teacher must ~~shall~~ report to
 540 the school principal or his or her designee that the student may
 541 be exhibiting a pattern of nonattendance. The principal shall,
 542 unless there is clear evidence that the absences are not a
 543 pattern of nonattendance, refer the case to the school's child
 544 study team to determine if early patterns of truancy are
 545 developing. If the child study team finds that a pattern of
 546 nonattendance is developing, whether the absences are excused or
 547 not, a meeting with the parent must be scheduled to identify
 548 potential remedies, and the principal must ~~shall~~ notify the
 549 district school superintendent and the school district contact
 550 for home education programs that the referred student is
 551 exhibiting a pattern of nonattendance.

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552 Section 15. Effective upon becoming a law, paragraphs (a)
 553 and (b) of subsection (3), paragraph (c) of subsection (5), and
 554 subsection (6) of section 1003.4282, Florida Statutes, are
 555 amended to read:

556 1003.4282 Requirements for a standard high school diploma.—

557 (3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT
 558 REQUIREMENTS.—

559 (a) *Four credits in English Language Arts (ELA).*—The four
 560 credits must be in ELA I, II, III, and IV. A student's
 561 performance on the statewide, standardized grade 10 ELA
 562 assessment constitutes 30 percent of the student's final course
 563 grade. A student must pass the statewide, standardized grade 10
 564 ELA assessment, or earn a concordant score, in order to earn a
 565 standard high school diploma.

566 (b) *Four credits in mathematics.*—

567 1. A student must earn one credit in Algebra I and one
 568 credit in Geometry. A student's performance on the statewide,
 569 standardized Algebra I end-of-course (EOC) assessment
 570 constitutes 30 percent of the student's final course grade. ~~A~~
 571 ~~student must pass the statewide, standardized Algebra I EOC~~
 572 ~~assessment, or earn a comparative score, in order to earn a~~
 573 ~~standard high school diploma.~~ A student's performance on the
 574 statewide, standardized Geometry EOC assessment constitutes 30
 575 percent of the student's final course grade.

576 2. A student who earns an industry certification for which
 577 there is a statewide college credit articulation agreement
 578 approved by the State Board of Education may substitute the
 579 certification for one mathematics credit. Substitution may occur
 580 for up to two mathematics credits, except for Algebra I and

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581 Geometry. A student may earn two mathematics credits by
 582 successfully completing Algebra I through two full-year courses.
 583 A certified school counselor or the principal's designee shall
 584 ~~must~~ advise the student that admission to a state university may
 585 require the student to earn 3 additional mathematics credits
 586 that are at least as rigorous as Algebra I.

587 3. A student who earns a computer science credit may
 588 substitute the credit for up to one credit of the mathematics
 589 requirement, with the exception of Algebra I and Geometry, if
 590 the commissioner identifies the computer science credit as being
 591 equivalent in rigor to the mathematics credit. An identified
 592 computer science credit may not be used to substitute for both a
 593 mathematics and a science credit. A student who earns an
 594 industry certification in 3D rapid prototype printing may
 595 satisfy up to two credits of the mathematics requirement, with
 596 the exception of Algebra I, if the commissioner identifies the
 597 certification as being equivalent in rigor to the mathematics
 598 credit or credits.

599 (5) AWARD OF A STANDARD HIGH SCHOOL DIPLOMA.—

600 (c) A student who earns the required 24 credits, or the
 601 required 18 credits under s. 1002.3105(5), but fails to ~~pass the~~
 602 ~~assessments required under s. 1008.22(3) or~~ achieve a 2.0 GPA
 603 shall be awarded a certificate of completion in a form
 604 prescribed by the State Board of Education. However, a student
 605 who is otherwise entitled to a certificate of completion may
 606 elect to remain in high school either as a full-time student or
 607 a part-time student for up to 1 additional year and receive
 608 special instruction designed to remedy his or her identified
 609 deficiencies.

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610 (6) UNIFORM TRANSFER OF HIGH SCHOOL CREDITS.—~~Beginning with~~
 611 ~~the 2012-2013 school year, if a student transfers to a Florida~~
 612 ~~public high school from out of country, out of state, a private~~
 613 ~~school, a personalized education program, or a home education~~
 614 ~~program and the student's transcript shows a credit in Algebra~~
 615 ~~I, the student must pass the statewide, standardized Algebra I~~
 616 ~~EOC assessment in order to earn a standard high school diploma~~
 617 ~~unless the student earned a comparative score, passed a~~
 618 ~~statewide assessment in Algebra I administered by the~~
 619 ~~transferring entity, or passed the statewide mathematics~~
 620 ~~assessment the transferring entity uses to satisfy the~~
 621 ~~requirements of the Elementary and Secondary Education Act, as~~
 622 ~~amended by the Every Student Succeeds Act (ESSA), 20 U.S.C. ss.~~
 623 ~~6301 et seq. If a student's transcript shows a credit in high~~
 624 ~~school reading or English Language Arts II or III, in order to~~
 625 ~~earn a standard high school diploma, the student must take and~~
 626 ~~pass the statewide, standardized grade 10 ELA assessment, or~~
 627 ~~earn a concordant score. If a transfer student's transcript~~
 628 ~~shows a final course grade and course credit in Algebra I,~~
 629 ~~Geometry, Biology I, ~~or~~ United States History, or the equivalent~~
 630 ~~of a grade 10 ELA course, the transferring course final grade~~
 631 ~~and credit must shall be honored without the student taking the~~
 632 ~~requisite statewide, standardized EOC assessment and without the~~
 633 ~~assessment results constituting 30 percent of the student's~~
 634 ~~final course grade.~~

635 Section 16. Effective upon becoming a law, section
 636 1003.433, Florida Statutes, is amended to read:

637 1003.433 Learning opportunities for out-of-state and out-
 638 of-country transfer students and students needing additional

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639 instruction to meet high school graduation requirements.-

640 ~~(1) Students who enter a Florida public school at the 11th~~
 641 ~~or 12th grade from out of state or out of country may shall not~~
 642 ~~be required to spend additional time in a Florida public school~~
 643 ~~in order to meet the high school course requirements if the~~
 644 ~~student has met all requirements of the school district, state,~~
 645 ~~or country from which he or she is transferring. Such students~~
 646 ~~who are not proficient in English should receive immediate and~~
 647 ~~intensive instruction in English language acquisition. However,~~
 648 ~~to receive a standard high school diploma, a transfer student~~
 649 ~~must earn a 2.0 grade point average and meet the requirements~~
 650 ~~under s. 1008.22.~~

651 ~~(2) Students who earn the required 24 credits for the~~
 652 ~~standard high school diploma except for passage of any must-pass~~
 653 ~~assessment under s. 1003.4282 or s. 1008.22 or an alternate~~
 654 ~~assessment by the end of grade 12 must be provided the following~~
 655 ~~learning opportunities:~~

656 ~~(a) Participation in an accelerated high school equivalency~~
 657 ~~diploma preparation program during the summer.~~

658 ~~(b) Upon receipt of a certificate of completion, be allowed~~
 659 ~~to take the College Placement Test and be admitted to~~
 660 ~~developmental education or credit courses at a Florida College~~
 661 ~~System institution, as appropriate.~~

662 ~~(c) Participation in an adult general education program as~~
 663 ~~provided in s. 1004.93 for such time as the student requires to~~
 664 ~~master English, reading, mathematics, or any other subject~~
 665 ~~required for high school graduation. A student attending an~~
 666 ~~adult general education program shall have the opportunity to~~
 667 ~~take any must-pass assessment under s. 1003.4282 or s. 1008.22~~

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668 ~~an unlimited number of times in order to receive a standard high~~
 669 ~~school diploma.~~

670 ~~(3) Students who have been enrolled in an ESOL program for~~
 671 ~~less than 2 school years and have met all requirements for the~~
 672 ~~standard high school diploma except for passage of any must-pass~~
 673 ~~assessment under s. 1003.4282 or s. 1008.22 or alternate~~
 674 ~~assessment may:~~

675 ~~(a) Receive immersion English language instruction during~~
 676 ~~the summer following their senior year. Students receiving such~~
 677 ~~instruction are eligible to take the required assessment or~~
 678 ~~alternate assessment and receive a standard high school diploma~~
 679 ~~upon passage of the required assessment or alternate assessment.~~
 680 ~~This paragraph shall be implemented to the extent funding is~~
 681 ~~provided in the General Appropriations Act.~~

682 ~~(b) Beginning with the 2022-2023 school year, meet the~~
 683 ~~requirement to pass the statewide, standardized grade 10 English~~
 684 ~~Language Arts assessment by satisfactorily demonstrating grade-~~
 685 ~~level expectations on formative assessments, in accordance with~~
 686 ~~state board rule.~~

687 Section 17. Paragraph (j) is added to subsection (6) of
 688 section 1006.1494, Florida Statutes, to read:

689 1006.1494 Student online personal information protection.-

690 (6) This section does not do any of the following:

691 (j) Impose requirements for a K-12 school, school district,
 692 or district school board.

693

694 The State Board of Education may adopt rules to implement this
 695 section.

696 Section 18. Subsection (2) of section 1006.40, Florida

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697 Statutes, is amended to read:

698 1006.40 Purchase of instructional materials.—

699 (2) Each district school board must purchase current
700 instructional materials to provide each student in kindergarten
701 through grade 12 with a major tool of instruction in core
702 courses of the subject areas of mathematics, language arts,
703 science, social studies, reading, and literature. Such purchase
704 must be made within the first 5 ~~3~~ years after the effective date
705 of the adoption cycle unless a district school board or a
706 consortium of school districts has implemented an instructional
707 materials program pursuant to s. 1006.283.

708 Section 19. Subsections (2) and (3) of section 1008.212,
709 Florida Statutes, are amended to read:

710 1008.212 Students with disabilities; extraordinary
711 exemption.—

712 (2) A student with a disability for whom the individual
713 education plan (IEP) team determines is prevented by a
714 circumstance or condition from physically demonstrating the
715 mastery of skills that have been acquired and are measured by
716 the statewide standardized assessment, a statewide standardized
717 end-of-course assessment, or an alternate assessment pursuant to
718 s. 1008.22(3)(d) shall be granted an extraordinary exemption
719 from the administration of the assessment. A learning,
720 emotional, behavioral, or significant cognitive disability, or
721 the receipt of services through the homebound or hospitalized
722 program in accordance with rule 6A-6.03020, Florida
723 Administrative Code, is not, in and of itself, an adequate
724 criterion for the granting of an extraordinary exemption. The
725 first two administrations of the coordinated screening and

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726 progress monitoring system under s. 1008.25(9) or any alternate
727 assessments used in lieu of such administrations are not subject
728 to the requirements of this section.

729 (3) The IEP team, which must include the parent, may submit
730 to the district school superintendent a written request for an
731 extraordinary exemption at any time during the school year,
732 subject to deadlines established by the district school
733 superintendent but not later than 60 days before the current
734 year's assessment administration for which the request is made.
735 A request must include all of the following:

736 (a) A written description of the student's disabilities,
737 including a specific description of the student's impaired
738 sensory, manual, or speaking skills.

739 (b) Written documentation of the most recent evaluation
740 data.

741 (c) Written documentation, if available, of the most recent
742 administration of the statewide standardized assessment, an end-
743 of-course assessment, or an alternate assessment.

744 (d) A written description of the condition's effect on the
745 student's participation in the statewide standardized
746 assessment, an end-of-course assessment, or an alternate
747 assessment.

748 (e) Written evidence that the student has had the
749 opportunity to learn the skills being tested.

750 (f) Written evidence that the student has been provided
751 appropriate instructional accommodations.

752 (g) Written evidence as to whether the student has had the
753 opportunity to be assessed using the instructional
754 accommodations on the student's IEP which are allowable in the

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755 administration of the statewide standardized assessment, an end-
 756 of-course assessment, or an alternate assessment in prior
 757 assessments.

758 (h) Written evidence of the circumstance or condition as
 759 defined in subsection (1).

760 Section 20. Paragraphs (a), (b), and (d) of subsection (7)
 761 of section 1008.22, Florida Statutes, are amended to read:

762 1008.22 Student assessment program for public schools.—

763 (7) ASSESSMENT SCHEDULES AND REPORTING OF RESULTS.—

764 (a) The Commissioner of Education shall establish schedules
 765 for the administration of statewide, standardized assessments
 766 and the reporting of student assessment results. The
 767 commissioner shall consider the observance of religious and
 768 school holidays when developing the schedules. By January 1 of
 769 each year, the commissioner shall notify each school district in
 770 writing and publish on the department's website the assessment
 771 schedule for, at a minimum, the next 2 school years. The
 772 assessment and reporting schedules must provide the earliest
 773 possible reporting of student assessment results to the school
 774 districts. Assessment results for the statewide, standardized
 775 ELA and Mathematics assessments and all statewide, standardized
 776 EOC assessments must be made available no later than June 30,
 777 except for results for the grade 3 statewide, standardized ELA
 778 assessment, which must be made available no later than May 31.
 779 Beginning with the 2023-2024 school year, assessment results for
 780 the statewide, standardized ELA and Mathematics assessments must
 781 be available no later than May 31. School districts shall
 782 administer statewide, standardized assessments in accordance
 783 with the schedule established by the commissioner.

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784 ~~(b) By January of each year, the commissioner shall publish~~
 785 ~~on the department's website a uniform calendar that includes the~~
 786 ~~assessment and reporting schedules for, at a minimum, the next 2~~
 787 ~~school years. The uniform calendar must be provided to school~~
 788 ~~districts in an electronic format that allows each school~~
 789 ~~district and public school to populate the calendar with, at~~
 790 ~~minimum, the following information for reporting the district~~
 791 ~~assessment schedules under paragraph (d):~~

792 ~~1. Whether the assessment is a district-required assessment~~
 793 ~~or a state-required assessment.~~

794 ~~2. The specific date or dates that each assessment will be~~
 795 ~~administered, including administrations of the coordinated~~
 796 ~~screening and progress monitoring system under s. 1008.25(9)(b).~~

797 ~~3. The time allotted to administer each assessment.~~

798 ~~4. Whether the assessment is a computer-based assessment or~~
 799 ~~a paper-based assessment.~~

800 ~~5. The grade level or subject area associated with the~~
 801 ~~assessment.~~

802 ~~6. The date that the assessment results are expected to be~~
 803 ~~available to teachers and parents.~~

804 ~~7. The type of assessment, the purpose of the assessment,~~
 805 ~~and the use of the assessment results.~~

806 ~~8. A glossary of assessment terminology.~~

807 ~~9. Estimates of average time for administering state-~~
 808 ~~required and district-required assessments, by grade level.~~

809 (c)(d) Each school district shall, by November 1 of each
 810 year, establish schedules for the administration of any
 811 statewide, standardized assessments and district-required
 812 assessments and approve the schedules as an agenda item at a

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813 district school board meeting. Each school district shall
 814 publish ~~the~~ testing schedules on its website which specify
 815 whether an assessment is a state-required or district-required
 816 assessment and the grade bands or subject areas associated with
 817 the assessments using the uniform calendar, including all
 818 information required under paragraph (b), and submit the
 819 schedules to the Department of Education by October 1 of each
 820 year. Each public school shall publish schedules for statewide,
 821 standardized assessments and district-required assessments on
 822 its website using the uniform calendar, including all
 823 information required under paragraph (b). The school board-
 824 approved assessment uniform calendar must be included in the
 825 parent guide required by s. 1002.23(5).

826 Section 21. Paragraph (c) of subsection (5) and paragraphs
 827 (b), (c), and (d) of subsection (9) of section 1008.25, Florida
 828 Statutes, are amended to read:

829 1008.25 Public school student progression; student support;
 830 coordinated screening and progress monitoring; reporting
 831 requirements.—

832 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

833 (c) To be promoted to grade 4, a student must score a Level
 834 2 or higher in English Language Arts for grade 3 on any
 835 administration of the coordinated screening and progress
 836 monitoring system, which includes ~~on~~ the statewide, standardized
 837 English Language Arts assessment required under s. 1008.22 ~~for~~
 838 ~~grade 3~~. If a student's reading deficiency is not remedied by
 839 the end of grade 3, as demonstrated by scoring Level 2 or higher
 840 on the mid-year or final administration of the coordinated
 841 screening and progress monitoring system, which includes the

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842 statewide, standardized assessment required under s. 1008.22 for
 843 grade 3, the student must be retained.

844 (9) COORDINATED SCREENING AND PROGRESS MONITORING SYSTEM.—

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

849 1. For students in the school-year Voluntary
 850 Prekindergarten Education Program through grade 2, the
 851 coordinated screening and progress monitoring system must be
 852 administered at least three times within a school year, with the
 853 first administration occurring no later than the first 30
 854 instructional days after a student's enrollment or the start of
 855 the school year, the second administration occurring midyear,
 856 and the third administration occurring within the last 30 days
 857 of the school year pursuant to state board rule. The state board
 858 may adopt alternate timeframes to address nontraditional school
 859 year calendars to ensure the coordinated screening and progress
 860 monitoring program is administered a minimum of three times
 861 within a year.

862 2. For students in the summer prekindergarten program, the
 863 coordinated screening and progress monitoring system must be
 864 administered two times, with the first administration occurring
 865 no later than the first 10 instructional days after a student's
 866 enrollment or the start of the summer prekindergarten program,
 867 and the final administration occurring within the last 10 days
 868 of the summer prekindergarten program pursuant to state board
 869 rule.

870 3. For grades 3 through 10 English Language Arts and grades

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 871 3 through 8 Mathematics, the coordinated screening and progress
 872 monitoring system must be administered at the beginning, middle,
 873 and end of the school year pursuant to state board rule. The
 874 end-of-year administration of the coordinated screening and
 875 progress monitoring system must be a comprehensive progress
 876 monitoring assessment administered in accordance with the
 877 scheduling requirements under s. 1008.22(7)(b) ~~s. 1008.22(7)(e)~~.

(c) To facilitate timely interventions and supports
 879 pursuant to subsection (4), the system must provide results from
 880 the first two administrations of the progress monitoring to a
 881 student's teacher or prekindergarten instructor within 1 week
 882 and to the student's parent within 2 weeks after the
 883 administration of the progress monitoring. Delivery of results
 884 from the comprehensive, end-of-year progress monitoring ELA
 885 assessment for grades 3 through 10 and Mathematics assessment
 886 for grades 3 through 8 must be in accordance with s.
 887 1008.22(7)(g) ~~s. 1008.22(7)(h)~~.

1. A student's results from the coordinated screening and
 889 progress monitoring system must be recorded in a written, easy-
 890 to-comprehend individual student report. Each school district
 891 shall provide a parent secure access to his or her child's
 892 individual student reports through a web-based portal as part of
 893 its student information system. Each early learning coalition
 894 shall provide parents the individual student report in a format
 895 determined by state board rule.

2. In addition to the information under subparagraph (a)5.,
 897 the report must also include parent resources that explain the
 898 purpose of progress monitoring, assist the parent in
 899 interpreting progress monitoring results, and support informed

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 900 parent involvement. Parent resources may include personalized
 901 video formats.

3. The department shall annually update school districts
 903 and early learning coalitions on new system features and
 904 functionality and collaboratively identify with school districts
 905 and early learning coalitions strategies for meaningfully
 906 reporting to parents results from the coordinated screening and
 907 progress monitoring system. The department shall develop ways to
 908 increase the utilization, by instructional staff and parents, of
 909 student assessment data and resources.

4. An individual student report must be provided in a
 911 printed format upon a parent's request.

(d) Screening and progress monitoring system results,
 913 including the number of students who demonstrate characteristics
 914 of dyslexia and dyscalculia, shall be reported to the department
 915 pursuant to state board rule and maintained in the department's
 916 Education Data Warehouse. Results must be provided to a
 917 student's teacher and parent in a timely manner as required in
 918 s. 1008.22(7)(f) ~~s. 1008.22(7)(g)~~.

Section 22. Paragraph (c) of subsection (3) and subsection
 920 (5) of section 1008.33, Florida Statutes, are amended to read:
 921 1008.33 Authority to enforce public school improvement.—
 922 (3)

(c) The state board shall adopt by rule a differentiated
 924 matrix of intervention and support strategies for assisting
 925 traditional public schools identified under this section and
 926 rules for implementing s. 1002.33(9)(n), relating to charter
 927 schools. The intervention and support strategies must address
 928 student performance and may include improvement planning;

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929 leadership quality improvement; educator quality improvement;
 930 professional learning; curriculum review, pacing, and alignment
 931 across grade levels to improve background knowledge in social
 932 studies, science, and the arts; and the use of continuous
 933 improvement and monitoring plans and processes. In addition, the
 934 state board may prescribe reporting requirements to review and
 935 monitor the progress of the schools. The rule must define the
 936 intervention and support strategies for school improvement for
 937 schools earning a grade of "D" or "F" and the roles for the
 938 district and department. A school may not be required to use the
 939 measure of student learning growth in s. 1012.34(7) as the sole
 940 determinant to recruit instructional personnel. The rule must
 941 create a timeline for a school district's school improvement
 942 plan or district-managed turnaround plan to be approved and for
 943 the school improvement funds under Title I to be released to the
 944 school district. The timeline established in rule for the
 945 release of school improvement funding under Title I may not
 946 exceed 20 calendar days after the approval of the school
 947 improvement plan or district-managed turnaround plan.

948 (5) The state board shall adopt rules pursuant to ss.
 949 120.536(1) and 120.54 to administer this section. The rules
 950 shall include timelines for submission of implementation plans,
 951 approval criteria for implementation plans, timelines for
 952 releasing Title I funding, implementing intervention and support
 953 strategies, a standard charter school turnaround contract, a
 954 standard facility lease, and a mutual management agreement. The
 955 state board shall consult with education stakeholders in
 956 developing the rules.

957 Section 23. Paragraph (e) is added to subsection (2) of

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958 section 1010.20, Florida Statutes, to read:

959 1010.20 Cost accounting and reporting for school
 960 districts.-

961 (2) COST REPORTING.-

962 (e) Each charter school shall receive and respond to
 963 monitoring questions from the department.

964 Section 24. Subsections (2) and (4) of section 1011.035,
 965 Florida Statutes, are amended to read:

966 1011.035 School district fiscal transparency.-

967 (2) Each district school board shall post on its website:

968 (a) A plain language version of each proposed, tentative,
 969 and official budget which describes each budget item in terms
 970 that are easily understandable to the public and ~~includes~~

971 ~~(a) Graphical representations, for each public school~~
 972 ~~within the district and for the school district, of the~~
 973 ~~following:~~

974 1. ~~Summary financial efficiency data.~~

975 2. ~~Fiscal trend information for the previous 3 years on:~~
 976 a. ~~The ratio of full-time equivalent students to full-time~~
 977 ~~equivalent instructional personnel.~~

978 b. ~~The ratio of full-time equivalent students to full-time~~
 979 ~~equivalent administrative personnel.~~

980 c. ~~The total operating expenditures per full-time~~
 981 ~~equivalent student.~~

982 d. ~~The total instructional expenditures per full-time~~
 983 ~~equivalent student.~~

984 e. ~~The general administrative expenditures as a percentage~~
 985 ~~of total budget.~~

986 f. ~~The rate of change in the general fund's ending fund~~

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987 ~~balance not classified as restricted.~~

988 (b) A link to the web-based fiscal transparency tool
989 developed by the department pursuant to s. 1010.20 to enable
990 taxpayers to evaluate the financial efficiency of the school
991 district and compare the financial efficiency of the school
992 district with other similarly situated school districts.

993
994 This information must be prominently posted on the school
995 district's website in a manner that is readily accessible to the
996 public.

997 (4) The website should contain links to:

998 ~~(a) Help explain or provide background information on
999 various budget items that are required by state or federal law.~~

1000 ~~(b) Allow users to navigate to related sites to view
1001 supporting details.~~

1002 ~~(e)~~ enable taxpayers, parents, and education advocates to
1003 send e-mails asking questions about the budget and enable others
1004 to view the questions and responses.

1005 Section 25. Subsection (1) of section 1011.14, Florida
1006 Statutes, is amended to read:

1007 1011.14 Obligations for a period of 1 year.—District school
1008 boards are authorized only under the following conditions to
1009 create obligations by way of anticipation of budgeted revenues
1010 accruing on a current basis without pledging the credit of the
1011 district or requiring future levy of taxes for certain purposes
1012 for a period of 1 year; however, such obligations may be
1013 extended from year to year with the consent of the lender for a
1014 period not to exceed 4 years, or for a total of 5 years
1015 including the initial year of the loan:

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1016 (1) PURPOSES.—The purposes for which such obligations may
1017 be incurred within the intent of this section shall include only
1018 the purchase of school buses, land, and equipment for
1019 educational purposes; the erection of, alteration to, or
1020 addition to educational plants, ancillary plants, and auxiliary
1021 facilities; and the adjustment of insurance on educational
1022 property on a 5-year plan, as provided by rules of the State
1023 Board of Education.

1024 Section 26. Subsection (2) of section 1011.60, Florida
1025 Statutes, is amended to read:

1026 1011.60 Minimum requirements of the Florida Education
1027 Finance Program.—Each district which participates in the state
1028 appropriations for the Florida Education Finance Program shall
1029 provide evidence of its effort to maintain an adequate school
1030 program throughout the district and shall meet at least the
1031 following requirements:

1032 (2) MINIMUM TERM.—Operate all schools for a term of 180
1033 actual teaching days or the equivalent on an hourly basis as
1034 specified by rules of the State Board of Education each school
1035 year. The State Board of Education may prescribe procedures for
1036 altering, and, upon written application, may alter, this
1037 requirement during a national, state, or local emergency as it
1038 may apply to an individual school or schools in any district or
1039 districts if the district school board certifies to the
1040 Commissioner of Education that if, in the opinion of the board,
1041 it is not necessary ~~feasible~~ to make up lost days or hours, and
1042 the apportionment may, at the discretion of the Commissioner of
1043 Education and if the board determines that the reduction of
1044 school days or hours is caused by the existence of a bona fide

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1045 emergency, be reduced for such district or districts in
1046 proportion to the decrease in the length of term in any such
1047 school or schools. A strike, as defined in s. 447.203(6), by
1048 employees of the school district may not be considered an
1049 emergency.

1050 Section 27. Paragraph (o) of subsection (1) of section
1051 1011.62, Florida Statutes, is amended to read:

1052 1011.62 Funds for operation of schools.—If the annual
1053 allocation from the Florida Education Finance Program to each
1054 district for operation of schools is not determined in the
1055 annual appropriations act or the substantive bill implementing
1056 the annual appropriations act, it shall be determined as
1057 follows:

1058 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR
1059 OPERATION.—The following procedure shall be followed in
1060 determining the annual allocation to each district for
1061 operation:

1062 (o) *Calculation of additional full-time equivalent*
1063 *membership based on successful completion of a career-themed*
1064 *course pursuant to ss. 1003.491-1003.493, or courses with*
1065 *embedded CAPE industry certifications or CAPE Digital Tool*
1066 *certificates, and issuance of industry certification identified*
1067 *on the CAPE Industry Certification Funding List pursuant to*
1068 *rules adopted by the State Board of Education or CAPE Digital*
1069 *Tool certificates pursuant to s. 1003.4203.—*

1070 1.a. A value of 0.025 full-time equivalent student
1071 membership shall be calculated for CAPE Digital Tool
1072 certificates earned by students in elementary and middle school
1073 grades.

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1074 b. A value of 0.1 or 0.2 full-time equivalent student
1075 membership shall be calculated for each student who completes a
1076 course as defined in s. 1003.493(1)(b) or courses with embedded
1077 CAPE industry certifications and who is issued an industry
1078 certification identified annually on the CAPE Industry
1079 Certification Funding List approved under rules adopted by the
1080 State Board of Education. A value of 0.2 full-time equivalent
1081 membership shall be calculated for each student who is issued a
1082 CAPE industry certification that has a statewide articulation
1083 agreement for college credit approved by the State Board of
1084 Education. For CAPE industry certifications that do not
1085 articulate for college credit, the Department of Education shall
1086 assign a full-time equivalent value of 0.1 for each
1087 certification. Middle grades students who earn additional FTE
1088 membership for a CAPE Digital Tool certificate pursuant to sub-
1089 subparagraph a. may not rely solely on the previously funded
1090 examination to satisfy the requirements for earning an industry
1091 certification under this sub-subparagraph. The State Board of
1092 Education shall include the assigned values on the CAPE Industry
1093 Certification Funding List under rules adopted by the state
1094 board. Such value shall be added to the total full-time
1095 equivalent student membership for grades 6 through 12 in the
1096 subsequent year. CAPE industry certifications earned through
1097 dual enrollment must be reported and funded pursuant to s.
1098 1011.80. However, if a student earns a certification through a
1099 dual enrollment course and the certification is not a fundable
1100 certification on the postsecondary certification funding list,
1101 or the dual enrollment certification is earned as a result of an
1102 agreement between a school district and a nonpublic

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1103 postsecondary institution, the bonus value shall be funded in
 1104 the same manner as other nondual enrollment course industry
 1105 certifications. In such cases, the school district may provide
 1106 for an agreement between the high school and the technical
 1107 center, or the school district and the postsecondary institution
 1108 may enter into an agreement for equitable distribution of the
 1109 bonus funds.

1110 c. A value of 0.3 full-time equivalent student membership
 1111 shall be calculated for student completion of at least three
 1112 courses and an industry certification in a single career and
 1113 technical education program or program of study.

1114 d. A value of 0.5 full-time equivalent student membership
 1115 shall be calculated for CAPE Acceleration Industry
 1116 Certifications that articulate for 15 to 29 college credit
 1117 hours, and 1.0 full-time equivalent student membership shall be
 1118 calculated for CAPE Acceleration Industry Certifications that
 1119 articulate for 30 or more college credit hours pursuant to CAPE
 1120 Acceleration Industry Certifications approved by the
 1121 commissioner pursuant to ss. 1003.4203(4) and 1008.44.

1122 2. Each district must allocate at least 80 percent of the
 1123 funds provided for CAPE industry certification, in accordance
 1124 with this paragraph, to the program that generated the funds,
 1125 and any remaining funds provided for CAPE industry certification
 1126 for school district career and technical education programs.
 1127 This allocation may not be used to supplant funds provided for
 1128 basic operation of the program.

1129 3. For CAPE industry certifications earned in the 2013-2014
 1130 school year and in subsequent years, the school district shall
 1131 distribute to each classroom teacher who provided direct

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1132 instruction toward the attainment of a CAPE industry
 1133 certification that qualified for additional full-time equivalent
 1134 membership under subparagraph 1.:

1135 a. A bonus of \$25 for each student taught by a teacher who
 1136 provided instruction in a course that led to the attainment of a
 1137 CAPE industry certification on the CAPE Industry Certification
 1138 Funding List with a weight of 0.1.

1139 b. A bonus of \$50 for each student taught by a teacher who
 1140 provided instruction in a course that led to the attainment of a
 1141 CAPE industry certification on the CAPE Industry Certification
 1142 Funding List with a weight of 0.2.

1143 c. A bonus of \$75 for each student taught by a teacher who
 1144 provided instruction in a course that led to the attainment of a
 1145 CAPE industry certification on the CAPE Industry Certification
 1146 Funding List with a weight of 0.3.

1147 d. A bonus of \$100 for each student taught by a teacher who
 1148 provided instruction in a course that led to the attainment of a
 1149 CAPE industry certification on the CAPE Industry Certification
 1150 Funding List with a weight of 0.5 or 1.0.

1151 ~~Bonuses awarded pursuant to this paragraph shall be provided to~~
 1152 ~~teachers who are employed by the district in the year in which~~
 1153 ~~the additional FTE membership calculation is included in the~~
 1154 ~~calculation.~~ Bonuses shall be calculated based upon the
 1155 associated weight of a CAPE industry certification on the CAPE
 1156 Industry Certification Funding List for the year in which the
 1157 certification is earned by the student. Any bonus awarded to a
 1158 teacher pursuant to this paragraph is in addition to any regular
 1159 wage or other bonus the teacher received or is scheduled to
 1160

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1161 receive. A bonus may not be awarded to a teacher who fails to
 1162 maintain the security of any CAPE industry certification
 1163 examination or who otherwise violates the security or
 1164 administration protocol of any assessment instrument that may
 1165 result in a bonus being awarded to the teacher under this
 1166 paragraph.

1167 Section 28. Paragraph (b) of subsection (3) of section
 1168 1011.6202, Florida Statutes, is amended to read:

1169 1011.6202 Principal Autonomy Program Initiative.—The
 1170 Principal Autonomy Program Initiative is created within the
 1171 Department of Education. The purpose of the program is to
 1172 provide a highly effective principal of a participating school
 1173 with increased autonomy and authority to operate his or her
 1174 school, as well as other schools, in a way that produces
 1175 significant improvements in student achievement and school
 1176 management while complying with constitutional requirements. The
 1177 State Board of Education may, upon approval of a principal
 1178 autonomy proposal, enter into a performance contract with the
 1179 district school board for participation in the program.

1180 (3) EXEMPTION FROM LAWS.—

1181 (b) A participating school or a school operated by a
 1182 principal pursuant to subsection (5) shall comply with the
 1183 provisions of chapters 1000-1013, and rules of the state board
 1184 that implement those provisions, pertaining to the following:

1185 1. Those laws relating to the election and compensation of
 1186 district school board members, the election or appointment and
 1187 compensation of district school superintendents, public meetings
 1188 and public records requirements, financial disclosure, and
 1189 conflicts of interest.

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1190 2. Those laws relating to the student assessment program
 1191 and school grading system, including chapter 1008.

1192 3. Those laws relating to the provision of services to
 1193 students with disabilities.

1194 4. Those laws relating to civil rights, including s.
 1195 1000.05, relating to discrimination.

1196 5. Those laws relating to student health, safety, and
 1197 welfare.

1198 6. Section 1001.42(4)(f), relating to the uniform opening
 1199 date for public schools.

1200 7. Section 1003.03, governing maximum class size, except
 1201 that the calculation for compliance pursuant to s. 1003.03 is
 1202 the average at the school level for a participating school.

1203 8. Sections 1012.22(1)(c) and 1012.27(2), relating to
 1204 compensation and salary schedules.

1205 9. Section 1012.33(5), relating to workforce reductions for
 1206 annual contracts for instructional personnel. This subparagraph
 1207 does not apply to at-will employees.

1208 10. Section 1012.335, relating to annual or instructional
 1209 multiyear contracts for instructional personnel hired on or
 1210 after July 1, 2011. This subparagraph does not apply to at-will
 1211 employees.

1212 11. Section 1012.34, relating to personnel evaluation
 1213 procedures and criteria.

1214 12. Those laws pertaining to educational facilities,
 1215 including chapter 1013, except that s. 1013.20, relating to
 1216 covered walkways for relocatables, is eligible for exemption.

1217 13. Those laws pertaining to participating school
 1218 districts, including this section and ss. 1011.69(2) and

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1219 1012.28(8).

1220 Section 29. Subsection (4) of section 1011.69, Florida

1221 Statutes, is amended, and subsection (5) is added to that

1222 section, to read:

1223 1011.69 Equity in School-Level Funding Act.—

1224 (4) After providing Title I, Part A, Basic funds to schools

1225 above the 75 percent poverty threshold, which may include high

1226 schools above the 50 percent threshold as permitted by federal

1227 law, school districts shall provide any remaining Title I, Part

1228 A, Basic funds directly to all eligible schools as provided in

1229 this subsection. For purposes of this subsection, an eligible

1230 school is a school that is eligible to receive Title I funds,

1231 including a charter school. ~~The threshold for identifying~~

1232 ~~eligible schools may not exceed the threshold established by a~~

1233 ~~school district for the 2016-2017 school year or the statewide~~

1234 ~~percentage of economically disadvantaged students, as determined~~

1235 ~~annually.~~

1236 (a) Prior to the allocation of Title I funds to eligible

1237 schools, a school district may withhold funds only as follows:

1238 1. One percent for parent involvement, in addition to the

1239 one percent the district must reserve under federal law for

1240 allocations to eligible schools for parent involvement;

1241 2. A necessary and reasonable amount for administration

1242 which includes the district's indirect cost rate, not to exceed

1243 a total of 10 percent;

1244 3. A reasonable and necessary amount to provide:

1245 a. Homeless programs;

1246 b. Delinquent and neglected programs;

1247 c. Prekindergarten programs and activities;

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1248 d. Private school equitable services; and

1249 e. Transportation for foster care children to their school

1250 of origin or choice programs;

1251 4. Up to 5 percent to provide financial incentives and

1252 rewards to teachers who serve students in eligible schools,

1253 including charter schools, identified for comprehensive support

1254 and improvement activities or targeted support and improvement

1255 activities, for the purpose of attracting and retaining

1256 qualified and effective teachers, including teachers of any

1257 subject or grade level for whom a measurement under s.

1258 1012.34(7) or a state-approved Alternative Student Growth Model

1259 is unavailable; and

1260 ~~5.4.~~ A necessary and reasonable amount, ~~not to exceed 1~~

1261 ~~percent,~~ for eligible schools, including charter schools, to

1262 provide educational services in accordance with the approved

1263 Title I plan.

1264 (b) All remaining Title I funds shall be distributed to all

1265 eligible schools in accordance with federal law and regulation.

1266 An eligible school may use funds under this subsection to

1267 participate in discretionary educational services provided by

1268 the school district. Any funds provided by an eligible school to

1269 participate in discretionary educational services provided by

1270 the school district are not subject to the requirements of this

1271 subsection.

1272 (c) Any funds carried forward by the school district are

1273 not subject to the requirements of this subsection.

1274 (5) The Department of Education shall make funds from Title

1275 I, Title II, and Title III programs available to local education

1276 agencies for the full period of availability provided in federal

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1277 law.

1278 Section 30. Paragraphs (c), (e), and (h) of subsection (2)
1279 of section 1011.71, Florida Statutes, are amended to read:

1280 1011.71 District school tax.—

1281 (2) In addition to the maximum millage levy as provided in
1282 subsection (1), each school board may levy not more than 1.5
1283 mills against the taxable value for school purposes for charter
1284 schools pursuant to s. 1013.62(1) and (3) and for district
1285 schools to fund:

1286 (c) The purchase, lease-purchase, or lease of school buses
1287 or other motor vehicles regularly used for the transportation of
1288 prekindergarten disability program and K-12 public school
1289 students to and from school or to and from school activities,
1290 and owned, operated, rented, contracted, or leased by any
1291 district school board.

1292 (e) Payments for educational plants, ancillary plants, and
1293 auxiliary facilities and sites due under a lease-purchase
1294 agreement entered into by a district school board pursuant to s.
1295 1003.02(1)(f) or s. 1013.15(2), not exceeding, in the aggregate,
1296 an amount equal to three-fourths of the proceeds from the
1297 millage levied by a district school board pursuant to this
1298 subsection. The three-fourths limit is waived for lease-purchase
1299 agreements entered into before June 30, 2009, by a district
1300 school board pursuant to this paragraph. If payments under
1301 lease-purchase agreements in the aggregate, including lease-
1302 purchase agreements entered into before June 30, 2009, exceed
1303 three-fourths of the proceeds from the millage levied pursuant
1304 to this subsection, the district school board may not withhold
1305 the administrative fees authorized by s. 1002.33(20) from any

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1306 charter school operating in the school district.

1307 (h) Payment of costs of leasing relocatable educational
1308 plants, ancillary plants, and auxiliary facilities, of renting
1309 or leasing educational plants, ancillary plants, and auxiliary
1310 facilities and sites pursuant to s. 1013.15(2), or of renting or
1311 leasing buildings or space within existing buildings pursuant to
1312 s. 1013.15(4).

1313 Section 31. Paragraph (c) of subsection (1) and paragraph
1314 (a) of subsection (3) of section 1012.22, Florida Statutes, are
1315 amended to read:

1316 1012.22 Public school personnel; powers and duties of the
1317 district school board.—The district school board shall:

1318 (1) Designate positions to be filled, prescribe
1319 qualifications for those positions, and provide for the
1320 appointment, compensation, promotion, suspension, and dismissal
1321 of employees as follows, subject to the requirements of this
1322 chapter:

1323 (c) *Compensation and salary schedules.*—

1324 1. Definitions.—As used in this paragraph:

1325 a. "Adjustment" means an addition to the base salary
1326 schedule that is not a bonus and becomes part of the employee's
1327 permanent base salary and shall be considered compensation under
1328 s. 121.021(22).

1329 b. "Grandfathered salary schedule" means the salary
1330 schedule or schedules adopted by a district school board before
1331 July 1, 2014, pursuant to subparagraph 4.

1332 c. "Instructional personnel" means instructional personnel
1333 as defined in s. 1012.01(2)(a)-(d), excluding substitute
1334 teachers.

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1335 d. "Performance salary schedule" means the salary schedule
1336 or schedules adopted by a district school board pursuant to
1337 subparagraph 5.

1338 e. "Salary schedule" means the schedule or schedules used
1339 to provide the base salary for district school board personnel.

1340 f. "School administrator" means a school administrator as
1341 defined in s. 1012.01(3)(c).

1342 g. "Supplement" means an annual addition to the base salary
1343 for the term of the negotiated supplement as long as the
1344 employee continues his or her employment for the purpose of the
1345 supplement. A supplement does not become part of the employee's
1346 continuing base salary but shall be considered compensation
1347 under s. 121.021(22).

1348 2. Cost-of-living adjustment.—A district school board may
1349 provide a cost-of-living salary adjustment if the adjustment:

1350 a. Does not discriminate among comparable classes of
1351 employees based upon the salary schedule under which they are
1352 compensated.

1353 b. Does not exceed 50 percent of the annual adjustment
1354 provided to instructional personnel rated as effective.

1355 3. Advanced degrees.—A district school board may use
1356 advanced degrees in setting a salary schedule for instructional
1357 personnel or school administrators if the advanced degree is
1358 held in the individual's area of certification. For purposes of
1359 the salary schedule, an advanced degree may include a doctorate
1360 or master's degree in the area of certification, or a doctorate
1361 or master's degree with a minimum of 18 graduate semester hours
1362 in the area of certification.

1363 4. Grandfathered salary schedule.—

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1364 a. The district school board shall adopt a salary schedule
1365 or salary schedules to be used as the basis for paying all
1366 school employees hired before July 1, 2014. Instructional
1367 personnel on annual contract as of July 1, 2014, shall be placed
1368 on the performance salary schedule adopted under subparagraph 4.
1369 ~~5.~~ Instructional personnel on continuing contract or
1370 professional service contract may opt into the performance
1371 salary schedule if the employee relinquishes such contract and
1372 agrees to be employed on an annual contract under s. 1012.335.
1373 Such an employee shall be placed on the performance salary
1374 schedule and may not return to continuing contract or
1375 professional service contract status. Any employee who opts into
1376 the performance salary schedule may not return to the
1377 grandfathered salary schedule.

1378 b. In determining the grandfathered salary schedule for
1379 instructional personnel, a district school board must base a
1380 portion of each employee's compensation upon performance
1381 demonstrated under s. 1012.34 and shall provide differentiated
1382 pay for both instructional personnel and school administrators
1383 based upon district-determined factors, including, but not
1384 limited to, additional responsibilities, school demographics,
1385 critical shortage areas, and level of job performance
1386 difficulties.

1387 5. Performance salary schedule.—By July 1, 2014, the
1388 district school board shall adopt a performance salary schedule
1389 that provides annual salary adjustments for instructional
1390 personnel and school administrators based upon performance
1391 determined under s. 1012.34. Employees hired on or after July 1,
1392 2014, or employees who choose to move from the grandfathered

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1393 salary schedule to the performance salary schedule shall be
 1394 compensated pursuant to the performance salary schedule once
 1395 they have received the appropriate performance evaluation for
 1396 this purpose.

1397 a. Base salary.—The base salary shall be established as
 1398 follows:

1399 (I) The base salary for instructional personnel or school
 1400 administrators who opt into the performance salary schedule
 1401 shall be the salary paid in the prior year, including
 1402 adjustments only.

1403 (II) Instructional personnel or school administrators new
 1404 to the district, returning to the district after a break in
 1405 service without an authorized leave of absence, or appointed for
 1406 the first time to a position in the district in the capacity of
 1407 instructional personnel or school administrator shall be placed
 1408 on the performance salary schedule.

1409 b. Salary adjustments.—Salary adjustments for highly
 1410 effective or effective performance shall be established as
 1411 follows:

1412 (I) The annual salary adjustment under the performance
 1413 salary schedule for an employee rated as highly effective must
 1414 be at least 25 percent greater than the highest annual salary
 1415 adjustment available to an employee of the same classification
 1416 through any other salary schedule adopted by the district.

1417 (II) The annual salary adjustment under the performance
 1418 salary schedule for an employee rated as effective must be equal
 1419 to at least 50 percent and no more than 75 percent of the annual
 1420 adjustment provided for a highly effective employee of the same
 1421 classification.

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1422 (III) A salary schedule may ~~shall~~ not provide an annual
 1423 salary adjustment for an employee who receives a rating other
 1424 than highly effective or effective for the year.

1425 c. Salary supplements.—In addition to the salary
 1426 adjustments, each district school board shall provide for salary
 1427 supplements for activities that must include, but are not
 1428 limited to:

1429 (I) Assignment to a Title I eligible school.

1430 (II) Assignment to a school that earned a grade of "F" or
 1431 three consecutive grades of "D" pursuant to s. 1008.34 such that
 1432 the supplement remains in force for at least 1 year following
 1433 improved performance in that school.

1434 (III) Certification and teaching in critical teacher
 1435 shortage areas. Statewide critical teacher shortage areas shall
 1436 be identified by the State Board of Education under s. 1012.07.
 1437 However, the district school board may identify other areas of
 1438 critical shortage within the school district for purposes of
 1439 this sub-sub-subparagraph and may remove areas identified by the
 1440 state board which do not apply within the school district.

1441 (IV) Assignment of additional academic responsibilities.

1442
 1443 If budget constraints in any given year limit a district school
 1444 board's ability to fully fund all adopted salary schedules, the
 1445 performance salary schedule may ~~shall~~ not be reduced on the
 1446 basis of total cost or the value of individual awards in a
 1447 manner that is proportionally greater than reductions to any
 1448 other salary schedules adopted by the district. Any compensation
 1449 for longevity of service awarded to instructional personnel who
 1450 are on any other salary schedule must be included in calculating

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1451 the salary adjustments required by sub-subparagraph b.
 1452 (3) (a) *Collective bargaining.*—Notwithstanding provisions of
 1453 chapter 447 related to district school board collective
 1454 bargaining, collective bargaining may not preclude a district
 1455 school board from carrying out its constitutional and statutory
 1456 duties related to the following:

- 1457 1. Providing incentives to effective and highly effective
 1458 teachers.
- 1459 2. Implementing intervention and support strategies under
 1460 s. 1008.33 to address the causes of low student performance and
 1461 improve student academic performance and attendance.
- 1462 3. Implementing student discipline provisions required by
 1463 law, including a review of a student's abilities, past
 1464 performance, behavior, and needs.
- 1465 4. Implementing school safety plans and requirements.
- 1466 5. Implementing staff and student recognition programs.
- 1467 6. Distributing correspondence to parents, teachers, and
 1468 community members related to the daily operation of schools and
 1469 the district.
- 1470 7. Providing any required notice or copies of information
 1471 related to the district school board or district operations
 1472 which is readily available on the school district's website.
- 1473 8. The school district's calendar.
- 1474 9. Providing salary supplements pursuant to sub-sub-
 1475 subparagraph (1) (c) 5.c. (III).

1476 Section 32. Present paragraphs (b) and (c) of subsection
 1477 (1) of section 1012.335, Florida Statutes, are redesignated as
 1478 paragraphs (c) and (d), respectively, a new paragraph (b) is
 1479 added to that subsection, paragraphs (d) and (e) are added to

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1480 subsection (2) of that section, and subsections (3) and (4) of
 1481 that section are amended, to read:
 1482 1012.335 Contracts with instructional personnel hired on or
 1483 after July 1, 2011.—
 1484 (1) DEFINITIONS.—As used in this section, the term:
 1485 (b) "Instructional multiyear contract," beginning July 1,
 1486 2026, means an employment contract for a period not to exceed 3
 1487 years which the district school board may choose to award upon
 1488 completion of a probationary contract and at least one annual
 1489 contract.

1490 (2) EMPLOYMENT.—
 1491 (d) An instructional multiyear contract may be awarded,
 1492 beginning July 1, 2026, only if the employee:

- 1493 1. Holds an active professional certificate or temporary
 1494 certificate issued pursuant to s. 1012.56 and rules of the State
 1495 Board of Education;
- 1496 2. Has been recommended by the district school
 1497 superintendent for the instructional multiyear contract based
 1498 upon the individual's evaluation under s. 1012.34 and approved
 1499 by the district school board; and
- 1500 3. Has not received an annual performance evaluation rating
 1501 of unsatisfactory or needs improvement under s. 1012.34.

1502 (e) An employee awarded an instructional multiyear contract
 1503 who receives an annual performance evaluation rating of
 1504 unsatisfactory or needs improvement under s. 1012.34 must be
 1505 returned to an annual contract in the following school year.
 1506 Such evaluation rating must be included with the evaluation
 1507 ratings under subsequent annual contracts for determinations of
 1508 just cause under s. 1012.33.

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1509 (3) VIOLATION OF ANNUAL OR INSTRUCTIONAL MULTIYEAR
 1510 CONTRACT.—Instructional personnel who accept a written offer
 1511 from the district school board and who leave their positions
 1512 without prior release from the district school board are subject
 1513 to the jurisdiction of the Education Practices Commission.

1514 (4) SUSPENSION OR DISMISSAL OF INSTRUCTIONAL PERSONNEL ON
 1515 ANNUAL OR INSTRUCTIONAL MULTIYEAR CONTRACT.—Any instructional
 1516 personnel with an annual or instructional multiyear contract may
 1517 be suspended or dismissed at any time during the term of the
 1518 contract for just cause as provided in subsection (5). The
 1519 district school board shall notify the employee in writing
 1520 whenever charges are made and may suspend such person without
 1521 pay. However, if the charges are not sustained, the employee
 1522 must shall be immediately reinstated and his or her back pay
 1523 must shall be paid. If the employee wishes to contest the
 1524 charges, he or she must, within 15 days after receipt of the
 1525 written notice, submit a written request for a hearing to the
 1526 district school board. A direct hearing must shall be conducted
 1527 by the district school board or a subcommittee thereof within 60
 1528 days after receipt of the written appeal. The hearing must shall
 1529 be conducted in accordance with ss. 120.569 and 120.57. A
 1530 majority vote of the membership of the district school board
 1531 shall be required to sustain the district school
 1532 superintendent's recommendation. The district school board's
 1533 determination is final as to the sufficiency or insufficiency of
 1534 the grounds for suspension without pay or dismissal. Any such
 1535 decision adverse to the employee may be appealed by the employee
 1536 pursuant to s. 120.68.

1537 Section 33. Paragraphs (a) and (b) of subsection (1) and

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1538 paragraph (a) of subsection (3) of section 1012.34, Florida
 1539 Statutes, are amended, and paragraph (c) is added to subsection
 1540 (7) of that section, to read:

1541 1012.34 Personnel evaluation procedures and criteria.—

1542 (1) EVALUATION SYSTEM APPROVAL AND REPORTING.—

1543 (a) For the purpose of increasing student academic
 1544 performance by improving the quality of instructional,
 1545 administrative, and supervisory services in the public schools
 1546 of this the state, the district school superintendent shall
 1547 establish procedures for evaluating the performance of duties
 1548 and responsibilities of all instructional, administrative, and
 1549 supervisory personnel employed by the school district. The
 1550 procedures and requirements in subsection (3) must be
 1551 established by the district school superintendent and approved
 1552 by the district school board, must set the standards of service
 1553 to be offered to the public within the meaning of s. 447.209,
 1554 and are not subject to collective bargaining. The district
 1555 school superintendent shall provide instructional personnel the
 1556 opportunity to review their class rosters for accuracy and to
 1557 correct any mistakes. The district school superintendent shall
 1558 report accurate class rosters for the purpose of calculating
 1559 district and statewide student performance and annually report
 1560 the evaluation results of instructional personnel and school
 1561 administrators to the Department of Education in addition to the
 1562 information required under subsection (5).

1563 (b) The district school superintendent shall submit the
 1564 district instructional personnel and school administrator
 1565 evaluation systems to the department whenever the evaluation
 1566 systems in subsection (2) are amended department must approve

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1567 ~~each school district's instructional personnel and school~~
 1568 ~~administrator evaluation systems. The department shall monitor~~
 1569 ~~each district's implementation of its instructional personnel~~
 1570 ~~and school administrator evaluation systems for compliance with~~
 1571 ~~the requirements of this section.~~

1572 (3) EVALUATION PROCEDURES AND CRITERIA.—Instructional
 1573 personnel and school administrator performance evaluations must
 1574 be based upon the performance of students assigned to their
 1575 classrooms or schools, as provided in this section. Pursuant to
 1576 this section, a school district's performance evaluation system
 1577 is not limited to basing unsatisfactory performance of
 1578 instructional personnel and school administrators solely upon
 1579 student performance, but may include other criteria to evaluate
 1580 instructional personnel and school administrators' performance,
 1581 or any combination of student performance and other criteria.
 1582 Evaluation procedures and criteria must comply with, but are not
 1583 limited to, the following:

1584 (a) A performance evaluation must be conducted for each
 1585 employee at least once a year, except that a classroom teacher,
 1586 as defined in s. 1012.01(2)(a), excluding substitute teachers,
 1587 who is newly hired by the district school board must be observed
 1588 and evaluated at least twice in the first year of teaching in
 1589 the school district. The performance evaluation must be based
 1590 upon sound educational principles and contemporary research in
 1591 effective educational practices. The evaluation criteria must
 1592 include:

1593 1. Performance of students.—At least one-half ~~one-third~~ of
 1594 a performance evaluation must be based upon data and indicators
 1595 of student performance, as determined by each school district.

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1596 ~~This portion of the evaluation must include growth or~~
 1597 ~~achievement data of the teacher's students or, for a school~~
 1598 ~~administrator, the students attending the school over the course~~
 1599 ~~of at least 3 years. If less than 3 years of data are available,~~
 1600 ~~the years for which data are available must be used. The~~
 1601 ~~proportion of growth or achievement data may be determined by~~
 1602 ~~instructional assignment.~~

1603 2. ~~Instructional practice.~~ ~~For instructional personnel, at~~
 1604 ~~least one-third of the performance evaluation must be based upon~~
 1605 ~~instructional practice. Evaluation criteria used when annually~~
 1606 ~~observing classroom teachers, as defined in s. 1012.01(2)(a),~~
 1607 ~~excluding substitute teachers, must include indicators based~~
 1608 ~~upon each of the Florida Educator Accomplished Practices adopted~~
 1609 ~~by the State Board of Education. For instructional personnel who~~
 1610 ~~are not classroom teachers, evaluation criteria must be based~~
 1611 ~~upon indicators of the Florida Educator Accomplished Practices~~
 1612 ~~and may include specific job expectations related to student~~
 1613 ~~support. This section does not preclude a school administrator~~
 1614 ~~from visiting and observing classroom teachers throughout the~~
 1615 ~~school year for purposes of providing mentorship, training,~~
 1616 ~~instructional feedback, or professional learning.~~

1617 3. ~~Instructional leadership.~~ ~~For school administrators, at~~
 1618 ~~least one-third of the performance evaluation must be based on~~
 1619 ~~instructional leadership. Evaluation criteria for instructional~~
 1620 ~~leadership must include indicators based upon each of the~~
 1621 ~~leadership standards adopted by the State Board of Education~~
 1622 ~~under s. 1012.986, including performance measures related to the~~
 1623 ~~effectiveness of classroom teachers in the school, the~~
 1624 ~~administrator's appropriate use of evaluation criteria and~~

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1625 ~~procedures, recruitment and retention of effective and highly~~
 1626 ~~effective classroom teachers, improvement in the percentage of~~
 1627 ~~instructional personnel evaluated at the highly effective or~~
 1628 ~~effective level, and other leadership practices that result in~~
 1629 ~~student learning growth. The system may include a means to give~~
 1630 ~~parents and instructional personnel an opportunity to provide~~
 1631 ~~input into the administrator's performance evaluation.~~

1632 4. Other indicators of performance.—For instructional
 1633 personnel and school administrators, the remainder of a
 1634 performance evaluation may include, but is not limited to,
 1635 professional and job responsibilities as recommended by the
 1636 State Board of Education or identified by the district school
 1637 board and, for instructional personnel, peer reviews,
 1638 objectively reliable survey information from students and
 1639 parents based on teaching practices that are consistently
 1640 associated with higher student achievement, and other valid and
 1641 reliable measures of instructional practice.

1642 (7) MEASUREMENT OF STUDENT PERFORMANCE.—

1643 (c) The measurement of student learning growth under
 1644 paragraph (a) may not be the sole determinant for any incentive
 1645 pay for instructional personnel or school administrators.

1646 Section 34. Paragraph (c) of subsection (1) of section
 1647 1012.39, Florida Statutes, is amended to read:

1648 1012.39 Employment of substitute teachers, teachers of
 1649 adult education, nondegreed teachers of career education, and
 1650 career specialists; students performing clinical field
 1651 experience.—

1652 (1) Notwithstanding ss. 1012.32, 1012.55, 1012.56, and
 1653 1012.57, or any other provision of law or rule to the contrary,

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1654 each district school board shall establish the minimal
 1655 qualifications for:

1656 (c) Part-time and full-time nondegreed teachers of career
 1657 programs. Qualifications must be established for nondegreed
 1658 teachers of career and technical education courses for program
 1659 clusters that are recognized in the state and are based
 1660 primarily on successful occupational experience rather than
 1661 academic training. The qualifications for such teachers must
 1662 require:

1663 1. The filing of a complete set of fingerprints in the same
 1664 manner as required by s. 1012.32. Faculty employed solely to
 1665 conduct postsecondary instruction may be exempted from this
 1666 requirement.

1667 2. Documentation of education and successful occupational
 1668 experience, including documentation of:

1669 a. A high school diploma or the equivalent.

1670 b. Completion of a minimum level, established by the
 1671 district school board, 3 years of full-time successful
 1672 occupational experience or the equivalent of part-time
 1673 experience in the teaching specialization area. The district
 1674 school board may establish alternative qualifications for
 1675 teachers with an industry certification in the career area in
 1676 which they teach.

1677 c. ~~For full-time teachers, completion of professional~~
 1678 ~~education training in teaching methods, course construction,~~
 1679 ~~lesson planning and evaluation, and teaching special needs~~
 1680 ~~students. This training may be completed through coursework from~~
 1681 ~~an accredited or approved institution or an approved district~~
 1682 ~~teacher education program, or the local school district~~

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1683 ~~inservice master plan.~~1684 ~~a.~~ Documentation of industry certification when state or
1685 national industry certifications are available and applicable.1686 Section 35. Paragraphs (a), (b), (d), and (e) of subsection
1687 (2) of section 1012.555, Florida Statutes, are amended to read:

1688 1012.555 Teacher Apprenticeship Program.—

1689 (2)(a) An individual must meet the following minimum
1690 eligibility requirements to participate in the apprenticeship
1691 program:1692 1. Be enrolled in or have completed ~~Have received~~ an
1693 associate degree program at ~~from~~ an accredited postsecondary
1694 institution.1695 2. Have earned a cumulative grade point average of 2.5 in
1696 that degree program.1697 3. Have successfully passed a background screening as
1698 provided in s. 1012.32.1699 4. Have received a temporary apprenticeship certificate as
1700 provided in s. 1012.56(7)(d).1701 (b) As a condition of participating in the program, an
1702 apprentice teacher must commit to spending at least the first 2
1703 years in the classroom of a mentor teacher using team teaching
1704 strategies identified in s. 1003.03(4)(b) ~~s. 1003.03(5)(b)~~ and
1705 fulfilling the on-the-job training component of the registered
1706 apprenticeship and its associated standards.1707 (d) An apprentice teacher must be appointed by the district
1708 school board or work in the district as an education
1709 paraprofessional and must be paid in accordance with s. 446.032
1710 and rules adopted by the State Board of Education.

1711 (e) An apprentice teacher may change schools or districts

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1712 after the first year of his or her apprenticeship if the
1713 receiving hiring school or district has agreed to fund the
1714 remaining year of the apprenticeship.1715 Section 36. Paragraph (g) of subsection (2), subsections
1716 (3) and (7), and paragraph (a) of subsection (8) of section
1717 1012.56, Florida Statutes, are amended to read:

1718 1012.56 Educator certification requirements.—

1719 (2) ELIGIBILITY CRITERIA.—To be eligible to seek
1720 certification, a person must:1721 (g) Demonstrate mastery of general knowledge pursuant to
1722 subsection (3), if the person serves as a classroom teacher as
1723 defined in s. 1012.01(2)(a).1724 (3) MASTERY OF GENERAL KNOWLEDGE.—Acceptable means of
1725 demonstrating mastery of general knowledge are:1726 (a) Achievement of passing scores on the general knowledge
1727 examination required by state board rule;1728 (b) Documentation of a valid professional standard teaching
1729 certificate issued by another state;1730 (c) Documentation of a valid certificate issued by the
1731 National Board for Professional Teaching Standards or a national
1732 educator credentialing board approved by the State Board of
1733 Education;1734 (d) Documentation of two semesters of successful, full-time
1735 or part-time teaching in a Florida College System institution,
1736 state university, or private college or university that awards
1737 an associate or higher degree and is an accredited institution
1738 or an institution of higher education identified by the
1739 Department of Education as having a quality program;

1740 (e) Achievement of passing scores, identified in state

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1741 board rule, on national or international examinations that test
 1742 comparable content and relevant standards in verbal, analytical
 1743 writing, and quantitative reasoning skills, including, but not
 1744 limited to, the verbal, analytical writing, and quantitative
 1745 reasoning portions of the Graduate Record Examination and the
 1746 SAT, ACT, and Classic Learning Test. Passing scores identified
 1747 in state board rule must be at approximately the same level of
 1748 rigor as is required to pass the general knowledge examinations;
 1749 ~~or~~

1750 (f) Documentation of receipt of a master's or higher degree
 1751 from an accredited postsecondary educational institution that
 1752 the Department of Education has identified as having a quality
 1753 program resulting in a baccalaureate degree or higher.
 1754

1755 A school district that employs an individual who does not
 1756 achieve passing scores on any subtest of the general knowledge
 1757 examination must provide information regarding the availability
 1758 of state-level and district-level supports and instruction to
 1759 assist him or her in achieving a passing score. Such information
 1760 must include, but need not be limited to, state-level test
 1761 information guides, school district test preparation resources,
 1762 and preparation courses offered by state universities and
 1763 Florida College System institutions. The requirement of mastery
 1764 of general knowledge shall be waived for an individual who has
 1765 been provided 3 years of supports and instruction and who has
 1766 been rated effective or highly effective under s. 1012.34 for
 1767 each of the last 3 years.

1768 (7) TYPES AND TERMS OF CERTIFICATION.—
 1769 (a) The Department of Education shall issue a professional

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1770 certificate for a period not to exceed 5 years to any applicant
 1771 who fulfills one of the following:
 1772 1. Meets all the applicable requirements outlined in
 1773 subsection (2).
 1774 2. For a professional certificate covering grades 6 through
 1775 12:
 1776 a. Meets the applicable requirements of paragraphs (2)(a)-
 1777 (h).
 1778 b. Holds a master's or higher degree in the area of
 1779 science, technology, engineering, or mathematics.
 1780 c. Teaches a high school course in the subject of the
 1781 advanced degree.
 1782 d. Is rated highly effective as determined by the teacher's
 1783 performance evaluation under s. 1012.34, based in part on
 1784 student performance as measured by a statewide, standardized
 1785 assessment or an Advanced Placement, Advanced International
 1786 Certificate of Education, or International Baccalaureate
 1787 examination.
 1788 e. Achieves a passing score on the Florida professional
 1789 education competency examination required by state board rule.

1790 3. Meets the applicable requirements of paragraphs (2)(a)-
 1791 (h) and completes a professional learning certification program
 1792 approved by the department pursuant to paragraph (8)(c) or an
 1793 educator preparation institute approved by the department
 1794 pursuant to s. 1004.85. An applicant who completes one of these
 1795 programs and is rated highly effective as determined by his or
 1796 her performance evaluation under s. 1012.34 is not required to
 1797 take or achieve a passing score on the professional education
 1798 competency examination in order to be awarded a professional

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1799 certificate.

1800 (b) The department shall issue a temporary certificate to

1801 any applicant who:

1802 1. Completes the requirements outlined in paragraphs

1803 (2) (a)-(f) and completes the subject area content requirements

1804 specified in state board rule or demonstrates mastery of subject

1805 area knowledge pursuant to subsection (5) and holds an

1806 accredited degree or a degree approved by the Department of

1807 Education at the level required for the subject area

1808 specialization in state board rule;

1809 2. For a subject area specialization for which the state

1810 board otherwise requires a bachelor's degree, documents 48

1811 months of active-duty military service with an honorable

1812 discharge or a medical separation; completes the requirements

1813 outlined in paragraphs (2) (a), (b), and (d)-(f); completes the

1814 subject area content requirements specified in state board rule

1815 or demonstrates mastery of subject area knowledge pursuant to

1816 subsection (5); and documents completion of 60 college credits

1817 with a minimum cumulative grade point average of 2.5 on a 4.0

1818 scale, as provided by one or more accredited institutions of

1819 higher learning or a nonaccredited institution of higher

1820 learning identified by the Department of Education as having a

1821 quality program resulting in a bachelor's degree or higher; or

1822 3. Is enrolled in a state-approved teacher preparation

1823 program under s. 1004.04; is actively completing the required

1824 program field experience or internship at a public school;

1825 completes the requirements outlined in paragraphs (2) (a), (b),

1826 and (d)-(f); completes the subject area content requirements

1827 specified in state board rule or demonstrates mastery of subject

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1828 area knowledge pursuant to subsection (5); and documents

1829 completion of 60 college credits with a minimum cumulative grade

1830 point average of 2.5 on a 4.0 scale, as provided by one or more

1831 accredited institutions of higher learning or a nonaccredited

1832 institution of higher learning identified by the Department of

1833 Education as having a quality program resulting in a bachelor's

1834 degree or higher.

1835 (c) The department shall issue one nonrenewable 2-year

1836 temporary certificate and one nonrenewable 5-year professional

1837 certificate to a qualified applicant who holds a bachelor's

1838 degree in the area of speech-language impairment to allow for

1839 completion of a master's degree program in speech-language

1840 impairment.

1841 (d) The department shall issue a temporary apprenticeship

1842 certificate to any applicant who:

1843 1. Meets the requirements of paragraphs (2) (a), (b), and

1844 (d)-(f).

1845 2. Completes the subject area content requirements

1846 specified in state board rule or demonstrates mastery of subject

1847 area knowledge as provided in subsection (5).

1848 (e) A person who is issued a temporary certificate under

1849 paragraph (b) must be assigned a teacher mentor for a minimum of

1850 2 school years after commencing employment. Each teacher mentor

1851 selected by the school district, charter school, or charter

1852 management organization must:

1853 1. Hold a valid professional certificate issued pursuant to

1854 this section;

1855 2. Have earned at least 3 years of teaching experience in

1856 prekindergarten through grade 12; and

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1857 3. Have earned an effective or highly effective rating on
 1858 the prior year's performance evaluation under s. 1012.34.
 1859 (f)1. A temporary certificate is valid for 5 school fiscal
 1860 years, is limited to a one-time issuance, and is nonrenewable.
 1861 2. A temporary apprenticeship certificate issued under
 1862 paragraph (d) is valid for 5 school years, may be issued only
 1863 once, and is nonrenewable.
 1864 (g) A certificateholder may request that her or his
 1865 certificate be placed in an inactive status. A certificate that
 1866 has been inactive may be reactivated upon application to the
 1867 department. The department shall prescribe, by rule,
 1868 professional learning requirements as a condition of
 1869 reactivating a certificate that has been inactive for more than
 1870 1 year.
 1871 (h) A school district or a regional education consortium
 1872 may issue temporary certificates, based on the requirements in
 1873 paragraph (b). School districts and regional education consortia
 1874 must report the number of such certificates issued, and any
 1875 additional information to the department, based on reporting
 1876 requirements adopted by the State Board of Education.
 1877
 1878 At least 1 year before an individual's department-issued
 1879 temporary certificate is set to expire, the department shall
 1880 electronically notify the individual of the date on which his or
 1881 her certificate will expire and provide a list of each method by
 1882 which the qualifications for a professional certificate can be
 1883 completed.
 1884 (8) PROFESSIONAL LEARNING CERTIFICATION PROGRAM.—
 1885 (a) The Department of Education shall develop and each

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1886 school district, charter school, and charter management
 1887 organization may provide a cohesive competency-based
 1888 professional learning certification program by which
 1889 instructional staff may satisfy the mastery of professional
 1890 preparation and education competence requirements specified in
 1891 subsection (6) and rules of the State Board of Education.
 1892 Participants must hold a state-issued temporary certificate. A
 1893 school district, charter school, or charter management
 1894 organization that implements the program shall provide a
 1895 competency-based certification program developed by the
 1896 Department of Education or developed by the district, charter
 1897 school, or charter management organization and approved by the
 1898 Department of Education. These entities may collaborate with
 1899 other supporting agencies or educational entities for
 1900 implementation. The program shall include the following:
 1901 1. A teacher mentorship and induction component.
 1902 a. Each individual selected by the district, charter
 1903 school, or charter management organization as a mentor:
 1904 (I) Must hold a valid professional certificate issued
 1905 pursuant to this section;
 1906 (II) Must have earned at least 3 years of teaching
 1907 experience in prekindergarten through grade 12;
 1908 (III) Must have completed training in clinical supervision
 1909 and participate in ongoing mentor training provided through the
 1910 coordinated system of professional learning under s. 1012.98(4);
 1911 (IV) Must have earned an effective or highly effective
 1912 rating on the prior year's performance evaluation; and
 1913 (V) May be a peer evaluator under the district's evaluation
 1914 system approved under s. 1012.34.

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1915 b. The teacher mentorship and induction component must, at
 1916 a minimum, provide routine opportunities for mentoring and
 1917 induction activities, including ongoing professional learning as
 1918 described in s. 1012.98 targeted to a teacher's needs,
 1919 opportunities for a teacher to observe other teachers, co-
 1920 teaching experiences, and reflection and follow-up ~~followup~~
 1921 discussions. Professional learning must meet the criteria
 1922 established in s. 1012.98(3). Mentorship and induction
 1923 activities must be provided for an applicant's first year in the
 1924 program and may be provided until the applicant attains his or
 1925 her professional certificate in accordance with this section.

1926 2. An assessment of teaching performance aligned to the
 1927 district's, charter school's, or charter management
 1928 organization's system for personnel evaluation under s. 1012.34
 1929 which provides for:

1930 a. An initial evaluation of each educator's competencies to
 1931 determine an appropriate individualized professional learning
 1932 plan.

1933 b. A summative evaluation to assure successful completion
 1934 of the program.

1935 3. Professional education preparation content knowledge,
 1936 which must be included in the mentoring and induction activities
 1937 under subparagraph 1., that includes, but is not limited to, the
 1938 following:

1939 a. The state academic standards provided under s. 1003.41,
 1940 including scientifically researched and evidence-based reading
 1941 instructional strategies grounded in the science of reading,
 1942 content literacy, and mathematical practices, for each subject
 1943 identified on the temporary certificate. Reading instructional

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1944 strategies for foundational skills shall include phonics
 1945 instruction for decoding and encoding as the primary
 1946 instructional strategy for word reading. Instructional
 1947 strategies may not employ the three-cueing system model of
 1948 reading or visual memory as a basis for teaching word reading.
 1949 Instructional strategies may include visual information and
 1950 strategies which improve background and experiential knowledge,
 1951 add context, and increase oral language and vocabulary to
 1952 support comprehension, but may not be used to teach word
 1953 reading.

1954 b. The educator-accomplished practices approved by the
 1955 state board.

1956 4. Required achievement of passing scores on the subject
 1957 area and professional education competency examination required
 1958 by State Board of Education rule. Mastery of general knowledge
 1959 must be demonstrated as described in subsection (3).

1960 5. Beginning with candidates entering a program in the
 1961 2022-2023 school year, a candidate for certification in a
 1962 coverage area identified pursuant to s. 1012.585(3)(g) ~~or~~
 1963 ~~1012.585(3)(f)~~ must successfully complete all competencies for a
 1964 reading endorsement, including completion of the endorsement
 1965 practicum.

1966 Section 37. Paragraph (a) of subsection (2), subsection
 1967 (3), and paragraph (b) of subsection (5) of section 1012.585,
 1968 Florida Statutes, are amended to read:

1969 1012.585 Process for renewal of professional certificates.—

1970 (2)(a) All professional certificates, except a nonrenewable
 1971 professional certificate, are ~~shall be~~ renewable for successive
 1972 periods not to exceed 10 ~~5~~ years after the date of submission of

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1973 documentation of completion of the requirements for renewal
 1974 provided in subsection (3). Only one renewal may be granted
 1975 during each 5-year or 10-year validity period of a professional
 1976 certificate.

1977 1. An applicant who is rated highly effective, pursuant to
 1978 s. 1012.34, in the first 4 years of the 5-year validity period
 1979 of his or her professional certificate is eligible for a
 1980 professional certificate valid for 10 years. An applicant must
 1981 be issued at least one 5-year professional certificate to be
 1982 eligible for a 10-year professional certificate. An applicant
 1983 who does not meet the requirement of this subparagraph is
 1984 eligible only to renew his or her 5-year professional
 1985 certificate.

1986 2. An applicant who is rated effective or highly effective,
 1987 pursuant to s. 1012.34, for the first 9 years of the 10-year
 1988 validity period of his or her professional certificate is
 1989 eligible to renew a professional certificate valid for 10 years.
 1990 An applicant issued a 10-year professional certificate who does
 1991 not meet the requirement of this subparagraph is eligible only
 1992 for renewal of a professional certificate valid for 5 years.

1993 (3) For the renewal of a professional certificate, the
 1994 following requirements must be met:

1995 (a) The applicant must:

1996 1. Earn a minimum of 6 college credits or 120 inservice
 1997 points or a combination thereof for a certificate valid for 5
 1998 years. The district school board may reduce the requirements by
 1999 1 college credit or 20 inservice points for an applicant rated
 2000 highly effective, pursuant to s. 1012.34, in at least 3 of the 5
 2001 years of the 5-year validity period of his or her initial

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2002 professional certificate.

2003 2. Earn a minimum of 9 college credits or 180 inservice
 2004 points or a combination thereof for a professional certificate
 2005 valid for 10 years. A minimum of 5 college credits or 100
 2006 inservice points or a combination thereof must be earned within
 2007 the first 5 years of a professional certificate valid for 10
 2008 years.

2009 (b) For each area of specialization to be retained on a
 2010 certificate, the applicant must earn at least 3 of the required
 2011 credit hours or equivalent inservice points in the
 2012 specialization area. Education in "clinical educator" training
 2013 pursuant to s. 1004.04(5)(b); participation in mentorship and
 2014 induction activities, including as a mentor, pursuant to s.
 2015 1012.56(8)(a); and credits or points that provide training in
 2016 the area of scientifically researched, knowledge-based reading
 2017 literacy grounded in the science of reading, including explicit,
 2018 systematic, and sequential approaches to reading instruction,
 2019 developing phonemic awareness, and implementing multisensory
 2020 intervention strategies, and computational skills acquisition,
 2021 exceptional student education, normal child development, and the
 2022 disorders of development may be applied toward any
 2023 specialization area. Credits or points that provide training in
 2024 the areas of drug abuse, child abuse and neglect, strategies in
 2025 teaching students having limited proficiency in English, or
 2026 dropout prevention, or training in areas identified in the
 2027 educational goals and performance standards adopted pursuant to
 2028 ss. 1000.03(5) and 1008.345 may be applied toward any
 2029 specialization area, except specialization areas identified by
 2030 State Board of Education rule that include reading instruction

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2031 or intervention for any students in kindergarten through grade
 2032 6. Each district school board shall include in its inservice
 2033 master plan the ability for teachers to receive inservice points
 2034 for supporting students in extracurricular career and technical
 2035 education activities, such as career and technical student
 2036 organization activities outside of regular school hours and
 2037 training related to supervising students participating in a
 2038 career and technical student organization. Credits or points
 2039 earned through approved summer institutes may be applied toward
 2040 the fulfillment of these requirements. Inservice points may also
 2041 be earned by participation in professional growth components
 2042 approved by the State Board of Education and specified pursuant
 2043 to s. 1012.98 in the district's approved master plan for
 2044 inservice educational training; however, such points may not be
 2045 used to satisfy the specialization requirements of this
 2046 paragraph.

2047 (c)~~(b)~~ In lieu of college course credit or inservice
 2048 points, the applicant may renew a subject area specialization by
 2049 passage of a state board approved Florida-developed subject area
 2050 examination or, if a Florida subject area examination has not
 2051 been developed, a standardized examination specified in state
 2052 board rule.

2053 (d)~~(e)~~ If an applicant wishes to retain more than two
 2054 specialization areas on the certificate, the applicant must
 2055 ~~shall~~ be permitted two successive validity periods for renewal
 2056 of all specialization areas, but must earn no fewer than 6
 2057 college course credit hours or the equivalent inservice points
 2058 in any one validity period.

2059 (e)~~(d)~~ The State Board of Education shall adopt rules for

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2060 the expanded use of training for renewal of the professional
 2061 certificate for educators who are required to complete training
 2062 in teaching students of limited English proficiency or students
 2063 with disabilities and training in the teaching of reading as
 2064 follows:

2065 1. A teacher who holds a professional certificate may use
 2066 college credits or inservice points earned through training in
 2067 teaching students of limited English proficiency or students
 2068 with disabilities and training in the teaching of reading in
 2069 excess of 6 semester hours during one certificate-validity
 2070 period toward renewal of the professional certificate during the
 2071 subsequent validity periods.

2072 2. A teacher who holds a temporary certificate may use
 2073 college credits or inservice points earned through training in
 2074 teaching students of limited English proficiency or students
 2075 with disabilities and training in the teaching of reading toward
 2076 renewal of the teacher's first professional certificate. Such
 2077 training must not have been included within the degree program,
 2078 and the teacher's temporary and professional certificates must
 2079 be issued for consecutive school years.

2080 (f)~~(e)~~ Beginning July 1, 2014, an applicant for renewal of
 2081 a professional certificate must earn a minimum of one college
 2082 credit or the equivalent inservice points in the area of
 2083 instruction for teaching students with disabilities. The
 2084 requirement in this paragraph may not add to the total hours
 2085 required by the department for continuing education or inservice
 2086 training.

2087 (g)~~(f)~~ An applicant for renewal of a professional
 2088 certificate in any area of certification identified by State

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2089 Board of Education rule that includes reading instruction or
 2090 intervention for any students in kindergarten through grade 6,
 2091 with a beginning validity date of July 1, 2020, or thereafter,
 2092 must earn a minimum of 2 college credits or the equivalent
 2093 inservice points in evidence-based instruction and interventions
 2094 grounded in the science of reading specifically designed for
 2095 students with characteristics of dyslexia, including the use of
 2096 explicit, systematic, and sequential approaches to reading
 2097 instruction, developing phonological and phonemic awareness,
 2098 decoding, and implementing multisensory intervention strategies.
 2099 Such training must be provided by teacher preparation programs
 2100 under s. 1004.04 or s. 1004.85 or approved school district
 2101 professional learning systems under s. 1012.98. The requirements
 2102 in this paragraph may not add to the total hours required by the
 2103 department for continuing education or inservice training.

2104 ~~(h)(g)~~ An applicant for renewal of a professional
 2105 certificate in educational leadership from a Level I program
 2106 under s. 1012.562(2) or Level II program under s. 1012.562(3),
 2107 with a beginning validity date of July 1, 2025, or thereafter,
 2108 must earn a minimum of 1 college credit or 20 inservice points
 2109 in Florida's educational leadership standards, as established in
 2110 rule by the State Board of Education. The requirement in this
 2111 paragraph may not add to the total hours required by the
 2112 department for continuing education or inservice training.

2113 ~~(i)(h)~~ A teacher may earn inservice points only once during
 2114 each 5-year validity period for any mandatory training topic
 2115 that is not linked to student learning or professional growth.

2116 (5) The State Board of Education shall adopt rules to allow
 2117 the reinstatement of expired professional certificates. The

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2118 department may reinstate an expired professional certificate if
 2119 the certificateholder:

2120 (b) Documents completion of 6 college credits during the 5
 2121 years immediately preceding reinstatement of the expired
 2122 certificate, completion of 120 inservice points, or a
 2123 combination thereof, in an area specified in paragraph (3)(b)
 2124 ~~(3)(a)~~ to include the credit required under paragraph (3)(f)
 2125 ~~(3)(e)~~.

2126
 2127 The requirements of this subsection may not be satisfied by
 2128 subject area examinations or college credits completed for
 2129 issuance of the certificate that has expired.

2130 Section 38. Section 1013.19, Florida Statutes, is amended
 2131 to read:

2132 1013.19 Purchase, conveyance, or encumbrance of property
 2133 interests above surface of land; joint-occupancy structures.—For
 2134 the purpose of implementing jointly financed construction
 2135 project agreements, or for the construction of combined
 2136 occupancy structures, any board may purchase, own, convey, sell,
 2137 lease, or encumber airspace or any other interests in property
 2138 above the surface of the land, provided the lease of airspace
 2139 for nonpublic use is for such reasonable rent, length of term,
 2140 and conditions as the board in its discretion may determine. All
 2141 proceeds from such sale or lease shall be used by a the board of
 2142 trustees for a Florida College System institution or state
 2143 university or boards receiving the proceeds solely for fixed
 2144 capital outlay purposes. These purposes may include the
 2145 renovation or remodeling of existing facilities owned by the
 2146 board or the construction of new facilities; however, for a

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2147 Florida College System institution board or university board,
 2148 such new facility must be authorized by the Legislature. It is
 2149 declared that the use of such rental by the board for public
 2150 purposes in accordance with its statutory authority is a public
 2151 use. Airspace or any other interest in property held by the
 2152 Board of Trustees of the Internal Improvement Trust Fund or the
 2153 State Board of Education may not be divested or conveyed without
 2154 approval of the respective board. Any building, including any
 2155 building or facility component that is common to both nonpublic
 2156 and educational portions thereof, constructed in airspace that
 2157 is sold or leased for nonpublic use pursuant to this section is
 2158 subject to all applicable state, county, and municipal
 2159 regulations pertaining to land use, zoning, construction of
 2160 buildings, fire protection, health, and safety to the same
 2161 extent and in the same manner as such regulations would be
 2162 applicable to the construction of a building for nonpublic use
 2163 on the appurtenant land beneath the subject airspace. Any
 2164 educational facility constructed or leased as a part of a joint-
 2165 occupancy facility is subject to all rules and requirements of
 2166 the respective boards or departments having jurisdiction over
 2167 educational facilities. Any contract executed by a university
 2168 board of trustees pursuant to this section is subject to the
 2169 provisions of s. 1010.62.

2170 Section 39. Section 1013.35, Florida Statutes, is amended
 2171 to read:

2172 1013.35 School district educational facilities plan;
 2173 definitions; preparation, adoption, and amendment; long-term
 2174 work programs.-

2175 (1) ~~DEFINITIONS. As used in this section, the term:~~

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2176 ~~(a) "Adopted educational facilities plan" means the~~
 2177 ~~comprehensive planning document that is adopted annually by the~~
 2178 ~~district school board as provided in subsection (2) and that~~
 2179 ~~contains the educational plant survey.~~

2180 ~~(b) "District facilities work program" means the 5-year~~
 2181 ~~listing of capital outlay projects adopted by the district~~
 2182 ~~school board as provided in subparagraph (2)(a)2. and paragraph~~
 2183 ~~(2)(b) as part of the district educational facilities plan,~~
 2184 ~~which is required in order to:~~

2185 1. ~~Properly maintain the educational plant and ancillary~~
 2186 ~~facilities of the district.~~

2187 2. ~~Provide an adequate number of satisfactory student~~
 2188 ~~stations for the projected student enrollment of the district in~~
 2189 ~~K-12 programs.~~

2190 ~~(c) "Tentative educational facilities plan" means the~~
 2191 ~~comprehensive planning document prepared annually by the~~
 2192 ~~district school board and submitted to the Office of Educational~~
 2193 ~~Facilities and the affected general-purpose local governments.~~

2194 ~~(2) PREPARATION OF TENTATIVE DISTRICT EDUCATIONAL~~
 2195 ~~FACILITIES PLAN.-~~

2196 ~~(a) Annually, before ~~prior~~ to the adoption of the district~~
 2197 ~~school budget, each district school board shall prepare a~~
 2198 ~~tentative district educational facilities plan that includes~~
 2199 ~~long-range planning for facilities needs ~~over 5-year, 10-year,~~~~
 2200 ~~and 20-year periods. The plan must be developed in coordination~~
 2201 ~~with the general-purpose local governments and be consistent~~
 2202 ~~with the local government comprehensive plans. The school~~
 2203 ~~board's plan for provision of new schools must meet the needs of~~
 2204 ~~all growing communities in the district, ranging from small~~

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2205 rural communities to large urban cities. The plan must include:

2206 1. ~~Projected student populations apportioned geographically~~

2207 ~~at the local level. The projections must be based on information~~

2208 ~~produced by the demographic, revenue, and education estimating~~

2209 ~~conferences pursuant to s. 216.136, where available, as modified~~

2210 ~~by the district based on development data and agreement with the~~

2211 ~~local governments and the Office of Educational Facilities. The~~

2212 ~~projections must be apportioned geographically with assistance~~

2213 ~~from the local governments using local development trend data~~

2214 ~~and the school district student enrollment data.~~

2215 2. ~~An inventory of existing school facilities. Any~~

2216 ~~anticipated expansions or closures of existing school sites over~~

2217 ~~the 5-year, 10-year, and 20-year periods must be identified. The~~

2218 ~~inventory must include an assessment of areas proximate to~~

2219 ~~existing schools and identification of the need for improvements~~

2220 ~~to infrastructure, safety, including safe access routes, and~~

2221 ~~conditions in the community. The plan must also provide a~~

2222 ~~listing of major repairs and renovation projects anticipated~~

2223 ~~over the period of the plan.~~

2224 3. ~~Projections of facilities space needs, which may not~~

2225 ~~exceed the norm space and occupant design criteria established~~

2226 ~~in the State Requirements for Educational Facilities.~~

2227 4. ~~Information on leased, loaned, and donated space and~~

2228 ~~relocatables used for conducting the district's instructional~~

2229 ~~programs.~~

2230 5. ~~The general location of public schools proposed to be~~

2231 ~~constructed over the 5-year, 10-year, and 20-year time periods,~~

2232 ~~including a listing of the proposed schools' site acreage needs~~

2233 ~~and anticipated capacity and maps showing the general locations.~~

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2234 The school board's identification of general locations of future

2235 school sites must be based on the school siting requirements of

2236 s. 163.3177(6) (a) and policies in the comprehensive plan which

2237 ~~provide guidance for appropriate locations for school sites.~~

2238 6. ~~The identification of options deemed reasonable and~~

2239 ~~approved by the school board which reduce the need for~~

2240 ~~additional permanent student stations. Such options may include,~~

2241 ~~but need not be limited to:~~

2242 a. ~~Acceptable capacity;~~

2243 b. ~~Redistricting;~~

2244 c. ~~Busing;~~

2245 d. ~~Year round schools;~~

2246 e. ~~Charter schools;~~

2247 f. ~~Magnet schools;~~ and

2248 g. ~~Public-private partnerships.~~

2249 7. ~~The criteria and method, jointly determined by the local~~

2250 ~~government and the school board, for determining the impact of~~

2251 ~~proposed development to public school capacity.~~

2252 (b) ~~The plan must also include a financially feasible~~

2253 ~~district facilities work program for a 5-year period. The work~~

2254 ~~program must include:~~

2255 1. ~~A schedule of major repair and renovation projects~~

2256 ~~necessary to maintain the educational facilities and ancillary~~

2257 ~~facilities of the district.~~

2258 2. ~~A schedule of capital outlay projects necessary to~~

2259 ~~ensure the availability of satisfactory student stations for the~~

2260 ~~projected student enrollment in K-12 programs. This schedule~~

2261 ~~shall consider:~~

2262 a. ~~The locations, capacities, and planned utilization rates~~

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 2263 of current educational facilities of the district. The capacity
 2264 of existing satisfactory facilities, as reported in the Florida
 2265 Inventory of School Houses must be compared to the capital
 2266 outlay full-time equivalent student enrollment as determined by
 2267 the department, including all enrollment used in the calculation
 2268 of the distribution formula in s. 1013.64.

b. The proposed locations of planned facilities, whether
 2270 those locations are consistent with the comprehensive plans of
 2271 all affected local governments, and recommendations for
 2272 infrastructure and other improvements to land adjacent to
 2273 existing facilities. The provisions of ss. 1013.33(6), (7), and
 2274 (8) and 1013.36 must be addressed for new facilities planned
 2275 within the first 3 years of the work plan, as appropriate.

c. Plans for the use and location of relocatable
 2276 facilities, leased facilities, and charter school facilities.

d. Plans for multitrack scheduling, grade level
 2278 organization, block scheduling, or other alternatives that
 2279 reduce the need for additional permanent student stations.

e. Information concerning average class size and
 2282 utilization rate by grade level within the district which will
 2283 result if the tentative district facilities work program is
 2284 fully implemented.

f. The number and percentage of district students planned
 2286 to be educated in relocatable facilities during each year of the
 2287 tentative district facilities work program. For determining
 2288 future needs, student capacity may not be assigned to any
 2289 relocatable classroom that is scheduled for elimination or
 2290 replacement with a permanent educational facility in the current
 2291 year of the adopted district educational facilities plan and in

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 2292 the district facilities work program adopted under this section.
 2293 Those relocatable classrooms clearly identified and scheduled
 2294 for replacement in a school board-adopted, financially feasible,
 2295 5-year district facilities work program shall be counted at zero
 2296 capacity at the time the work program is adopted and approved by
 2297 the school board. However, if the district facilities work
 2298 program is changed and the relocatable classrooms are not
 2299 replaced as scheduled in the work program, the classrooms must
 2300 be reentered into the system and be counted at actual capacity.
 2301 Relocatable classrooms may not be perpetually added to the work
 2302 program or continually extended for purposes of circumventing
 2303 this section. All relocatable classrooms not identified and
 2304 scheduled for replacement, including those owned, lease-
 2305 purchased, or leased by the school district, must be counted at
 2306 actual student capacity. The district educational facilities
 2307 plan must identify the number of relocatable student stations
 2308 scheduled for replacement during the 5-year survey period and
 2309 the total dollar amount needed for that replacement.

g. Plans for the closure of any school, including plans for
 2311 disposition of the facility or usage of facility space, and
 2312 anticipated revenues.

h. Projects for which capital outlay and debt service funds
 2314 accruing under s. 9(d), Art. XII of the State Constitution are
 2315 to be used shall be identified separately in priority order on a
 2316 project priority list within the district facilities work
 2317 program.

3. The projected cost for each project identified in the
 2319 district facilities work program. For proposed projects for new
 2320 student stations, a schedule shall be prepared comparing the

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2321 ~~planned cost and square footage for each new student station, by~~
 2322 ~~elementary, middle, and high school levels, to the low, average,~~
 2323 ~~and high cost of facilities constructed throughout the state~~
 2324 ~~during the most recent fiscal year for which data is available~~
 2325 ~~from the Department of Education.~~

2326 ~~4. A schedule of estimated capital outlay revenues from~~
 2327 ~~each currently approved source which is estimated to be~~
 2328 ~~available for expenditure on the projects included in the~~
 2329 ~~district facilities work program.~~

2330 ~~5. A schedule indicating which projects included in the~~
 2331 ~~district facilities work program will be funded from current~~
 2332 ~~revenues projected in subparagraph 4.~~

2333 ~~6. A schedule of options for the generation of additional~~
 2334 ~~revenues by the district for expenditure on projects identified~~
 2335 ~~in the district facilities work program which are not funded~~
 2336 ~~under subparagraph 5. Additional anticipated revenues may~~
 2337 ~~include Classrooms First funds.~~

2338 ~~(c) To the extent available, the tentative district~~
 2339 ~~educational facilities plan shall be based on information~~
 2340 ~~produced by the demographic, revenue, and education estimating~~
 2341 ~~conferences pursuant to s. 216.136.~~

2342 ~~(2)(d) Provision must shall be made for public comment~~
 2343 ~~concerning the tentative district educational facilities plan.~~

2344 ~~(e) The district school board shall coordinate with each~~
 2345 ~~affected local government to ensure consistency between the~~
 2346 ~~tentative district educational facilities plan and the local~~
 2347 ~~government comprehensive plans of the affected local governments~~
 2348 ~~during the development of the tentative district educational~~
 2349 ~~facilities plan.~~

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2350 ~~(3)(f)~~ Not less than once every 5 years, the district
 2351 school board shall have an audit conducted of the district's
 2352 educational planning and construction activities. An operational
 2353 audit conducted by the Auditor General pursuant to s. 11.45
 2354 satisfies this requirement.

2355 ~~(4)(3) SUBMITTAL OF TENTATIVE DISTRICT EDUCATIONAL~~
 2356 ~~FACILITIES PLAN TO LOCAL GOVERNMENT.~~ The district school board
 2357 shall submit a copy of its tentative district educational
 2358 facilities plan to all affected local governments before prior
 2359 ~~to~~ adoption by the board. The affected local governments may
 2360 ~~shall~~ review the tentative district educational facilities plan
 2361 and comment to the district school board on the consistency of
 2362 the plan with the local comprehensive plan, whether a
 2363 comprehensive plan amendment will be necessary for any proposed
 2364 educational facility, and whether the local government supports
 2365 a necessary comprehensive plan amendment. If the local
 2366 government does not support a comprehensive plan amendment for a
 2367 proposed educational facility, the matter must shall be resolved
 2368 pursuant to the interlocal agreement when required by ss.
 2369 163.3177(6)(h), 163.31777, and 1013.33(2). The process for the
 2370 submittal and review must shall be detailed in the interlocal
 2371 agreement when required pursuant to ss. 163.3177(6)(h),
 2372 163.31777, and 1013.33(2).

2373 ~~(5)(4) ADOPTED DISTRICT EDUCATIONAL FACILITIES PLAN.~~
 2374 Annually, the district school board shall consider and adopt the
 2375 tentative district educational facilities plan ~~completed~~
 2376 ~~pursuant to subsection (2)~~. Upon giving proper notice to the
 2377 public and local governments and opportunity for public comment,
 2378 the district school board may amend the plan to revise the

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2379 priority of projects, to add or delete projects, to reflect the
2380 impact of change orders, or to reflect the approval of new
2381 revenue sources which may become available. The adopted district
2382 educational facilities plan ~~must shall~~:

2383 (a) Be a complete, balanced, and financially feasible
2384 capital outlay financial plan for the district.

2385 (b) Set forth the proposed commitments and planned
2386 expenditures of the district to address the educational
2387 facilities needs of its students and to adequately provide for
2388 the maintenance of the educational plant and ancillary
2389 facilities, including safe access ways from neighborhoods to
2390 schools.

2391 ~~(6)(5) EXECUTION OF ADOPTED DISTRICT EDUCATIONAL FACILITIES~~
2392 ~~PLAN.~~ The first year of the adopted district educational
2393 facilities plan constitutes ~~shall constitute~~ the capital outlay
2394 budget required in s. 1013.61. ~~The adopted district educational~~
2395 ~~facilities plan shall include the information required in~~
2396 ~~subparagraphs (2)(b)1., 2., and 3., based upon projects actually~~
2397 ~~funded in the plan.~~

2398 Section 40. Subsections (3) and (4) of section 1013.41,
2399 Florida Statutes, are amended to read:

2400 1013.41 SMART schools; Classrooms First; legislative
2401 purpose.—

2402 (3) SCHOOL DISTRICT EDUCATIONAL FACILITIES PLAN.—It is the
2403 purpose of the Legislature to create s. 1013.35, requiring each
2404 school district annually to adopt an educational facilities plan
2405 that provides an integrated long-range facilities plan—
2406 ~~including the survey of projected needs and the 5-year work~~
2407 ~~program.~~ The purpose of the educational facilities plan is to

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2408 keep the district school board, local governments, and the
2409 public fully informed as to whether the district is using sound
2410 policies and practices that meet the essential needs of students
2411 and that warrant public confidence in district operations. The
2412 educational facilities plan will be monitored by the Office of
2413 Educational Facilities, which will also apply performance
2414 standards pursuant to s. 1013.04.

2415 (4) OFFICE OF EDUCATIONAL FACILITIES.—It is the purpose of
2416 the Legislature to require the Office of Educational Facilities
2417 to assist school districts in building SMART schools utilizing
2418 functional and frugal practices. The Office of Educational
2419 Facilities shall ~~must~~ review district facilities ~~work programs~~
2420 ~~and~~ projects and identify opportunities to maximize design and
2421 construction savings; ~~develop school district facilities work~~
2422 ~~program performance standards;~~ and provide for review and
2423 recommendations to the Governor, the Legislature, and the State
2424 Board of Education.

2425 Section 41. Subsection (4) of section 1013.45, Florida
2426 Statutes, is amended to read:

2427 1013.45 Educational facilities contracting and construction
2428 techniques for school districts and Florida College System
2429 institutions.—

2430 (4) Except as otherwise provided in this section and s.
2431 481.229, the services of a registered architect must be used by
2432 Florida College System institution and state university boards
2433 of trustees for the development of plans for the erection,
2434 enlargement, or alteration of any educational facility. The
2435 services of a registered architect are not required for a minor
2436 renovation project for which the construction cost is less than

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2437 \$50,000 or for the placement or hookup of relocatable
 2438 educational facilities that conform to standards adopted under
 2439 s. 1013.37. However, boards must provide compliance with
 2440 building code requirements and ensure that these structures are
 2441 adequately anchored for wind resistance as required by law. ~~A~~
 2442 ~~district school board shall reuse existing construction~~
 2443 ~~documents or design criteria packages if such reuse is feasible~~
 2444 ~~and practical. If a school district's 5-year educational~~
 2445 ~~facilities work plan includes the construction of two or more~~
 2446 ~~new schools for students in the same grade group and program,~~
 2447 ~~such as elementary, middle, or high school, the district school~~
 2448 ~~board must require that prototype design and construction be~~
 2449 ~~used for the construction of these schools.~~ Notwithstanding s.
 2450 287.055, a board may purchase the architectural services for the
 2451 design of educational or ancillary facilities under an existing
 2452 contract agreement for professional services held by a district
 2453 school board in the State of Florida, provided that the purchase
 2454 is to the economic advantage of the purchasing board, the
 2455 services conform to the standards prescribed by rules of the
 2456 State Board of Education, and such reuse is not without notice
 2457 to, and permission from, the architect of record whose plans or
 2458 design criteria are being reused. Plans must be reviewed for
 2459 compliance with the State Requirements for Educational
 2460 Facilities. Rules adopted under this section must establish
 2461 uniform prequalification, selection, bidding, and negotiation
 2462 procedures applicable to construction management contracts and
 2463 the design-build process. This section does not supersede any
 2464 small, woman-owned, or minority-owned business enterprise
 2465 preference program adopted by a board. Except as otherwise

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2466 provided in this section, the negotiation procedures applicable
 2467 to construction management contracts and the design-build
 2468 process must conform to the requirements of s. 287.055. A board
 2469 may not modify any rules regarding construction management
 2470 contracts or the design-build process.
 2471 Section 42. Section 1013.451, Florida Statutes, is
 2472 repealed.
 2473 Section 43. Paragraph (a) of subsection (3) of section
 2474 1013.62, Florida Statutes, is amended to read:
 2475 1013.62 Charter schools capital outlay funding.—
 2476 (3) If the school board levies the discretionary millage
 2477 authorized in s. 1011.71(2), the department shall use the
 2478 following calculation methodology to determine the amount of
 2479 revenue that a school district must distribute to each eligible
 2480 charter school:
 2481 (a) Reduce the total discretionary millage revenue by the
 2482 school district's annual debt service obligation incurred as of
 2483 March 1, 2017, which has not been subsequently retired, and any
 2484 amount of participation requirement pursuant to s.
 2485 1013.64(2)(a)7. ~~s. 1013.64(2)(a)8.~~ that is being satisfied by
 2486 revenues raised by the discretionary millage.
 2487
 2488 By October 1 of each year, each school district shall certify to
 2489 the department the amount of debt service and participation
 2490 requirement that complies with the requirement of paragraph (a)
 2491 and can be reduced from the total discretionary millage revenue.
 2492 The Auditor General shall verify compliance with the
 2493 requirements of paragraph (a) and s. 1011.71(2)(e) during
 2494 scheduled operational audits of school districts.

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2495 Section 44. Paragraph (e) of subsection (1), paragraph (a)
 2496 of subsection (2), paragraph (d) of subsection (3), paragraph
 2497 (b) of subsection (5), and paragraphs (b) through (e) of
 2498 subsection (6) of section 1013.64, Florida Statutes, are amended
 2499 to read:

2500 1013.64 Funds for comprehensive educational plant needs;
 2501 construction cost maximums for school district capital
 2502 projects.—Allocations from the Public Education Capital Outlay
 2503 and Debt Service Trust Fund to the various boards for capital
 2504 outlay projects shall be determined as follows:

2505 (1)
 2506 (e) Remodeling projects must ~~shall~~ be based on the
 2507 recommendations of a survey pursuant to s. 1013.31, or, for
 2508 district school boards, as indicated by the relative need as
 2509 determined by the Florida Inventory of School Houses and the
 2510 capital outlay full-time equivalent enrollment in the district.

2511 (2) (a) The department shall establish, as a part of the
 2512 Public Education Capital Outlay and Debt Service Trust Fund, a
 2513 separate account, in an amount determined by the Legislature, to
 2514 be known as the "Special Facility Construction Account." The
 2515 Special Facility Construction Account shall be used to provide
 2516 necessary construction funds to school districts which have
 2517 urgent construction needs but which lack sufficient resources at
 2518 present, and cannot reasonably anticipate sufficient resources
 2519 within the period of the next 3 years, for these purposes from
 2520 currently authorized sources of capital outlay revenue. A school
 2521 district requesting funding from the Special Facility
 2522 Construction Account shall submit one specific construction
 2523 project, not to exceed one complete educational plant, to the

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2524 Special Facility Construction Committee. A district may not
 2525 receive funding for more than one approved project in any 3-year
 2526 period or while any portion of the district's participation
 2527 requirement is outstanding. The first year of the 3-year period
 2528 shall be the first year a district receives an appropriation.
 2529 The department shall encourage a construction program that
 2530 reduces the average size of schools in the district. The request
 2531 must meet the following criteria to be considered by the
 2532 committee:

2533 1. The project must be deemed a critical need and must be
 2534 recommended for funding by the Special Facility Construction
 2535 Committee. Before developing construction plans for the proposed
 2536 facility, the district school board must request a
 2537 preapplication review by the Special Facility Construction
 2538 Committee or a project review subcommittee convened by the chair
 2539 of the committee to include two representatives of the
 2540 department and two staff members from school districts not
 2541 eligible to participate in the program. A school district may
 2542 request a preapplication review at any time; however, if the
 2543 district school board seeks inclusion in the department's next
 2544 annual capital outlay legislative budget request, the
 2545 preapplication review request must be made before February 1.
 2546 Within 90 days after receiving the preapplication review
 2547 request, the committee or subcommittee must meet in the school
 2548 district to review the project proposal and existing facilities.
 2549 To determine whether the proposed project is a critical need,
 2550 the committee or subcommittee shall consider, at a minimum, the
 2551 capacity of all existing facilities within the district as
 2552 determined by the Florida Inventory of School Houses; the

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2553 district's pattern of student growth; the district's existing
 2554 and projected capital outlay full-time equivalent student
 2555 enrollment as determined by the demographic, revenue, and
 2556 education estimating conferences established in s. 216.136; the
 2557 district's existing satisfactory student stations; the use of
 2558 all existing district property and facilities; grade level
 2559 configurations; and any other information that may affect the
 2560 need for the proposed project.

2561 2. The construction project must be recommended ~~in the~~
 2562 ~~most recent survey or survey amendment cooperatively prepared by~~
 2563 ~~the district school board and the department,~~ and approved by
 2564 the department under the rules of the State Board of Education.
 2565 If a district school board employs a consultant in the
 2566 preparation of a survey or survey amendment, the consultant may
 2567 not be employed by or receive compensation from a third party
 2568 that designs or constructs a project recommended by the survey.

2569 3. The construction project must appear on the district's
 2570 approved project priority list under the rules of the State
 2571 Board of Education.

2572 4. The district must have selected and had approved a site
 2573 for the construction project in compliance with s. 1013.36 and
 2574 the rules of the State Board of Education.

2575 5. The district shall have developed a district school
 2576 board adopted list of facilities that do not exceed the norm for
 2577 net square feet occupancy requirements under the State
 2578 Requirements for Educational Facilities, using all possible
 2579 programmatic combinations for multiple use of space to obtain
 2580 maximum daily use of all spaces within the facility under
 2581 consideration.

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2582 6. ~~Upon construction, the total cost per student station,~~
 2583 ~~including change orders, must not exceed the cost per student~~
 2584 ~~station as provided in subsection (6) unless approved by the~~
 2585 ~~Special Facility Construction Committee. At the discretion of~~
 2586 ~~the committee, costs that exceed the cost per student station~~
 2587 ~~for special facilities may include legal and administrative~~
 2588 ~~fees, the cost of site improvements or related offsite~~
 2589 ~~improvements, the cost of complying with public shelter and~~
 2590 ~~hurricane hardening requirements, cost overruns created by a~~
 2591 ~~disaster as defined in s. 252.34(2), costs of security~~
 2592 ~~enhancements approved by the school safety specialist, and~~
 2593 ~~unforeseeable circumstances beyond the district's control.~~

2594 7. There shall be an agreement signed by the district
 2595 school board stating that it will advertise for bids within 30
 2596 days of receipt of its encumbrance authorization from the
 2597 department.

2598 ~~7.8.~~ For construction projects for which Special Facilities
 2599 Construction Account funding is sought before the 2019-2020
 2600 fiscal year, the district shall, at the time of the request and
 2601 for a continuing period necessary to meet the district's
 2602 participation requirement, levy the maximum millage against its
 2603 nonexempt assessed property value as allowed in s. 1011.71(2) or
 2604 shall raise an equivalent amount of revenue from the school
 2605 capital outlay surtax authorized under s. 212.055(6). Beginning
 2606 with construction projects for which Special Facilities
 2607 Construction Account funding is sought in the 2019-2020 fiscal
 2608 year, the district shall, for a minimum of 3 years before
 2609 submitting the request and for a continuing period necessary to
 2610 meet its participation requirement, levy the maximum millage

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2611 against the district's nonexempt assessed property value as
 2612 authorized under s. 1011.71(2) or shall raise an equivalent
 2613 amount of revenue from the school capital outlay surtax
 2614 authorized under s. 212.055(6). Any district with a new or
 2615 active project, funded under the provisions of this subsection,
 2616 shall be required to budget no more than the value of 1 mill per
 2617 year to the project until the district's participation
 2618 requirement relating to the local discretionary capital
 2619 improvement millage or the equivalent amount of revenue from the
 2620 school capital outlay surtax is satisfied.

2621 ~~8.9.~~ If a contract has not been signed 90 days after the
 2622 advertising of bids, the funding for the specific project shall
 2623 revert to the Special Facility New Construction Account to be
 2624 reallocated to other projects on the list. However, an
 2625 additional 90 days may be granted by the commissioner.

2626 ~~9.10.~~ The department shall certify the inability of the
 2627 district to fund the ~~survey-recommended~~ project over a
 2628 continuous 3-year period using projected capital outlay revenue
 2629 derived from s. 9(d), Art. XII of the State Constitution, as
 2630 amended, paragraph (3)(a) of this section, and s. 1011.71(2).

2631 ~~10.11.~~ The district shall have on file with the department
 2632 an adopted resolution acknowledging its commitment to satisfy
 2633 its participation requirement, which is equivalent to all
 2634 unencumbered and future revenue acquired from s. 9(d), Art. XII
 2635 of the State Constitution, as amended, paragraph (3)(a) of this
 2636 section, and s. 1011.71(2), in the year of the initial
 2637 appropriation and for the 2 years immediately following the
 2638 initial appropriation.

2639 ~~11.12.~~ Phase I plans must be approved by the district

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2640 school board as being in compliance with the building and life
 2641 safety codes before June 1 of the year the application is made.

2642 (3)

2643 (d) Funds accruing to a district school board from the
 2644 provisions of this section shall be expended on needed projects
 2645 as shown ~~by survey or surveys~~ under the rules of the State Board
 2646 of Education.

2647 (5) District school boards shall identify each fund source
 2648 and the use of each proportionate to the project cost, as
 2649 identified in the bid document, to assure compliance with this
 2650 section. The data shall be submitted to the department, which
 2651 shall track this information as submitted by the boards. PECO
 2652 funds shall not be expended as indicated in the following:

2653 (b) PECO funds shall not be used for the construction of
 2654 football fields, bleachers, site lighting for athletic
 2655 facilities, tennis courts, stadiums, racquetball courts, or any
 2656 other competition-type facilities not required for physical
 2657 education curriculum. Regional or intradistrict football
 2658 stadiums may be constructed with these funds provided a minimum
 2659 of two high schools and two middle schools are assigned to the
 2660 facility ~~and the stadiums are survey recommended~~. Sophisticated
 2661 auditoria shall be limited to magnet performing arts schools,
 2662 with all other schools using basic lighting and sound systems as
 2663 determined by rule. Local funds shall be used for enhancement of
 2664 athletic and performing arts facilities.

2665 (6)

2666 (b)1. ~~A district school board may not use funds from the~~
 2667 ~~following sources: Public Education Capital Outlay and Debt~~
 2668 ~~Service Trust Fund; School District and Community College~~

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2669 ~~District Capital Outlay and Debt Service Trust Fund, Classrooms~~
 2670 ~~First Program funds provided in s. 1013.68; nonvoted 1.5 mill~~
 2671 ~~levy of ad valorem property taxes provided in s. 1011.71(2);~~
 2672 ~~Classrooms for Kids Program funds provided in s. 1013.735;~~
 2673 ~~District Effort Recognition Program funds provided in s.~~
 2674 ~~1013.736; or High Growth District Capital Outlay Assistance~~
 2675 ~~Grant Program funds provided in s. 1013.738 to pay for any~~
 2676 ~~portion of the cost of any new construction of educational plant~~
 2677 ~~space with a total cost per student station, including change~~
 2678 ~~orders, which exceeds:~~

2679 a. ~~\$17,952 for an elementary school;~~
 2680 b. ~~\$19,386 for a middle school; or~~
 2681 c. ~~\$25,181 for a high school;~~

2682

2683 ~~(January 2006) as adjusted annually to reflect increases or~~
 2684 ~~decreases in the Consumer Price Index. The department, in~~
 2685 ~~conjunction with the Office of Economic and Demographic~~
 2686 ~~Research, shall estimate review and adjust the cost per student~~
 2687 ~~station limits to reflect actual construction costs by January~~
 2688 ~~1, 2020, and annually thereafter. The adjusted cost per student~~
 2689 ~~station shall be used by the department for computation of the~~
 2690 ~~statewide average costs per student station for each~~
 2691 ~~instructional level pursuant to paragraph (d). The department~~
 2692 ~~may shall also collaborate with the Office of Economic and~~
 2693 ~~Demographic Research to select an industry-recognized~~
 2694 ~~construction index to reflect annual changes in the cost per~~
 2695 ~~student station replace the Consumer Price Index by January 1,~~
 2696 ~~2020, adjusted annually to reflect changes in the construction~~
 2697 ~~index.~~

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2698 2. District school boards ~~School districts~~ shall maintain
 2699 accurate documentation related to the costs of all new
 2700 construction of educational plant space reported to the
 2701 Department of Education pursuant to paragraph (c) ~~(d)~~. ~~The~~
 2702 ~~Auditor General shall review the documentation maintained by the~~
 2703 ~~school districts and verify compliance with the limits under~~
 2704 ~~this paragraph during its scheduled operational audits of the~~
 2705 ~~school district.~~

2706 3. ~~Except for educational facilities and sites subject to a~~
 2707 ~~lease-purchase agreement entered pursuant to s. 1011.71(2)(c) or~~
 2708 ~~funded solely through local impact fees, in addition to the~~
 2709 ~~funding sources listed in subparagraph 1., a district school~~
 2710 ~~board may not use funds from any sources for new construction of~~
 2711 ~~educational plant space with a total cost per student station,~~
 2712 ~~including change orders, which equals more than the current~~
 2713 ~~adjusted amounts provided in sub-subparagraphs 1.a.-c. However,~~
 2714 ~~if a contract has been executed for architectural and design~~
 2715 ~~services or for construction management services before July 1,~~
 2716 ~~2017, a district school board may use funds from any source for~~
 2717 ~~the new construction of educational plant space and such funds~~
 2718 ~~are exempt from the total cost per student station requirements.~~

2719 4. ~~A district school board must not use funds from the~~
 2720 ~~Public Education Capital Outlay and Debt Service Trust Fund or~~
 2721 ~~the School District and Community College District Capital~~
 2722 ~~Outlay and Debt Service Trust Fund for any new construction of~~
 2723 ~~an ancillary plant that exceeds 70 percent of the average cost~~
 2724 ~~per square foot of new construction for all schools.~~

2725 (c) ~~Except as otherwise provided, new construction for~~
 2726 ~~which a contract has been executed for architectural and design~~

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2727 ~~services or for construction management services by a district~~
 2728 ~~school board on or after July 1, 2017, may not exceed the cost~~
 2729 ~~per student station as provided in paragraph (b).~~

2730 ~~(d)~~ The department shall:

2731 1. Compute for each calendar year the statewide average
 2732 construction costs for facilities serving each instructional
 2733 level, for relocatable educational facilities, for
 2734 administrative facilities, and for other ancillary and auxiliary
 2735 facilities. The department shall compute the statewide average
 2736 costs per student station for each instructional level.

2737 2. Annually review the actual completed construction costs
 2738 of educational facilities in each school district. ~~For any~~
 2739 ~~school district in which the total actual cost per student~~
 2740 ~~station, including change orders, exceeds the statewide limits~~
 2741 ~~established in paragraph (b), the school district shall report~~
 2742 ~~to the department the actual cost per student station and the~~
 2743 ~~reason for the school district's inability to adhere to the~~
 2744 ~~limits established in paragraph (b). The department shall~~
 2745 ~~collect all such reports and shall provide these reports to the~~
 2746 ~~Auditor General for verification purposes.~~

2747 ~~Cost per student station includes contract costs, fees of~~
 2748 ~~architects and engineers, and the cost of furniture and~~
 2749 ~~equipment. Cost per student station does not include the cost of~~
 2750 ~~purchasing or leasing the site for the construction, legal and~~
 2751 ~~administrative costs, or the cost of related site or offsite~~
 2752 ~~improvements. Cost per student station also does not include the~~
 2753 ~~cost for securing entries, checkpoint construction, lighting~~
 2754 ~~specifically designed for entry point security, security~~
 2755

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2756 ~~cameras, automatic locks and locking devices, electronic~~
 2757 ~~security systems, fencing designed to prevent intruder entry~~
 2758 ~~into a building, bullet-proof glass, or other capital~~
 2759 ~~construction items approved by the school safety specialist to~~
 2760 ~~ensure building security for new educational, auxiliary, or~~
 2761 ~~ancillary facilities.~~

2762 ~~(e) Notwithstanding the requirements of this subsection, an~~
 2763 ~~unfinished construction project for new construction of~~
 2764 ~~educational plant space that was started on or before July 1,~~
 2765 ~~2028, is exempt from the total cost per student station~~
 2766 ~~requirements established in paragraph (b).~~

2767 Section 45. Paragraph (e) of subsection (6) of section
 2768 163.3180, Florida Statutes, is amended to read:

2769 163.3180 Concurrency.—

2770 (6)

2771 (e) A school district that includes relocatable facilities
 2772 in its inventory of student stations shall include the capacity
 2773 of such relocatable facilities ~~as provided in s.~~
 2774 ~~1013.35(2)(b)2.f.~~, provided the relocatable facilities were
 2775 purchased after 1998 and the relocatable facilities meet the
 2776 standards for long-term use pursuant to s. 1013.20.

2777 Section 46. Paragraph (a) of subsection (5) of section
 2778 1002.68, Florida Statutes, is amended to read:

2779 1002.68 Voluntary Prekindergarten Education Program
 2780 accountability.—

2781 (5) (a) If a public school's or private prekindergarten
 2782 provider's program assessment composite score for its
 2783 prekindergarten classrooms fails to meet the minimum program
 2784 assessment composite score for contracting adopted in rule by

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2785 the department, the private prekindergarten provider or public
 2786 school may not participate in the Voluntary Prekindergarten
 2787 Education Program beginning in the consecutive program year and
 2788 thereafter until the public school or private prekindergarten
 2789 provider meets the minimum composite score for contracting. A
 2790 public school or private prekindergarten provider may request
 2791 one program assessment per program year in order to requalify
 2792 for participation in the Voluntary Prekindergarten Education
 2793 Program, provided that the public school or private
 2794 prekindergarten provider is not excluded from participation
 2795 under ss. 1002.55(6), 1002.61(10)(b), 1002.63(9) ~~1002.63(9)(b)~~,
 2796 or paragraph (5)(b) of this section. If a public school or
 2797 private prekindergarten provider would like an additional
 2798 program assessment completed within the same program year, the
 2799 public school or private prekindergarten provider shall be
 2800 responsible for the cost of the program assessment.

2801 Section 47. Paragraphs (c) and (e) of subsection (2) of
 2802 section 1003.631, Florida Statutes, are amended to read:

2803 1003.631 Schools of Excellence.—The Schools of Excellence
 2804 Program is established to provide administrative flexibility to
 2805 the state's top schools so that the instructional personnel and
 2806 administrative staff at such schools can continue to serve their
 2807 communities and increase student learning to the best of their
 2808 professional ability.

2809 (2) ADMINISTRATIVE FLEXIBILITIES.—A School of Excellence
 2810 must be provided the following administrative flexibilities:

2811 (c) For instructional personnel, the substitution of 1
 2812 school year of employment at a School of Excellence for 20
 2813 inservice points toward the renewal of a professional

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2814 certificate, up to 60 inservice points in a 5-year cycle,
 2815 ~~pursuant to s. 1012.585(3).~~
 2816 (e) Calculation for compliance with maximum class size
 2817 ~~pursuant to s. 1003.03(4)~~ based on the average number of
 2818 students at the school level.
 2819 Section 48. Paragraph (c) of subsection (2) and paragraph
 2820 (b) of subsection (5) of section 1004.04, Florida Statutes, are
 2821 amended to read:
 2822 1004.04 Public accountability and state approval for
 2823 teacher preparation programs.—
 2824 (2) UNIFORM CORE CURRICULA AND CANDIDATE ASSESSMENT.—
 2825 (c) Each candidate must receive instruction and be assessed
 2826 on the uniform core curricula in the candidate's area or areas
 2827 of program concentration during course work and field
 2828 experiences. Beginning with candidates entering a teacher
 2829 preparation program in the 2022-2023 school year, a candidate
 2830 for certification in a coverage area identified pursuant to s.
 2831 1012.585(3)(g) ~~s. 1012.585(3)(f)~~ must successfully complete all
 2832 competencies for a reading endorsement, including completion of
 2833 the endorsement practicum through the candidate's field
 2834 experience under subsection (5), in order to graduate from the
 2835 program.
 2836 (5) PRESERVICE FIELD EXPERIENCE.—All postsecondary
 2837 instructors, school district personnel and instructional
 2838 personnel, and school sites preparing instructional personnel
 2839 through preservice field experience courses and internships
 2840 shall meet special requirements. District school boards may pay
 2841 student teachers during their internships.
 2842 (b)1. All school district personnel and instructional

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2843 personnel who supervise or direct teacher preparation students
 2844 during field experience courses or internships taking place in
 2845 this state in which candidates demonstrate an impact on student
 2846 learning growth must have:

2847 a. Evidence of "clinical educator" training;
 2848 b. A valid professional certificate issued pursuant to s.
 2849 1012.56;
 2850 c. At least 3 years of teaching experience in
 2851 prekindergarten through grade 12;
 2852 d. Earned an effective or highly effective rating on the
 2853 prior year's performance evaluation under s. 1012.34 or be a
 2854 peer evaluator under the district's evaluation system approved
 2855 under s. 1012.34; and
 2856 e. Beginning with the 2022-2023 school year, for all such
 2857 personnel who supervise or direct teacher preparation students
 2858 during internships in kindergarten through grade 3 or who are
 2859 enrolled in a teacher preparation program for a certificate area
 2860 identified pursuant to s. 1012.585(3)(g) ~~s. 1012.585(3)(f)~~, a
 2861 certificate or endorsement in reading.

2862
 2863 The State Board of Education shall approve the training
 2864 requirements.

2865 2. All instructional personnel who supervise or direct
 2866 teacher preparation students during field experience courses or
 2867 internships in another state, in which a candidate demonstrates
 2868 his or her impact on student learning growth, through a Florida
 2869 online or distance program must have received "clinical
 2870 educator" training or its equivalent in that state, hold a valid
 2871 professional certificate issued by the state in which the field

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2872 experience takes place, and have at least 3 years of teaching
 2873 experience in prekindergarten through grade 12.

2874 3. All instructional personnel who supervise or direct
 2875 teacher preparation students during field experience courses or
 2876 internships, in which a candidate demonstrates his or her impact
 2877 on student learning growth, on a United States military base in
 2878 another country through a Florida online or distance program
 2879 must have received "clinical educator" training or its
 2880 equivalent, hold a valid professional certificate issued by the
 2881 United States Department of Defense or a state or territory of
 2882 the United States, and have at least 3 years teaching experience
 2883 in prekindergarten through grade 12.

2884 Section 49. Paragraph (b) of subsection (3) of section
 2885 1004.85, Florida Statutes, is amended to read:
 2886 1004.85 Postsecondary educator preparation institutes.—
 2887 (3) Educator preparation institutes approved pursuant to
 2888 this section may offer competency-based certification programs
 2889 specifically designed for noneducation major baccalaureate
 2890 degree holders to enable program participants to meet the
 2891 educator certification requirements of s. 1012.56. An educator
 2892 preparation institute choosing to offer a competency-based
 2893 certification program pursuant to the provisions of this section
 2894 must implement a program developed by the institute and approved
 2895 by the department for this purpose. Approved programs shall be
 2896 available for use by other approved educator preparation
 2897 institutes.

2898 (b) Each program participant must:
 2899 1. Meet certification requirements pursuant to s.
 2900 1012.56(1) by obtaining a statement of status of eligibility in

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2901 the certification subject area of the educational plan and meet
2902 the requirements of s. 1012.56(2) (a)-(f) before participating in
2903 field experiences.

2904 2. Demonstrate competency and participate in field
2905 experiences that are appropriate to his or her educational plan
2906 prepared under paragraph (a). Beginning with candidates entering
2907 an educator preparation institute in the 2022-2023 school year,
2908 a candidate for certification in a coverage area identified
2909 pursuant to s. 1012.585(3) (g) ~~s. 1012.585(3) (f)~~ must
2910 successfully complete all competencies for a reading
2911 endorsement, including completion of the endorsement practicum
2912 through the candidate's field experience, in order to graduate
2913 from the program.

2914 3. Before completion of the program, fully demonstrate his
2915 or her ability to teach the subject area for which he or she is
2916 seeking certification by documenting a positive impact on
2917 student learning growth in a prekindergarten through grade 12
2918 setting and, except as provided in s. 1012.56(7) (a)3., achieving
2919 a passing score on the professional education competency
2920 examination, the basic skills examination, and the subject area
2921 examination for the subject area certification which is required
2922 by state board rule.

2923 Section 50. Paragraph (b) of subsection (2) of section
2924 1012.586, Florida Statutes, is amended to read:

2925 1012.586 Additions or changes to certificates; duplicate
2926 certificates; reading endorsement pathways.—

2927 (2)

2928 (b) As part of adopting a pathway pursuant to paragraph
2929 (a), the department shall review the competencies for the

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2930 reading endorsement and subject area examinations for educator
2931 certificates identified pursuant to s. 1012.585(3) (g) ~~s.~~
2932 ~~1012.585(3) (f)~~ for alignment with evidence-based instructional
2933 and intervention strategies rooted in the science of reading and
2934 identified pursuant to s. 1001.215(7) and recommend changes to
2935 the State Board of Education. Recommended changes must address
2936 identification of the characteristics of conditions such as
2937 dyslexia, implementation of evidence-based classroom instruction
2938 and interventions, including evidence-based reading instruction
2939 and interventions specifically for students with characteristics
2940 of dyslexia, and effective progress monitoring. By July 1, 2023,
2941 each school district reading endorsement add-on program must be
2942 resubmitted for approval by the department consistent with this
2943 paragraph.

2944 Section 51. Paragraph (b) of subsection (5) of section
2945 1012.98, Florida Statutes, is amended to read:

2946 1012.98 School Community Professional Learning Act.—

2947 (5) The Department of Education, school districts, schools,
2948 Florida College System institutions, and state universities
2949 share the responsibilities described in this section. These
2950 responsibilities include the following:

2951 (b) Each school district shall develop a professional
2952 learning system as specified in subsection (4). The system shall
2953 be developed in consultation with teachers, teacher-educators of
2954 Florida College System institutions and state universities,
2955 business and community representatives, and local education
2956 foundations, consortia, and professional organizations. The
2957 professional learning system must:

2958 1. Be reviewed and approved by the department for

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2959 compliance with s. 1003.42(3) and this section. Effective March
 2960 1, 2024, the department shall establish a calendar for the
 2961 review and approval of all professional learning systems. A
 2962 professional learning system must be reviewed and approved every
 2963 5 years. Any substantial revisions to the system must be
 2964 submitted to the department for review and approval. The
 2965 department shall establish a format for the review and approval
 2966 of a professional learning system.

2967 2. Be based on analyses of student achievement data and
 2968 instructional strategies and methods that support rigorous,
 2969 relevant, and challenging curricula for all students. Schools
 2970 and districts, in developing and refining the professional
 2971 learning system, shall also review and monitor school discipline
 2972 data; school environment surveys; assessments of parental
 2973 satisfaction; performance appraisal data of teachers, managers,
 2974 and administrative personnel; and other performance indicators
 2975 to identify school and student needs that can be met by improved
 2976 professional performance.

2977 3. Provide inservice activities coupled with follow-up
 2978 ~~followup~~ support appropriate to accomplish district-level and
 2979 school-level improvement goals and standards. The inservice
 2980 activities for instructional and school administrative personnel
 2981 shall focus on analysis of student achievement data; ongoing
 2982 formal and informal assessments of student achievement;
 2983 identification and use of enhanced and differentiated
 2984 instructional strategies that emphasize rigor, relevance, and
 2985 reading in the content areas; enhancement of subject content
 2986 expertise; integrated use of classroom technology that enhances
 2987 teaching and learning; classroom management; parent involvement;

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2988 and school safety.

2989 4. Provide inservice activities and support targeted to the
 2990 individual needs of new teachers participating in the
 2991 professional learning certification and education competency
 2992 program under s. 1012.56(8)(a).

2993 5. Include a professional learning catalog for inservice
 2994 activities, pursuant to rules of the State Board of Education,
 2995 for all district employees from all fund sources. The catalog
 2996 must be updated annually by September 1, must be based on input
 2997 from teachers and district and school instructional leaders, and
 2998 must use the latest available student achievement data and
 2999 research to enhance rigor and relevance in the classroom. Each
 3000 district inservice catalog must be aligned to and support the
 3001 school-based inservice catalog and school improvement plans
 3002 pursuant to s. 1001.42(18). Each district inservice catalog must
 3003 provide a description of the training that middle grades
 3004 instructional personnel and school administrators receive on the
 3005 district's code of student conduct adopted pursuant to s.
 3006 1006.07; integrated digital instruction and competency-based
 3007 instruction and CAPE Digital Tool certificates and CAPE industry
 3008 certifications; classroom management; student behavior and
 3009 interaction; extended learning opportunities for students; and
 3010 instructional leadership. District plans must be approved by the
 3011 district school board annually in order to ensure compliance
 3012 with subsection (1) and to allow for dissemination of research-
 3013 based best practices to other districts. District school boards
 3014 shall submit verification of their approval to the Commissioner
 3015 of Education no later than October 1, annually. Each school
 3016 principal may establish and maintain an individual professional

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3017 learning plan for each instructional employee assigned to the
 3018 school as a seamless component to the school improvement plans
 3019 developed pursuant to s. 1001.42(18). An individual professional
 3020 learning plan must be related to specific performance data for
 3021 the students to whom the teacher is assigned, define the
 3022 inservice objectives and specific measurable improvements
 3023 expected in student performance as a result of the inservice
 3024 activity, and include an evaluation component that determines
 3025 the effectiveness of the professional learning plan.

3026 6. Include inservice activities for school administrative
 3027 personnel, aligned to the state's educational leadership
 3028 standards, which address updated skills necessary for
 3029 instructional leadership and effective school management
 3030 pursuant to s. 1012.986.

3031 7. Provide for systematic consultation with regional and
 3032 state personnel designated to provide technical assistance and
 3033 evaluation of local professional learning programs.

3034 8. Provide for delivery of professional learning by
 3035 distance learning and other technology-based delivery systems to
 3036 reach more educators at lower costs.

3037 9. Provide for the continuous evaluation of the quality and
 3038 effectiveness of professional learning programs in order to
 3039 eliminate ineffective programs and strategies and to expand
 3040 effective ones. Evaluations must consider the impact of such
 3041 activities on the performance of participating educators and
 3042 their students' achievement and behavior.

3043 10. For all grades, emphasize:

3044 a. Interdisciplinary planning, collaboration, and
 3045 instruction.

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3046 b. Alignment of curriculum and instructional materials to
 3047 the state academic standards adopted pursuant to s. 1003.41.

3048 c. Use of small learning communities; problem-solving,
 3049 inquiry-driven research and analytical approaches for students;
 3050 strategies and tools based on student needs; competency-based
 3051 instruction; integrated digital instruction; and project-based
 3052 instruction.

3053

3054 Each school that includes any of grades 6, 7, or 8 shall include
 3055 in its school improvement plan, required under s. 1001.42(18), a
 3056 description of the specific strategies used by the school to
 3057 implement each item listed in this subparagraph.

3058 11. Provide training to reading coaches, classroom
 3059 teachers, and school administrators in effective methods of
 3060 identifying characteristics of conditions such as dyslexia and
 3061 other causes of diminished phonological processing skills;
 3062 incorporating instructional techniques into the general
 3063 education setting which are proven to improve reading
 3064 performance for all students; and using predictive and other
 3065 data to make instructional decisions based on individual student
 3066 needs. The training must help teachers integrate phonemic
 3067 awareness; phonics, word study, and spelling; reading fluency;
 3068 vocabulary, including academic vocabulary; and text
 3069 comprehension strategies into an explicit, systematic, and
 3070 sequential approach to reading instruction, including
 3071 multisensory intervention strategies. Such training for teaching
 3072 foundational skills must be based on the science of reading and
 3073 include phonics instruction for decoding and encoding as the
 3074 primary instructional strategy for word reading. Instructional

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3075 strategies included in the training may not employ the three-
3076 cueing system model of reading or visual memory as a basis for
3077 teaching word reading. Such instructional strategies may include
3078 visual information and strategies which improve background and
3079 experiential knowledge, add context, and increase oral language
3080 and vocabulary to support comprehension, but may not be used to
3081 teach word reading. Each district must provide all elementary
3082 grades instructional personnel access to training sufficient to
3083 meet the requirements of s. 1012.585(3)(g) ~~s. 1012.585(3)(f)~~.

3084 Section 52. Except as otherwise expressly provided in this
3085 act and except for this section, which shall take effect upon
3086 becoming a law, this act shall take effect July 1, 2025.

The Florida Senate

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3/11/25

JB16C

Meeting Date

Bill Number or Topic

App PreK-12 Ed

Committee

Amendment Barcode (if applicable)

Name Stephanie Ferrell

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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:

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

FFTRP

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

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Meeting Date

SB 166

Bill Number or Topic

Approp Committee K-12

Committee

Amendment Barcode (if applicable)

Name Cheyne Selestki

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City

FL

State

34997

Zip

Speaking: [X] For [] Against [] Information OR Waive Speaking: [] In Support [] Against

PLEASE CHECK ONE OF THE FOLLOWING:

[X] 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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Meeting Date

SB 166

Bill Number or Topic

Committee

Amendment Barcode (if applicable)

Name Sharyn Battey

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Address 1400 Fairway Oaks Dr

Email president@sterlingparkpta.org

CASSELBERRY FL 32707

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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Sterling Park PTA

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Meeting Date

SB 166

Bill Number or Topic

Senate Ed Approps

Committee

Amendment Barcode (if applicable)

Name Shan Goff

Phone 850-544-6128

Address 215 S. Monroe St.

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Tall

City

Fla

State

32301

Zip

founder for Fla's future

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

PLEASE CHECK ONE OF THE FOLLOWING:

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I am a registered lobbyist, representing:

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3/11/25
Meeting Date

SB 1666
Bill Number or Topic

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Committee

Amendment Barcode (if applicable)

Name DENISE HALL

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Street

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

PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

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

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

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Bill Number or Topic

3-11-25

Meeting Date

SB 166

Committee

Amendment Barcode (if applicable)

Name

Lisa Torres

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32164

City

State

Zip

Speaking:

For

Against

Information

OR

Waive Speaking:

In Support

Against

PLEASE CHECK ONE OF THE FOLLOWING:

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I am 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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The Florida Senate APPEARANCE RECORD

166

Meeting Date

Approps. on Pre K-12 Edu

Committee

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Bill Number or Topic

Amendment Barcode (if applicable)

Name

Alec Wilcosky

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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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Meeting Date

SB 166

Bill Number or Topic

Ag Pro & Ed

Committee

Amendment Barcode (if applicable)

Name

Raeagan Miller

Phone

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FL

State

33703

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Email

raeganmiller@yahoo.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:

Pinellas County Council PTA

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

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3/11/25

Meeting Date

166

Bill Number or Topic

Approp. Pre K-12

Committee

Amendment Barcode (if applicable)

Name

MARQUISE McMiller Public Schools Phone 850-591-1198

Orange County

Address

445 Amelia St

Email

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Orlando

City

FL

State

32801

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](#)

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APPEARANCE RECORD

03/11/2025

166

Meeting Date

Bill Number or Topic

PreK-12 Approps

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Committee

Amendment Barcode (if applicable)

Name Dr. Danielle Thomas

Phone 850-414-2578

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Email thomas@fsba.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:

Florida School Boards Association

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

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

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The Florida Senate

APPEARANCE RECORD

03/11/2025

166

Meeting Date

Approp Pre-K - 12

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Bill Number or Topic

Committee

Amendment Barcode (if applicable)

Name **Brian Moore**

Phone **(850) 577-5784**

Address **208 S. Monroe St.**

Email **bmoore@fadss.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:

FL Assc Dist School Supts FADSS

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](#))

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S-001 (08/10/2021)

TAB 12

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SB 166

Bill Number or Topic

3/11/25

Meeting Date

App Prek-12

Committee

Amendment Barcode (if applicable)

Name Tabitha Fazzino

Phone 305-995-1206

Address 1450 NE 2ND Ave #912

Email tfazzino@dadeschools.net

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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:

Miami-DADE Co. Public Schools

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

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

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SB 166

Bill Number or Topic

3/11/25

Meeting Date

Approps Comm PreK-12 Ed

Committee

Amendment Barcode (if applicable)

Name

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markmotl@gmail.com

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Palatka

City

FL

State

32177

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](#)

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The Florida Senate

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SB 166

Bill Number or Topic

3/11

Meeting Date

APP PreK-12

Committee

Amendment Barcode (if applicable)

Name Michael Greenan

Phone (352) 478-9621

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Keystone Heights FL

32656

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](#)

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3/11/25

Meeting Date

166

Bill Number or Topic

Approps Park-12

Committee

Amendment Barcode (if applicable)

Name Greg Black

Phone 850 509 8022

Address 201 E. Park Ave, Ste 200B

Email Greg@BlackConsultingLLC.com

Street

TLH

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:

Martin County School District

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](#)

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The Florida Senate

APPEARANCE RECORD

SB0166

3-11-25

Meeting Date

Bill Number or Topic

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App. Com. on Pre-K -12 Ed

Committee

Amendment Barcode (if applicable)

Name Alex Leake

Phone 386 837 8800

Address 14251 Les Palms Cir 201

Email alexleake99@gmail.com

Street

Tampa

FL

33613

City

State

Zip

Speaking: [] For [] Against [] Information OR Waive Speaking: [x] In Support [] Against

PLEASE CHECK ONE OF THE FOLLOWING:

[x] I am appearing without compensation or sponsorship.

[] I am a registered lobbyist, representing:

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

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

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The Florida Senate

March 11 2025

APPEARANCE RECORD

166

Meeting Date

Bill Number or Topic

Appropriations Pre-K-12

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Committee

Amendment Barcode (if applicable)

Name John Cerra

Phone 850 222 4428

Address 206 South Monroe St #104

Email Cerraj@comcast.net

Tallahassee FL 32301

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:

Florida Association of School Psychologists (FASP)

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

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The Florida Senate

APPEARANCE RECORD

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Meeting Date March 11, 2025

Bill Number or Topic SB 166

Committee _____

Amendment Barcode (if applicable) _____

Name Cicely Henderson

Phone 561-983-5882

Address 1316 SW Ave C
Street

Email Cth50673@gmail.com

Belle Glade FL 33430
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. 511.045 and Joint Rule 1. [2020-2022 Joint Rules.pdf flsenate.gov](#)

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March 11, 2025

Meeting Date

The Florida Senate APPEARANCE RECORD

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SB166

Bill Number or Topic

Committee

Amendment Barcode (if applicable)

Name

Asia Scott

Phone

561-692-5242

Address

2566 W Tennessee

Email

scottasia2004@gmail.com

Street

Tallahassee

FL

32304

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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The Florida Senate

APPEARANCE RECORD

3/11/25

Meeting Date

SB166

Bill Number or Topic

Appropriations

Committee

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Amendment Barcode (if applicable)

Name Olivia Rightley

Phone

Address 2409 E 2nd Ave Unit 323

Email

Street

Tampa

City

FL

State

33605

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 \(flsenate.gov\)](#)

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The Florida Senate APPEARANCE RECORD

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SBollob

Bill Number or Topic

Amendment Barcode (if applicable)

3/11/25

Meeting Date

Appop

Committee

Name

Michael Woods

Phone

Address

6886 Lawrence Rd

Email

Street

Lantana E

33462

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 [JointRules.pdf \(flsenate.gov\)](#)

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The Florida Senate

APPEARANCE RECORD

SB 166

3/11/2025

Meeting Date

Bill Number or Topic

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

Appropriations on Pre-K-12

Committee

Amendment Barcode (if applicable)

Name

Robert Cera

Phone

(850) 212-6233

Address

206 S. Mancoe St.

Email

bobcera@comcast.net

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:

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

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

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166
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The Florida Senate

APPEARANCE RECORD

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Bill Number or Topic

Amendment Barcode (if applicable)

3-11-25

Meeting Date

Approp. K-12 Ed
Committee

Name

Chris Doolin

Phone

850-508-5492

Address

1018 THOMASVILLE Rd 102B

Email

Street

Tallahassee Fla 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:

Small School District Council Consortium

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

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The Florida Senate
APPEARANCE RECORD

SB 166
Bill Number or Topic

3/11/2025
Meeting Date

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Approp K12
Committee

Amendment Barcode (if applicable)

Name Valerie Chuchman Phone _____

Address 708 W. Hawthorne St Email _____
Street

Tampa FL 33604
City State Zip

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

PLEASE CHECK ONE OF THE FOLLOWING:

<input checked="" type="checkbox"/> I am appearing without compensation or sponsorship.	<input type="checkbox"/> I am a registered lobbyist, representing:	<input type="checkbox"/> I am not a lobbyist, but received something of value for my appearance (travel, meals, lodging, etc.), sponsored by:
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While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. § 11.045 and Joint Rule 1. [2020-2022 Joint Rules.pdf flsenate.gov](#)

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3/11/25

Meeting Date

Appropriation K12

Committee

SB 166

Bill Number or Topic

Amendment Barcode (if applicable)

Name Matthew Pinson

Phone

Address 3553 Victoria Manor Ln, 305

Email

Street

Lakeland

FL

33805

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](#)

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The Florida Senate

APPEARANCE RECORD

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3/11/25

Meeting Date

SB 1069

Bill Number or Topic

Sen. Appropriations

Committee Committee

Amendment Barcode (if applicable)

Name Duval Co. Schools

Phone (904) 303-3338

Address 1701 Purdental Dr

Street

Email Wesley K Duval School org

Jax

City

FL

State

32201

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 \(flsenate.gov\)](#)

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The Florida Senate

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3/11/25

Meeting Date

SB 168

Bill Number or Topic

Sen Appros Committee

Committee

Amendment Barcode (if applicable)

Name Kortney Wesley Duval Co. Public Schools

Phone (904) 303-3331

Address 1701 Purdental Dr.

Street

Email WesleyK@DuvalSchools.org

JEX City

FL State

32201 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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The Florida Senate

APPEARANCE RECORD

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SB 166

Bill Number or Topic

3-11-25

Meeting Date

Commerce + Tourism

Committee

Amendment Barcode (if applicable)

Name Lorraine Rendon

Phone 321-704-3930

Address 879 Yorktowne Dr

Street

Email fernrendon@hotmail.com

Rockledge, FL 32955

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](#)

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The Florida Senate

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3-11-25

Meeting Date

SB 166

Bill Number or Topic

Committee

Amendment Barcode (if applicable)

Name FERNANDO RENDON

Phone 321-482-3051

Address 879 YORKTOWNE DR.

Email FRENDO@IBEW606.ORG

Street

ROCKLEDGE FL 32955

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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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 Pre-K - 12 Education

BILL: CS/SB 296

INTRODUCER: Education Pre-K - 12 Committee and Senator Bradley and others

SUBJECT: Middle School and High School Start Times

DATE: March 10, 2025 **REVISED:** _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Sabitsch</u>	<u>Bouck</u>	<u>ED</u>	Fav/CS
2.	<u>Gray</u>	<u>Elwell</u>	<u>AED</u>	Favorable
3.	_____	_____	<u>FP</u>	_____

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

CS/SB 296 removes the requirement that by July 1, 2026, the instructional day at all district and charter middle schools may not start before 8 a.m. and high schools may not start before 8:30 a.m.

This bill does not have a fiscal impact on state revenues or expenditures. However, school districts will likely avoid a significant negative fiscal impact, due to the removal of school start time requirements beginning in the 2026-2027 school year. See Section V., Fiscal Impact Statement.

The bill takes effect on July 1, 2025.

II. Present Situation:

District School Boards

Each district school board is responsible for the establishment, organization, and operation of schools in the district's geographic area. Each district school board is required to adopt policies for the opening and closing of schools within the district, however the opening date of schools may not be earlier than August 10th of each year.¹

¹ Section 1001.42(4), F.S.

In 2023² district school boards were required to set specified start times for middle and high schools, with implementation required by July 1, 2026. After that date, middle schools cannot begin the instructional day before 8 a.m., and high schools cannot start before 8:30 a.m. Additionally, district school boards must inform their communities about the health, safety and academic impacts of sleep deprivation on middle and high school students. The law also requires district school boards to discuss local strategies for implementing the later school start times.³ State Board of Education (SBE) rule requires that district school board policy must ensure that no more than one and one-half hours will elapse between the time a student boards a district operated bus and the start of the school day.⁴

Charter Schools

Charter schools are tuition-free public schools established through an agreement or "charter" typically between the school and the local district school board. This agreement grants the charter school a degree of flexibility compared to traditional public schools in exchange for a commitment to higher standards of accountability. All charter schools in Florida are public schools and are part of the state's public education system. During the 2022-2023 school year, 382,367 students were enrolled in 726 charter schools across 46 districts.⁵ Charter schools are granted exemptions from certain operational requirements related to facilities, administration, and finance. However, charter schools must comply with statutory requirements specified in law, including the requirements for middle and high school start times.⁶

School Start Times in Florida

According to the Office of Program Policy Analysis and Government Accountability (OPPAGA), the average start time for all Florida high schools (541 schools) is 7:45 a.m. Forty-six percent of high schools start before 7:30 a.m., and 19 percent of high schools start between 7:30 a.m. and 8:00 a.m. There were 49 Florida school districts with at least one high school that started before 8:00 a.m. and of those, 22 districts had at least one high school that started before 7:30 a.m. For Florida middle schools (490 schools) the average start time is 9:03 a.m., with only eight percent of schools starting prior to 8:00 a.m.⁷

OPPAGA requested specific information from twelve districts that had either changed or were considering changing school start times to determine motivations and barriers. Eight of those school districts had recently changed some or all school start times while four school districts had considered changes to start time but did not make changes. Reported motivations among the respondents included:

² Ch. 2023-78, Laws of Fla.

³ Section 1001.42(4)(f), F.S.

⁴ Rule 6A-3.0171(6), F.A.C.

⁵ Florida Department of Education, Office of Independent Education & Parental Choice, *Fact Sheet Florida's Charter Schools* (October 2023), available at <https://www.fldoe.org/core/fileparse.php/7696/urlt/Charter-Sept-2022.pdf> at 1 (last visited Mar. 5, 2025).

⁶ Section 1002.33(16), F.S.

⁷ Email, OPPAGA Report: *OPPAGA Research on School Start Times*, (Mar. 13, 2023) (on file with the Senate Committee on Education Pre-K-12).

- Transportation issues to improve on-time bus schedules, address driver shortages, reduce transit times, comply with Center for Disease Control (CDC) social distancing recommendations, and improve operational efficiencies.
- Student health and safety issues to improve general student health and to address the health needs of high school students, in particular.
- Student learning issues to promote student academic achievement, increase learning time lost due to weather-related closures, and increase the length of the elementary school day.⁸

Reported barriers that were confronted when considering start time changes included:

- Childcare and student supervision issues concerning care for siblings, childcare arrangements, limited school staff and concerns about child safety in dawn/pre-dawn hours.
- After-school activities issues concerning afterschool employment for high school students, effects on extended day programs, and the ability to attend afterschool activities.
- Transportation issues concerning the costs of adding bus routes and buses, rising bus driver wages and limited bus drivers, and capital funding issues.⁹

Current Responses to Start Time Legislation

In response to the 2023 legislation that prescribed start times for middle schools and high schools, Florida school districts have already taken actionable steps to meet the requirements. Additionally, \$5 million was appropriated to assist school districts and charter schools in implementing the requirements. Possible uses for funding included:

- Development of plans.
- Transportation.
- Instructional planning.
- Other school-related resources.¹⁰

The DOE is required to provide a report to the Legislature before January 1, 2026, documenting the grant awards and their total expenditures as well as the effect of later start times on student and school performance, truancy, absenteeism, tardiness, drop-out rates, and mental and behavioral health.¹¹

Information gathered from several informal surveys of Florida school districts revealed a mixture of:

- Districts that have not begun the process of changing start times or are waiting to see if there are legislative changes.
- Districts that are at the beginning stages of planning and discussing the needed changes with their communities.
- Districts that have taken active steps toward changing start times by conducting cost analyses, purchasing new software, and evaluating transportation needs.

⁸ *Id.*

⁹ Email, OPPAGA Report: *OPPAGA Research on School Start Times*, (Mar. 13, 2023) (on file with the Senate Committee on Education Pre-K-12).

¹⁰ Specific Appropriation 96, Ch. 2023-239, L.O.F.

¹¹ *Id.*

- Districts that either were already in compliance with the new start times or have already made the adjustments and are now in compliance with the law regarding middle school and high school start times.¹²

Specific comments provided through the surveys included:

“We have analyzed the impact of the change on our ability to serve students and have found that it would be cost prohibitive to do so in terms of both personnel and the number of school buses needed.”

“The district created a working group to help identify how internal and external stakeholders will be affected. The working group aimed to determine the operations changes and financial impacts. All board members have been briefed, and a work session has been scheduled to discuss the next steps.”

“The major obstacle for our district is school transportation and lack of supervision of students in the afternoon. As it stands now, our school start times would need to flip, meaning many of our youngest students who live in the most rural areas will be outside in the darkness waiting on the bus.”

“Disrupted Schedules for parents - Later start time can disrupt schedules for parents who work traditional hours.”

“Pushing back start times will either push back after school activity times, therefore causing students to go to bed later OR if after school activity times stay the same, students will miss additional class time due to being checked out early to participate in after school activities.”

“The new start times could force a two-tier transportation schedule which doubles the salary, wear and tear of the school buses and consumables such as fuel and DEF fluid”

“Currently, the same school bus driver completes a full middle and high school route and then completes a full elementary school route. With the proposed start time change, double the current number of bus drivers will be required to complete the routes at the same time. With the current challenges and severe shortage of school bus drivers, this presents a virtually insurmountable barrier from an operational standpoint.”

III. Effect of Proposed Changes:

This bill repeals the provisions in s. 1001.42, F.S., that provided specific requirements related to middle school and high school start times.

The bill removes from the powers and duties of district school boards the requirement that, by July 1, 2026, the instructional day for middle schools may not begin earlier than 8 a.m. and the instructional day for high schools may not begin earlier than 8:30 a.m.

¹² Emails, Small District Council Consortium and Florida Association of School District Superintendents, (Feb. 25, 2025) (on file with the Senate Committee on Education Pre-K-12).

Additionally, the bill removes the requirement of district school boards to discuss local strategies to implement the specified later school start times.

The bill takes effect on July 1, 2025.

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:

This bill does not have a fiscal impact on state revenues or expenditures. However, school districts will likely avoid a significant negative fiscal impact, due to the removal of school start time requirements beginning in the 2026-2027 school year.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends section 1001.42 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 March 3, 2025:

The committee substitute maintains from the bill the repeal of specific middle school and high school start times and the date by which those times must be implemented. However, the amendment restores current law that requires each district school board and charter school to inform its community about issues related to sleep deprivation and school start times and consider the benefits of later start times when adopting middle and high school start times.

- B. **Amendments:**

None.

By the Committee on Education Pre-K - 12; and Senators Bradley,
Yarborough, and Davis

581-02107-25

2025296c1

1 A bill to be entitled
2 An act relating to middle school and high school start
3 times; amending s. 1001.42, F.S.; deleting a
4 requirement that middle schools and high schools start
5 by specified times beginning in a certain year;
6 requiring district school boards to consider certain
7 benefits relating to school start times when adopting
8 middle school and high school start times; providing
9 an effective date.

10
11 Be It Enacted by the Legislature of the State of Florida:
12

13 Section 1. Paragraph (f) of subsection (4) of section
14 1001.42, Florida Statutes, is amended to read:

15 1001.42 Powers and duties of district school board.—The
16 district school board, acting as a board, shall exercise all
17 powers and perform all duties listed below:

18 (4) ESTABLISHMENT, ORGANIZATION, AND OPERATION OF SCHOOLS.—
19 Adopt and provide for the execution of plans for the
20 establishment, organization, and operation of the schools of the
21 district, including, but not limited to, the following:

22 (f) *Opening and closing of schools; fixing uniform date;*
23 *middle school and high school start times.*—Adopt policies for
24 the opening and closing of schools, fix uniform dates, and
25 middle school and high school start times.

26 1. The opening date for schools in the district may not be
27 earlier than August 10 of each year.

28 2. ~~By July 1, 2026, the instructional day for middle~~
29 ~~schools may not begin earlier than 8 a.m. and the instructional~~

Page 1 of 2

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

581-02107-25

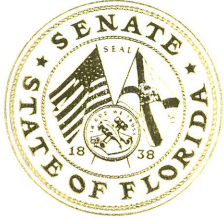
2025296c1

30 ~~day for high schools may not begin earlier than 8:30 a.m.~~ Each
31 district school board must inform its community, including
32 parents, students, teachers, school administrators, athletic
33 coaches, and other stakeholders, about the health, safety, and
34 academic impacts of sleep deprivation on middle school and high
35 school students and consider the benefits of a later school
36 start time when adopting middle school and high ~~and discuss~~
37 ~~local strategies to successfully implement the later school~~
38 start times.

39 Section 2. This act shall take effect July 1, 2025.

Page 2 of 2

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



THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

COMMITTEES:

Regulated Industries, *Chair*
Appropriations Committee on Higher
Education, *Vice Chair*
Appropriations Committee on Pre-K - 12 Education
Criminal Justice
Ethics and Elections
Fiscal Policy
Rules

JOINT COMMITTEES:

Joint Committee on Public Counsel Oversight,
Alternating Chair

SENATOR JENNIFER BRADLEY

6th District

February 3, 2025

Senator Danny Burgess, Chairman
Senate Appropriations Committee on Pre-K - 12 Education
411 Senate Building
404 South Monroe Street
Tallahassee, FL 32399-1100

Dear Chairman Burgess:

I respectfully request that CS/SB 296 be placed on the committee's agenda at your earliest convenience. This bill relates to middle school and high school start times.

Thank you for your consideration.

Sincerely,

A handwritten signature in blue ink that reads "Jennifer Bradley".

Jennifer Bradley

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

REPLY TO:

- 1845 East West Parkway, Suite 5, Fleming Island, Florida 32003 (904) 278-2085
- 406 Senate Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 487-5006

Senate's Website: www.flsenate.gov

BEN ALBRITTON
President of the Senate

JASON BRODEUR
President Pro Tempore

3/11/25

The Florida Senate APPEARANCE RECORD

SB0926

Meeting Date

Deliver both copies of this form to
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Bill Number or Topic

Approp

Committee

Amendment Barcode (if applicable)

Michael Woods

Name

Phone

6880 Lawrence Rd

Address

Email

Street

Lantana

FL

33462

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 \(flsenate.gov\)](#)

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SB 296

Bill Number or Topic

Amendment Barcode (if applicable)

The Florida Senate

APPEARANCE RECORD

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

3/11/2025

Meeting Date

Approp K12

Committee

Name

Valerie Chuchman

Phone

Address

708 W. Hiawatha St

Street

Email

Tampa

City

FL

State

33604

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. df.flsenate.gov](https://www.flsenate.gov)

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The Florida Senate

APPEARANCE RECORD

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3/11/25 Meeting Date

SB 296

Bill Number or Topic

Committee

Amendment Barcode (if applicable)

Name DENISE HALLIS

Phone 732-406-0359

Address 5 Lake Charles Lane Street

Email dtowell123@gmail.com

Palm Coast FL 32137 City State Zip

Speaking: [] For [] Against [] Information OR Waive Speaking: [X] In Support [] Against

PLEASE CHECK ONE OF THE FOLLOWING:

[X] 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

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3/11/25

The Florida Senate APPEARANCE RECORD

296

Meeting Date

Approps. on Pre K-12 Edu.

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

Bill Number or Topic

Committee

Amendment Barcode (if applicable)

Name Alec Wilcosky

Phone 813-226-7327

Address 5020 Burlington Ave N

Email alecwilcosky@gmail.com

St. Petersburg FL 33710

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

PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

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

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

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The Florida Senate

APPEARANCE RECORD

3-11-25

Meeting Date

SB 290

Bill Number or Topic

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

Committee

Amendment Barcode (if applicable)

Name Lisa Torres

Phone 646-709-7951

Address 1312 Beach Village Cir Street

Email Torreslisa0330@gmail.com

Palm Coast City

FL State

32164 Zip

Speaking: [] For [] Against [] Information OR Waive Speaking: [x] In Support [] Against

PLEASE CHECK ONE OF THE FOLLOWING:

[x] I am appearing without compensation or sponsorship.

[] I am a registered lobbyist, representing:

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

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

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The Florida Senate

APPEARANCE RECORD

SB 296

3/11/2025

Meeting Date

Bill Number or Topic

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

Appropriations for K-12 Ed

Committee

Amendment Barcode (if applicable)

Name

Robert Cerra

Phone

(850) 212-6233

Address

206 S. Monroe St.

Email

bobcerra@comcast.net

Street

Tallahassee

State

FL

Zip

32301

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. df.flsenate.gov

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The Florida Senate

APPEARANCE RECORD

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

3/11/25

Meeting Date

SB 296

Bill Number or Topic

Approp Committee K-12

Committee

Amendment Barcode (if applicable)

Name Cheyne Seleski

Phone (561) 254-9123

Address 53 SE Ontario Way

Email cseleski@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:

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

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The Florida Senate

APPEARANCE RECORD

SB 296

3/11/25

Meeting Date

Approps Committee on PreK-12 Education

Committee

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

Bill Number or Topic

Amendment Barcode (if applicable)

Name Stephanie Kunkel

Phone 850-320-4208

Address 213 S. Adams Street

Email Stephanie.Kunkel@floridaea.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:

Florida Education Association

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

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

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The Florida Senate

APPEARANCE RECORD

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3/11/25

Meeting Date

296

Bill Number or Topic

Approps Park-12

Committee

Amendment Barcode (if applicable)

Name Greg Black

Phone 850 879 8022

Address 201 E. Park Ave, Ste 2005

Street

Email Greg@BlackConsulting.com

TLW

City

FL

State

32801

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:

Martin County School District

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

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

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The Florida Senate APPEARANCE RECORD

Deliver both copies of this form to
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March 11, 2025

Meeting Date

SB 296

Bill Number or Topic

Committee

Amendment Barcode (if applicable)

Name

Asia Scott

Phone

561-692-5242

Address

2566 W Tennessee

Email

scottasia2004@gmail.com

Street

Tallahassee

City

FL

State

32304

Zip

Speaking:

For

Against

Information

OR

Waive Speaking:

In Support

Against

PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without
compensation or sponsorship.

I am a registered lobbyist,
representing:

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

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

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The Florida Senate

APPEARANCE RECORD

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

Meeting Date March 11, 2025

Bill Number or Topic SB 296

Committee _____

Amendment Barcode (if applicable) _____

Name Cicely Henderson

Phone 561-983-5862

Address 1316 SW Ave C
Street

Email CHS6673@gmail.com

Belle Glade FL 33430
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 \(flsenate.gov\)](#)

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The Florida Senate

APPEARANCE RECORD

SB0296

3-11-25

Meeting Date

Bill Number or Topic

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

App. Com. on Pre-K-12 Ed

Committee

Amendment Barcode (if applicable)

Name Alex Leake

Phone 386 837 8800

Address 14251 Les Palms Cir 201

Street

Email alex.leake@gmail.com

Tampa

City

FL

State

33613

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](#)

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The Florida Senate

APPEARANCE RECORD

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296

Bill Number or Topic

Amendment Barcode (if applicable)

3/11/25

Meeting Date

App Prek-12

Committee

Name

TAB She Fazzino

Phone

305-995-1206

Address

1450 NE 2ND Ave #912

Email

tfazzino@dadeschools.net

Street

Miami FL

State

33132

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:

Miami DADE County Public Schools

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

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The Florida Senate

APPEARANCE RECORD

SB 296

3/11/25

Meeting Date

Bill Number or Topic

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

Approps Comm PreK-12 Ed

Committee

Amendment Barcode (if applicable)

Name

Mark Mottl

Phone

386-916-9275

Address

Street

Palatka

FL

State

32177

Zip

Email

markmottl@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:

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

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The Florida Senate

APPEARANCE RECORD

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Senate professional staff conducting the meeting

SB 296

Bill Number or Topic

3/11

Meeting Date

App PreK-12

Committee

Amendment Barcode (if applicable)

Name Michael Greenan

Phone 352-478-9621

Address

Email mikegreenan@hotmail.com

Street

Keystone Heights FL

32656

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](#)

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The Florida Senate

APPEARANCE RECORD

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SB 296

Bill Number or Topic

Amendment Barcode (if applicable)

3/11/25

Meeting Date

App Packed Ed

Committee

Name Stephana Ferrell

Phone

Address 1067 Portmoor Way

Street

Email stephanaw@fftrp.org

Winter Garden

City

FL

State

34787

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:

FFTRP

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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The Florida Senate

APPEARANCE RECORD

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

3/11/25

Meeting Date

296

Bill Number or Topic

Approp Pre K-12

Committee

Amendment Barcode (if applicable)

Name Marquise McMiller Orange County Public Schools Phone 850-591-1198

Address 445 W. Amelia St. Street

Email

Orlando, FL 32801 City State Zip

Speaking: [] For [] Against [] Information OR Waive Speaking: [x] In Support [] Against

PLEASE CHECK ONE OF THE FOLLOWING:

[] I am appearing without compensation or sponsorship.

[] I am a registered lobbyist, representing:

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

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

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The Florida Senate

APPEARANCE RECORD

03/11/2025

296

Meeting Date

Bill Number or Topic

PreK-12 Approps

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

Committee

Amendment Barcode (if applicable)

Name Dr. Danielle Thomas

Phone 850-414-2578

Address 203 S. Monroe Street

Email thomas@fsba.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:

Florida School Boards Association

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

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

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The Florida Senate

APPEARANCE RECORD

CS/SB 296

03/11/2025

Meeting Date

Approp Pre-K - 12

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

Bill Number or Topic

Committee

Amendment Barcode (if applicable)

Name Brian Moore

Phone (850) 577-5784

Address 208 S. Monroe St. Street

Email bmoore@fadss.org

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:

FL Assc Dist School Supts FADSS

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

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

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The Florida Senate

APPEARANCE RECORD

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

3-11-25

Meeting Date

SB 296

Bill Number or Topic

COMMERCE & TOURISM

Committee

Amendment Barcode (if applicable)

Name FERNANDO RENDON

Phone 321-482-3051

Address 879 YORKTOWNE DR.

Email FRENODON@IBEW606.ORG

Street

ROCKLEDGE FL 32955

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)

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The Florida Senate

APPEARANCE RECORD

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3-11-25

Meeting Date

SB 296

Bill Number or Topic

Commerce + Tourism

Committee

Amendment Barcode (if applicable)

Name Lorraine Rendon

Phone 321-704-3930

Address 879 Yorktowne Dr. Street

Email fernrendon@hotmail.com

Rockledge, FL 32955 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](#))

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The Florida Senate APPEARANCE RECORD

SB 296

3/11/25

Meeting Date

Bill Number or Topic

App. Soc-K Ed

Committee

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

Amendment Barcode (if applicable)

Name Raegan Miller

Phone _____

Address _____

Email raeganmiller@yahoo.com

Street

 St. Petersburg

 FL

 33708

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:

 Pinellas County Council (PTA)

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

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3/11/2025

Meeting Date

The Florida Senate
APPEARANCE RECORD

TAB 3
SB 296

Bill Number or Topic

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

Amendment Barcode (if applicable)

Pre-K-12 Educ.

Committee

Name Chamman Postel

Phone _____

Address 305 NE 29th Street

Email education.committee@floridapta.org

Street

Boca Raton

City

FL

State

33431

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)

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S-001 (08/10/2021)

TAB 3

296

The Florida Senate APPEARANCE RECORD

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

Bill Number or Topic

Amendment Barcode (if applicable)

K-12
Semi-Approps

Meeting Date

3-11-25

Committee

Name Chris Doolin

Phone 850-508-5492

Address 1018 Thomasville Rd

Email cdoolin@doolinandassoc.com

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:

SMALL School District Council Consortium

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. df.flsenate.gov

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

SB 296

Bill Number or Topic

3/11/25

Meeting Date

App Prek-12 Ed

Committee

Amendment Barcode (if applicable)

Name

Amy Perwien

Phone

Address

Street

Email

City

State

34119

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.

03/11/2025

Meeting Date

education appropriation committee

Committee

The Florida Senate APPEARANCE RECORD

Deliver both copies of this form to
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296

Bill Number or Topic

Amendment Barcode (if applicable)

Name Lynn Keefe, MD

Phone 850-305-2289

Address 15 Country Club Road

Email lynnkeefemd@gmail.com

Street

Shalimar

FL

32579

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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The Florida Senate

APPEARANCE RECORD

3-11-25

Meeting Date

296

Bill Number or Topic

Appropriations Committee

Committee

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

Amendment Barcode (if applicable)

Name Eileen Segal (FLORIDA PTA)

Phone 407 855 7604

Address 1747 Orlando Central Parkway

Email legislation@FLORIDAPTA.org

Street

Orlando

City

FL

State

32809

Zip

Speaking: [X] For [] Against [] Information OR Waive Speaking: [] In Support [] Against

PLEASE CHECK ONE OF THE FOLLOWING:

[X] I am appearing without compensation or sponsorship.

[] I am a registered lobbyist, representing:

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

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

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3/11/25

The Florida Senate APPEARANCE RECORD

SB 296

Meeting Date

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

Bill Number or Topic

Appropriations K12

Committee

Amendment Barcode (if applicable)

Name Matthew Pinson

Phone

Address 3553 Victoria Manor Ln, 305

Email

Street

Lakeland

FL

33805

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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The Florida Senate

APPEARANCE RECORD

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

3/11/25

Meeting Date

SB 296

Bill Number or Topic

Appropriations

Committee

Amendment Barcode (if applicable)

Name Olivia Rightley Phone

Address 2409 E 2nd Ave unit 323 Email

Street

Tampa FL 33605

City

State

Zip

Speaking: [] For [] Against [] Information OR Waive Speaking: [x] In Support [] Against

PLEASE CHECK ONE OF THE FOLLOWING:

- [x] I am appearing without compensation or sponsorship. [] I am a registered lobbyist, representing: [] I am not a lobbyist, but received something of value for my appearance (travel, meals, lodging, etc.), sponsored by:

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

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The Florida Senate

APPEARANCE RECORD

3/11/25

Meeting Date

298

Bill Number or Topic

Sen Appros

Committee

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

Amendment Barcode (if applicable)

Name Kortney Wesley / Duval Co. Public Schools Phone (904) 303-3301

Address 1701 Purdental Dr. Email Wesley K @ Duval Schools.org

Jax City FL State 32201 Zip

Speaking: [] For [] Against [] Information OR Waive Speaking: [X] 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. df (flsenate.gov)

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Bernier.Nancy@flsenate.gov

Legislative Aide
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Unger.Thomas@flsenate.gov



Tallahassee Office:
302 SOB
404 South Monroe Street
Tallahassee, FL 32399-1300
(850) 487-5019
Fine.Randy@flsenate.gov

Legislative Aide
Anna Budko
Budko.Anna@flsenate.gov

Randy Fine
Florida Senate
Senator, District 19

March 6, 2025
The Honorable Danny Burgess
Chairman of Appropriations Committee on Pre-K-12 Education
201 The Capitol
404 South Monroe Street
Tallahassee, FL 32399-1100

Dear Chairman Burgess,
I respectfully request an excused absence from the Appropriations Committee on Pre-K-12 Education, meeting on March 11th, 2025.

Thank you in advance for your consideration of this request.

cc:
Staff Director Tim Elwell
Administrative Assistant Amanda Fountain

Sincerely,

A handwritten signature in blue ink that reads "Randy A. Fine".

Randy Fine
State Senator, District 19

Governmental Oversight and Accountability, Chair
Community Affairs, Vice Chair
Joint Select Committee on Collective Bargaining, Alternating Chair
Appropriations -- Regulated Industries
Appropriations Committee on Agriculture, Environment, and General Government
Appropriations Committee on Pre-K - 12 Education -- Education Postsecondary
Brevard County Delegation

CourtSmart Tag Report

Room: SB 37

Case No.:

Type:

Caption: Appropriations Committee on Pre-K - 12 Education

Judge:

Started: 3/11/2025 8:30:49 AM

Ends: 3/11/2025 9:36:25 AM

Length: 01:05:37

8:30:57 AM Sen. Burgess (Chair)
8:32:19 AM S 102
8:32:30 AM Sen. Gaetz
8:33:47 AM Sen. Burgess
8:34:10 AM Sierra Bush Rester
8:39:29 AM Keyna Cory, Florida Goodwill Association
8:40:19 AM Melissa Olive, Florida Association for Behavior Analysis (waives in support)
8:40:25 AM Stephana Ferrell, Florida Freedom to Read Project (waives in support)
8:40:34 AM Raegan Miller, Pinellas County Council Parent Teacher Association (waives in support)
8:40:39 AM Tabitha Fazzino, Miami-Dade County Public Schools (waives in support)
8:40:46 AM Eileen Segal, Florida Parent Teacher Association (waives in support)
8:40:50 AM Shan Goff, Foundation for Florida's Future (waives in support)
8:40:56 AM Sen. Burgess
8:41:05 AM Sen. Gaetz
8:41:07 AM Sen. Burgess
8:41:40 AM S 166
8:41:46 AM Sen. Simon
8:44:28 AM Sen. Burgess
8:44:32 AM Sen. Jones
8:45:27 AM Sen. Simon
8:46:47 AM Sen. Jones
8:47:26 AM Sen. Simon
8:48:05 AM Sen. Jones
8:48:59 AM Sen. Simon
8:49:28 AM Sen. Burgess
8:49:49 AM Stephana Ferrell, Florida Freedom to Read Project
8:50:19 AM Sen. Burgess
8:50:27 AM Cheyne Seleski, Teacher, Royal Palm Beach High School
8:51:26 AM Sen. Burgess
8:51:38 AM Sharyn Battey, Sterling Park Parent Teacher Association
8:54:29 AM Sen. Burgess
8:54:35 AM Shan Goff, Foundation for Florida's Future (waives in opposition)
8:54:41 AM Denise Halle (waives in support)
8:54:47 AM Lisa Torres (waives in support)
8:54:51 AM Alec Wilcosky (waives in support)
8:54:54 AM Raegan Miller, Pinellas County Council Parent Teacher Association (waives in support)
8:55:01 AM Marquise McMiller, Orange County Public Schools (waives in support)
8:55:05 AM Dr. Danielle Thomas, Florida School Boards Association (waives in support)
8:55:12 AM Brian Moore, Florida Association District School Superintendents (waives in support)
8:55:19 AM Tabitha Fazzino, Miami-Dade County Public Schools (waives in support)
8:55:25 AM Mark Motl (waives in support)
8:55:31 AM Michael Greenan (waives in support)
8:55:34 AM Greg Black, Martin County School District (waives in support)
8:55:40 AM Alex Leake (waives in support)
8:55:44 AM John Cerra, Florida Association of School Psychologists (waives in support)
8:55:50 AM Cicely Henderson (waives in support)
8:55:56 AM Asia Scott (waives in support)
8:55:58 AM Olivia Rightley (waives in support)
8:56:01 AM Michael Woods (waives in support)
8:56:05 AM Robert Cerra (waives in support)
8:56:07 AM Chris Doolin, Small School District Council Consortium (waives in support)
8:56:12 AM Valerie Chuchman (waives in support)

8:56:17 AM Matthew Pinson (waives in support)
8:56:19 AM Sen. Burgess
8:56:25 AM Sen. Jones
8:57:56 AM Sen. Burgess
8:58:00 AM Sen. Osgood
9:02:43 AM Sen. Burgess
9:02:49 AM Sen. Simon
9:04:52 AM Sen. Burgess
9:05:41 AM S 296
9:05:50 AM Sen. Bradley
9:07:46 AM Sen. Burgess
9:08:03 AM Eileen Segal, Florida Parent Teacher Association
9:09:49 AM Sen. Burgess
9:10:02 AM Dr. Lynn Keefe
9:15:55 AM Sen. Burgess
9:16:11 AM Amy Perwien
9:18:25 AM Sen. Burgess
9:18:36 AM Chris Doulin, Small School District Council Consortium
9:20:59 AM Sen. Burgess
9:21:11 AM Charman Postel, Education Chair, Florida Parent Teacher Association
9:23:51 AM Sen. Burgess
9:23:55 AM Fernando Rendon (waives in support)
9:23:59 AM Lorraine Rendon (waives in support)
9:24:02 AM Raegan Miller, Pinellas County Council Parent Teacher Association (waives in support)
9:24:06 AM Stephana Ferrell, Florida Freedom to Read Project (waives in support)
9:24:13 AM Marquise McMiller, Orange County Public Schools (waives in support)
9:24:15 AM Dr. Danielle Thomas, Florida School Boards Association (waives in support)
9:24:22 AM Brian Moore, Florida Association District School Superintendents (waives in support)
9:24:27 AM Alex Leake (waives in support)
9:24:30 AM Tabitha Fazzino, Miami-Dade County Public Schools (waives in support)
9:24:35 AM Mark Motl (waives in support)
9:24:38 AM Michael Woods (waives in support)
9:24:42 AM Stephanie Kunkel, Florida Education Association (waives in support)
9:24:47 AM Greg Black, Martin County School District (waives in support)
9:24:52 AM Asia Scott (waives in support)
9:24:55 AM Cicely Henderson (waives in support)
9:25:00 AM Denise Halle (waives in support)
9:25:05 AM Alec Wilcosky (waives in support)
9:25:08 AM Lisa Torres (waives in support)
9:25:11 AM Robert Cerra (waives in support)
9:25:15 AM Cheyne Seleski, Royal Palm Beach High School (waives in support)
9:25:24 AM Matthew Pinson (waives in support)
9:25:29 AM Olivia Rightley (waives in support)
9:25:32 AM Valerie Chuchman (waives in support)
9:25:35 AM Michael Greenan (waives in support)
9:25:40 AM
9:25:44 AM Kortney Wesley, Duval County Public Schools (waives in support)
9:25:49 AM Sen. Burgess
9:26:01 AM Sen. Osgood
9:29:44 AM Sen. Burgess
9:29:54 AM Sen. Pizzo
9:31:12 AM Sen. Burgess
9:31:19 AM Sen. Simon
9:32:12 AM Sen. Burgess
9:33:44 AM Sen. Bradley
9:35:28 AM Sen. Burgess